

IMPROVING THE EDUCATIONAL OUTCOMES OF CHILDREN IN OUT-OF-HOME PLACEMENTS: AN INTERAGENCY GUIDANCE MANUAL



OVERVIEW

HISTORICAL PERSPECTIVE

On April 30, 2007, the New Jersey Child Welfare Citizen Review Panel (herein after referred to as “the panel”) convened a roundtable discussion to address the needs of school-aged children who were involved in the child welfare system. At the time, the panel was charged with making policy and practice recommendations to State and local agencies.¹ Parties at the roundtable included the Commissioners of New Jersey’s Department of Children and Families (DCF) and Department of Education (DOE), their respective administrative staff, and key community stakeholders. The roundtable discussion was the culmination of the panel’s work since 2004 regarding the interface between the education and child welfare systems.

The panel found that communication and collaboration between child welfare and education agencies should be improved to achieve better educational and emotional outcomes for children served by DCF, with an emphasis on children in out-of-home placement. Unless otherwise noted in this manual, DCF refers to all agencies and offices under DCF. These include the Divisions of Child Protection and Permanency (CP&P), formerly known as Division of Youth and Family Services; Family and Community Partnerships (F&CP), formerly known as the Division of Prevention and Community Partnerships; Children’s System of Care (CSOC), formerly known as the Division of Child Behavioral Health Services; the Office of Adolescent Services; and the Office of Education (OOE).

During the roundtable discussion, numerous concerns were raised about the need for a standardized statewide training program on abuse and neglect identification and reporting for school district personnel. In addition, many panelists and attendees expressed a concern about the overall educational well-being of children in out-of-home care. Issues included, but were not limited to: timely school registration and enrollment; educational stability; information and record sharing; compliance with special education procedures; and appropriate ways to address children’s behavioral issues. At the conclusion of this meeting, DCF and DOE agreed that a working group should be established to further address the concerns of the panel and to develop a Memorandum of Agreement (MOA) between the agencies.

The DCF/DOE working group held its first meeting in June 2007, and its members included representatives from the DCF, including CSOC, CP&P, F&CP and OOE; the DOE, Office of Student Support Services and Office of Special Education; and various advocates and community stakeholders. Over the next two and a half years, the working group and its two subcommittees met regularly to tackle issues identified by the working group members.

The working group members acknowledged the importance of heightening the awareness of educators to the special needs of children in out-of-home placement precipitated by instability and disruptions in their lives. The working group hoped to minimize further disruptions in the lives of these children and their educational progress

¹ The working group was dissolved in 2010.

by providing supports and program continuity. The working group also acknowledged the benefits of multiagency collaboration at the local level to achieve the goals set forth herein.

With these considerations in mind, this multiagency state-level working group developed the content of this Interagency Guidance Manual and agreed to the following:

1. The Mission Statement and Goals of the partnership (below);
2. The model Memorandum of Agreement (MOA) between education and child welfare systems (Appendix A); and
3. The comprehensive standardized training program, *Reporting Child Abuse and Neglect: What School Personnel Need to Do*, for schools on the identification and reporting of abuse or neglect which can be accessed through both DOE and DCF's website.

The content of the guidance manual has been reviewed by a cross-sector of local level professionals and approved by senior management in each department. The partnerships between education and child welfare officials that have been established will support the educational needs of children in out-of-home placement within the community, and also provide a framework to support a broader range of children in need of prevention, intervention and referral services.

MISSION STATEMENT

The mission of the Department of Children and Families and Department of Education partnership is to promote, develop and enhance collaboration between school, child protective, behavioral health and prevention systems and other child serving systems and parties to improve the well-being of children in the State of New Jersey.

GOALS

The goals of this partnership were:

1. To establish a standardized training program, *Reporting Child Abuse and Neglect: What School Personnel Need to Do*, which outlines protocols and procedures regarding abuse and neglect identification and reporting for school districts, and consistent procedures for such reporting; and
2. To increase and improve communication and collaboration between education and child welfare agencies and staff at the state and local levels to support the educational needs of children in out-of-home placement.

MODEL MEMORANDUM OF AGREEMENT (MOA)

The model MOA details the agreement between local school districts and DCF. The goals for meeting the educational needs of children in out-of-home placement are as follows:

- Goal 1: Children remain in their current school when in their best interest.
- Goal 2: Children enter school ready to learn.

- Goal 3: Children receive supports and services to participate in all aspects of school and to prevent school dropout, truancy, and disciplinary actions.
- Goal 4: Children are engaged in their education, are empowered to advocate for their educational needs and pursuits, and receive supports and services to ensure a successful transition into adulthood.
- Goal 5: Children with disabilities are located, identified and evaluated for eligibility for special education and section 504 services and, if eligible, must receive a free, appropriate public education.
- Goal 6: DCF and local school districts participate in ongoing communication and collaboration to support and improve the well-being of children.

The MOA establishes an agreement between school district personnel and child welfare personnel to provide a special focus on the educational and social-emotional needs of these children; facilitate the use of safeguards, strategies and tools to meet the needs of this vulnerable child population; and foster communication and collaboration among system partners to achieve the MOA goals. Rather than add new requirements, the MOA builds on shared expertise, knowledge, resources and commitment to enhance the way education and child welfare authorities support one another. By observing the special needs of these children, pre-planning, agreeing to reciprocal processes and procedures and improving communication to promote seamless transitions of children and ensuring continuation of educational services, even when a child's home life is disrupted, the system of support for children will be improved.

COMPREHENSIVE STANDARDIZED TRAINING

In response to concerns raised by the Citizens Review Panel, the two agencies created a training protocol, *Reporting Child Abuse and Neglect: What School Personnel Need to Do*, to assist local school districts in meeting the requirements of *N.J.A.C. 6A:16-11(a)8*. This regulation, which requires local school districts to establish a policy with a provision for training school district employees, volunteers and interns, on the procedures for reporting abuse and neglect, has been met inconsistently by local school districts in the past. By collaboratively developing and standardizing a training protocol, the DOE and DCF are clearly communicating the content that must be provided to all local school district staff and will promote consistent training with the most accurate, up-to-date information regarding the policies and procedures of both agencies.

On December 18, 2009, the commissioners of the DOE and DCF issued a joint memorandum communicating that there are standardized trainings and materials that are available to school personnel on the identification and reporting of child abuse and neglect to satisfy the requirements of *N.J.A.C. 6A:16-11(a)8*. The memorandum strongly encourages local districts to use these materials which are posted online.

INTERAGENCY GUIDANCE MANUAL

This guidance manual provides specific strategies for DCF and local education agencies (also referred to as school districts) to implement, both apart and together, to

achieve the goals set forth in the MOA. Some of the listed responsibilities are required by Federal or State laws and regulations. These are written as requirements and the citations are provided. Others are recommended actions for school and DCF staff to help achieve the goals.

This manual also includes forms, resources, and a sample model for collaboration to facilitate the implementation of the actions. The model for collaboration in Appendix B was developed by the Ocean County Children's Interagency Coordinating Council (OCCIACC), and is intended to promote, develop, and enhance collaborative efforts among school, behavioral health and child protective service systems, and other interested parties to improve the well-being of children. This model has been adopted by other counties.

FOSTERING CONNECTIONS TO SUCCESS AND INCREASING ADOPTIONS ACT OF 2008

DCF and DOE delayed completion of this manual to incorporate key elements and reference to educational stability legislation passed in New Jersey which serves to implement the Federal Fostering Connections Act. These State and Federal laws remove the barriers to educational stability for children placed in resource family homes. See Appendix A-1, Joint Commissioner Memorandum – What You Need to Know About the Educational Stability Law.

STATE-LEVEL COMMITMENT

DCF and DOE are committed to implementing a framework that promotes interagency collaboration and communication to support educational stability and continuity for children in out-of-home placement. This framework is modeled after the *Blueprint for Change, Education Success for Children in Foster Care*, developed by the American Bar Association's Legal Center for Foster Care and Education, and includes tasks both at the State and local levels.

OVERSIGHT OF IMPLEMENTATION

DCF and DOE are committed to maintaining ongoing responsibility to sustain State-level collaboration and promote implementation of the framework, including the training of school personnel on the identification and reporting of child abuse and neglect. Oversight may include 1) review of available student data; 2) periodic case reviews; 3) feedback forums with school district and DCF staff; 4) Statewide meetings of county entities facilitating local collaboration; and 5) problem-resolution strategies.

ACKNOWLEDGEMENTS

First and foremost we acknowledge the New Jersey Child Welfare Citizen Review Panel for their years of work focused on the needs of children under CP&P and DCF supervision, particularly those in out-of-home placement, and the interface between the education and child welfare systems needed to address these issues. Their work, culminating in a dynamic roundtable discussion, resulted in the formation of a working group, co-facilitated by the DOE and DCF, with the participation of key advocates and community stakeholders.

The sample Memorandum of Agreement, the Interagency Guidance Manual and the Standardized Training Program, *Reporting Child Abuse and Neglect: What School Personnel Need to Do*, were developed through an effective collaboration among education and child serving system partners.

The working group actively engaged in this collaborative work process over a period of two and a half years. While many members had the opportunity to participate throughout this process, others joined for periods of time. The input of each contributor was relevant and valuable in the development of this guidance and training material.

We acknowledge the working group members for their commitment and contributions to this initiative. This guidance manual is a reflection of their dedication and passion to improve the educational and emotional outcomes for children in out-of-home care and to train school district personnel in the identification and reporting of child abuse and neglect. It is our expectation that, on behalf of these vulnerable children, the results of this collaboration provide the impetus and guidance for effective, ongoing statewide communication and collaboration among education and child serving system partners at the State and local levels.

In addition to the participants of the working group, the work products received considerable review, input and administrative support from a number of staff within the DOE and DCF.

Department of Education – Department of Children and Families
Education Working Group Participants
2007-2010

Susan Martz, Co-Facilitator, Director, Office of Student Support Services, Department of Education

Debra Stewart, Co-Facilitator, Director, Office of Education, Department of Children and Families

***Lovell Pugh-Bassett, Ph.D., Special Support**, County Education Specialist, Camden County Office of Education, Department of Education

Rick Hager, Special Support, Policy and Practice Specialist, Office of Education, Department of Children and Families

Karen Gagne, Special Support, State Responsible Student Service Coordinator, Office of Education, Department of Children and Families

Lila Bernstein, Citizen Volunteer, Morris County Placement Review Board

Martha Brecher, Legal and Technical Assistance Director, Statewide Parent Advocacy Network of New Jersey

Florence M. Calise, Supervisor of Guidance and Counseling – Grades 9-12, Clifton School District

Colleen Cheeseman, Manager/Supervisor of Investigations, Institutional Abuse Investigation Unit, Department of Children and Families

Mary E. Coogan, Esq., Assistant Director, Association for Children of New Jersey

Rachael R. Elkin, Supervising Attorney, Education Representative Project, Legal Services of New Jersey

Thomas R. Farrell, Casework Supervisor, State Central Registry, Department of Children and Families

Alan F. Ferraro, Director of Special Services, Brick Township Public Schools

Shirly C. Garth, NJ State Child Placement Advisory Council

Nicky Goodwine-Samuels, Director of Development and Communications, Foster and Adoptive Family Services

***Mike Higginbotham**, Court Liaison, Children’s System of Care, Department of Children and Families

***Christopher G. Jackson, Esq.**, Assistant Child Advocate, NJ Office of the Child Advocate

***Keeva Kase, M.Div.**, Director of Program Services, Court Appointed Special Advocates of New Jersey, Inc.

Liza M. Kirschenbaum, Associate Director, Court Appointed Special Advocates of New Jersey, Inc.

Roberta Knowlton, Director, Office of School Linked Services, Division of Family and Community Partnerships, Department of Children and Families

Brunilda Luciano, Regional Coordinator, Division of Family and Community Partnerships, Department of Children and Families

Randi Mandelbaum, Clinical Professor of Law and Director, Child Advocacy Center, Rutgers University School of Law - Newark

Mary M. McManus-Smith, Chief Section Counsel – Family Law, Legal Services of New Jersey

Nancy Parello, Director, Policy and Communications, NJ Office of the Child Advocate

Nina Peckman, Staff Attorney, Association for Children of New Jersey

Susan Peters, Vice Principal, Clifton High School, Clifton Public Schools
Jennifer Rosen Valverde, Esq., MSW, Clinical Professor of Law, Special Education Clinic, Rutgers University School of Law – Newark
***Robert Sabreen**, Deputy Commissioner, Department of Children and Families
***Gabe Spiler**, Assistant to the Deputy Director, Division of Child Protection and Permanency, Department of Children and Families
Constance Thomas, Senior Executive Service, Division of Behavioral Health Services, Department of Children and Families
***Lisa von Pier**, Director, Division of Family and Community Partnerships, Department of Children and Families
John Worthington, Acting Manager, Bureau of Policy and Planning, Office of Special Education, Department of Education

Special thanks to Natasha Palmer (DOE) for organizing and developing the guidelines from the MOA developed by the working group. Thanks also to Nancy Curry (DOE), Tracy Nowlin (DCF) and Michele Safrin (DCF) for editing and providing expertise on the guidance.

* Indicates a new job title that commenced after the working group was dissolved.

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Interagency Guidelines

DEFINITIONS

Caregiver: A person who is licensed by DCF to provide resource family care or is employed by an agency to provide direct care and supervision for a child in a group home, treatment home, teaching family home or supervised transitional living home.

Caregiver Agency: An organization which has received a certificate of approval from the DCF Office of Licensing to operate one or more group homes, treatment homes, teaching family homes, and/or supervised transitional living homes.

Care Management Organizations (CMOs): Agencies authorized by DCF Division of Children's System of Care (CSOC) to provide a full range of treatment and support services to children with the most complex needs. They work with child-family teams to develop individualized service plans to assist the child to remain in his/her own home/community or obtain alternate living arrangements, if necessary.

Case Manager: A child's assigned case manager from CP&P or other state authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management/UCM) who facilitates the child's placement in any out-of-home setting and has supervision of said child.

Charter School: Public schools that are operated under a charter granted by the Commissioner of Education, that are independent of the district board of education and that are managed by a board of trustees.

Child: For the purpose of this manual, a child is a person from birth through age 21 that is eligible for early intervention or entitled to receive educational programs and services in accordance with Federal or State law or regulation.

DCF: New Jersey State Department of Children and Families (DCF) was created in July 2006 as New Jersey's first Cabinet agency devoted exclusively to serving and safeguarding the most vulnerable children and families in the state. DCF includes:

- Child Protection and Permanency
- Children's System of Care
- Family and Community Partnerships
- Office of Adolescent Services
- Office of Education
- Child Welfare Training Academy
- Centralized Child Abuse/Neglect Hotline

Within the context of this interagency guidance manual, DCF refers to any DCF state employee (e.g. CP&P case worker) or DCF authorized agent (e.g. CMO, YCM, UCM case worker) providing services to youth.

District of Residence: The "district of residence" for children placed in resource family homes prior to September 9, 2010, is the school district where the resource family parents reside. On or after September 9, 2010, children placed in resource home care

or moved from one resource home to another, the “district of residence” is the school district of the parent or guardian with whom the child lived prior to the most recent placement in resource home care per *N.J.S.A. 18A:7B-12*. For children placed in a non-resource family home, the “district of residence” is the school district where the parent resides.

Educational Stability: Continuation in the present school for a child placed in a resource family home or other out-of-home placement unless it is determined that this is not in the best interest of the child.

Family Team Meeting: A meeting conducted by a CP&P case manager where the people who make up a family’s team of support are gathered together. Relatives, friends and others from the community who might offer support to the family are invited (i.e., informal and formal supports). Depending on their age, children may also attend. At the meeting, the creation of a plan is discussed that will provide safety, stability, well-being and permanency for the family, and especially the children. The team will work together to identify how each member will help the family to meet their goals. CSOC case managers also utilize the Family Team Meeting model for service planning. In all meetings involving school age children, students’ educational progress, needs and services are addressed.

Group Home Category Placement: Any public or private establishment other than a resource home that provides board, lodging, care and treatment services on a 24-hour basis to 12 or fewer children in a homelike, community-based setting. Included in this category are group homes, treatment homes, teaching family homes and supervised transitional living programs.

Individual Habilitation Plan: A plan for people with developmental disabilities that includes a statement of the long-term habilitation goals and the intermediate objectives relating to the attainments of such goals.

Law Guardian: An attorney admitted to the practice of law in New Jersey, regularly employed by the Office of the Public Defender or appointed by the court, and designated to represent minors in alleged cases of child abuse or neglect and in termination of parental rights proceedings per *N.J.S.A. 9:6-8.21*.

NJ SMART SID Number: The individual student identification number (SID) assigned by the New Jersey Department of Education for the student-level database and warehouse.

Out-of-Home Placement: A temporary placement for a child, made by a State agency (CP&P) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child’s safety and well-being.

Parent: The natural parent, adoptive parent, or an appointed surrogate parent. Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pertaining to *N.J.A.C. 6A:14*.

Parental Consent: Agreement in writing from the parent having legal responsibility for educational decision making under *N.J.A.C. 6A:14-2.2*. The district must ensure that consent is informed and voluntary.

Resource Family Home: A private residence, other than a children's group home, treatment home, teaching family home or supervised transitional living program, in which board, lodging, care and temporary out-of-home placement services are provided by a resource family parent on a 24-hour basis under the auspices of CP&P.

School Based Youth Services Program (SBYSP): Located in elementary, middle and high schools, SBYSP were developed to remove non-academic barriers to learning as a means to enhance student academic success. Each program offers a unique blend of services determined by the needs of the population served to help students stay in school, graduate, and obtain skills leading to employment. Core services include behavioral health and substance abuse counseling, access to primary and preventative health services, mentoring, skill-enrichment activities and learning support services.

School District: Any local municipal, consolidated or regional school district established pursuant to *N.J.S.A.18A* (or a district under full state intervention pursuant to *N.J.S.A 18A:7A-34*) having a Board of Education and operated with public funding.

Unified Case Management: Agencies authorized by DCF's CSOC to provide the combined services of the CMO (described above) and YCM (described below).

Youth Case Management (YCM): Agencies authorized by DCF's CSOC to offer services for moderately at-risk children and youth who do not meet the intensive care requirements of CMOs. Services include assessment, monitoring and coordination of services to enable children to remain at home or obtain alternate living arrangements, if necessary.

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

The Federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (*P.L.* 110-351) requires the provision of educational stability. In addition, New Jersey law (*P.L.* 2010, c. 69) further requires that school districts and DCF maintain a child's school stability through continuation of current school placement when a child enters a resource home placement or moves from one resource home to another, if it is in the child's best interest. Thus, educational stability should be considered and advocated for in each instance of out-of-home placement and, under state law, is required for a child in a resource family home placement.

Maintaining school stability is presumed to be in the child's best interest unless it is determined that a child should transfer to the school district in which the resource home is located. For a child in a resource family home, DCF will make reasonable efforts to consult with the child, his/her parents or guardian, affected school districts, and the child's law guardian. For a child in a non-resource family home, this determination will be made through collaboration of all relevant parties previously listed above. During this determination process, the child will remain in his/her current school placement. Any decision to keep the child in the current school district will be reviewed at regular intervals to ensure the current school placement continues to be in the child's best interest.

Know the Facts²:

- More than 50% of school-age children in foster care have been retained at least one year in school.
- Youth in foster care who experience one fewer placement change per year are almost twice as likely to graduate from high school.
- A child who changes schools more than twice is 50% more likely to drop out of school.
- School-age children in foster care attend an average of nine different schools by the age of 18.
- Every time a child changes a family or foster placement, he/she loses up to six months of ground.
- 30-50% of youth exit the foster care system without a high school diploma or GED.
- High school drop outs are eight times more likely to be incarcerated.
- High school drop outs are 40% more likely to be on public assistance.
- Fewer than 2% of youth formerly in foster care complete a bachelor's degree before the age of 25, compared with 24% of the general population.
- 30% of the nation's homeless adults report foster care history.
- More than 20% of foster youth are homeless at least one night within one-to-five years after exiting the foster care system (some studies show up to 60%).
- The estimated cost to society of one youth who drops out and turns to crime & drugs is \$1.7 to \$2.3 million.

² Valverde, Jennifer Rosen Esq., MSW. (2011 Oct. 4). "Meeting The Educational Needs Of Children In Out-Of-Home Placements" <http://www.nj.gov/dcf/documents/divisions/dyfs/training%20day1.pdf>

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

How is “best interest” determined under the New Jersey Educational Stability Act (N.J.S.A. 30:4C-26B)?

When a child enters out-of-home placement, the Division of Child Protection and Permanency (CP&P) makes the decision on whether or not the child should remain in his/her current school. Factors considered when determining a child’s school placement include, but are not limited to: a) safety considerations; b) the proximity of the resource family home or other out-of-home placement to the child’s present school; c) the age and grade level of the child as it relates to the other best interest factors; d) the needs of the child, including social adjustment and well-being; e) the child’s preference; f) the child’s performance, continuity of education and engagement in the school the child presently attends; g) the child’s special education programming if the child is classified; h) the point of time in the school year; i) the child’s permanency goal/the likelihood of reunification; j) the anticipated duration of the current placement; and k) such other factors as provided by regulation of the Commissioner of DCF pursuant to *N.J.S.A. 30:4C-26b*.

<i>If ...</i>	<i>then...</i>	<i>and...</i>
A child enters out-of-home placement and remaining in his/her current school does present a significant safety concern or a significant and immediate detriment (e.g., extraordinary distance; N.J.S.A: 304C-26, CP&P Field Operations Casework Policy and Procedures Manual IID 1400.7)	<ul style="list-style-type: none"> • CP&P staff or the child’s caregiver must immediately enroll the child in the school where the resource family home is located. 	<ul style="list-style-type: none"> • CP&P will provide notice to the appropriate schools of the decision, utilizing CP&P Form 5-72, Educational Stability School District Notification. • CP&P will notify the parent and law guardian in writing of the school placement decision within 2 business days.

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

<i>If ...</i>	<i>then...</i>	<i>and...</i>
<p>A child enters out-of-home placement and remaining in the current school does not present a significant safety concern or a significant and immediate detriment (N.J.S.A: 304C-26, CP&P Field Operations Casework Policy and Procedures Manual IID 1400.7)</p>	<ul style="list-style-type: none"> • CP&P has five business days to make an assessment to determine if remaining in the same school is in the child’s best interest, and during that time the child will remain in his/her current school. 	<ul style="list-style-type: none"> • CP&P will provide notice to the appropriate schools of the decision, utilizing CP&P Form 5-72, Educational Stability School District Notification. • CP&P will immediately notify the parent and law guardian, in writing, of the school placement decision. • If the decision is to change the child’s school, CP&P must allow five business days for either party to file an application with the family court if they choose to contest the school placement decision. • Every effort is made to make sure that the transfer coincides with a naturally occurring break.
<p>The parent or law guardian files an application within five business days of the notification of a change in school placement contesting the change</p>	<p>The child must continue to attend his/her current school until the court makes the final decision (N.J.S.A. 30:4C-26b).</p>	<p>CP&P continues to be responsible for transportation until the court makes a final decision, at which time responsibility for transportation transfers to the school district.</p>
<p>An application contesting the school change is not filed within five business days</p>	<p>The child must be immediately enrolled in the new school.</p>	<p>CP&P must ensure that the resource parents immediately enroll each school-age child in school and ensure that the child receives an education [<i>P.L.</i> 110-351].</p>

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

How can we help insure a seamless transition with immediate enrollment and placement in the new school without delay, consistent with State and Federal law?

Collaboration and the sharing of information is the key.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. Once CP&P has made a determination that a child will be placed in an out-of-home placement and will be attending a school outside of the current school district, CP&P shall obtain the child’s transfer card and give it to the child’s caregiver (<i>N.J.A.C. 10:122B-41</i>). 2. CP&P shall compile educational records for each school-aged child initially entering an out-of-home placement and provide a copy to the caregiver (<i>N.J.A.C. 10:122D-2.6(b)4</i>; CP&P Form 5-16, Child’s Education Record, Appendix C). 3. Every caregiver agency requires the child’s school transfer card, immunization record, available student records, and a letter of acknowledgement of fiscal responsibility from the parent’s district of residence or a District of Residence Determination letter from the Department of Education, as part of its admission packet. (Appendix G: Sample School District Letter of Acknowledgement of Fiscal Responsibility or Appendix H: District of Determination Form). 4. One of the following documents should be provided to schools to assist in student registration and/or enrollment: <ol style="list-style-type: none"> a. A Resource Parent Identification Letter provided by a CP&P worker (Appendix E: CP&P 5-49) b. A Sample Agency Letter provided by a CSOC contracted provider (Appendix F) 5. A child’s caregiver must provide proof of residency in order to enroll and/or register a child. 	<ol style="list-style-type: none"> 1. The current school district transfers the original mandated student records directly to the new school district in accordance with <i>N.J.A.C. 6A:32-7.5(f)</i>. Upon request, the school district provides CP&P copies of, or access to, the student record. 2. School districts must request student records within two weeks of student enrollment and require the district of last attendance to forward records within ten days of receiving a request (<i>N.J.A.C. 6A:32-7.5(f)10</i>; <i>N.J.S.A. 18A:36-19a</i>; <i>N.J.S.A. 18A:36-25.1</i>). 3. Each school district must have registration forms and registration procedures consistent with State law. School districts must not require any additional information, prohibited or otherwise, for registration purposes (<i>N.J.A.C. 6A:22-4.1</i>). Required documents for registration are limited to: <ol style="list-style-type: none"> a. Foster/Resource Family Parent Identification letter or other agency letter pursuant to <i>N.J.A.C. 6A:22-4.1</i> (Appendix E: Resource Parent Identification Letter and Appendix F: Sample Agency Identification Letter). b. Caregiver proof of residency: School districts must accept, as proof of a child’s address, any combination of documents that establish residency, including deeds, leases, mortgages, utility bills or other documents (<i>N.J.A.C. 6A:22-3.4</i>). 4. School districts must admit a child upon registration and submission of proof that the child had received necessary immunizations. A child has the right to attend school. School districts must not delay or deny attendance based on its non-receipt of:

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

<p>6. A child's educational needs must be considered in any and all changes to the child's out-of-home placement.</p>	<p>a. A certified copy of the child's birth certificate or other proof of identity. This is required within 30 days of initial enrollment (<i>N.J.A.C. 6A:22-4.1(g)</i>; <i>N.J.S.A. 18A:36-25.1</i>).</p> <p>b. Medical information, although attendance at school may be deferred while awaiting immunization records (<i>N.J.A.C. 6A:22-4.1(h)</i>; <i>N.J.A.C. 8:57-4</i>).</p> <p>c. The child's prior educational record pursuant to <i>N.J.A.C. 6A:22-4.1(i)</i>.</p> <p>5. All school districts have a transfer card system in place, which includes a child's NJ SMART number and immunization record, and provide transfer cards to DCF in person or by fax when children are transferring schools.</p>
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Joint Responsibilities:

Relevant staff of the school district, DCF and the caregiver/caregiver agency must be appropriately trained by their respective agency or via collaborative cross-training on enrollment procedures (*N.J.A.C. 6A:16-11.1(a)6*). Districts should refer to the school registration flyer specifying the registration requirements for children in out-of-home placement (Appendix D).

What constitutes proof that a child has received his/her necessary immunizations?

The parent/guardian must provide either a printed copy of the vaccine record or the child's New Jersey Immunization Information System (NJIS) registry number. The NJIS is the official Immunization Registry per the Statewide Immunization Registry Act (*N.J.A.C. 8:57-3*), pursuant to *N.J.S.A. 26:4-131 et seq.* (*P.L. 2004, c. 138*). For more information on the NJIS you can visit http://nj.gov/health/cd/documents/njiis_mandate_faq.pdf

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Who is responsible for providing educational services to the child and who is responsible for funding it?

1. For a child placed in a group home category placement, the district in which the child currently resides is responsible for providing educational services to the child. Based upon the “best interest determination,” DCF will identify the district to provide educational services to a child placed in a resource family home. The “district of residence” is responsible for funding educational services (*N.J.S.A. 30:4C-26(c); P.L. 2010, c.69A*).
2. Prior to placing a child in a group home category placement, DCF, or its authorized agent, must inform the school district (where the parent or guardian with whom the child lived before the child’s out-of-home placement) of the child’s move to an out-of-home placement. DCF, or their authorized agent, must obtain a letter of intent to fund the child’s education from the district of residence (Appendix G).

Who is the District of Residence?

1. The “district of residence” for children placed in resource family homes **prior to September 9, 2010**, is the school district where the resource family resides. The “district of residence” for children placed in resource family homes **on or after September 9, 2010**, is the school district where the parent or guardian resides (*N.J.S.A. 18A:7B-12*).
2. The “district of residence” for a child placed by DCF in a non-resource family home (such as a group home or residential school) is the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement (*N.J.S.A. 18A:7B-12(b)*).

What happens when there is a funding dispute?

The enrollment and delivery of service to children in out-of-home placement should not be delayed due to funding disputes. When a school district denies financial responsibility for a child or the school district cannot be identified (parental rights are terminated; parents are deceased; parents reside out-of-state; parents are missing; or parents are in a State facility), DCF, or their authorized agent, shall submit a District of Residence Determination request to the DCF Office of Education. The DCF Office of Education shall transfer the request to the DOE, which will make an official determination and notify the responsible district (Appendix H).

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

What happens when the child's parents move to another district?

When DCF learns that the parent(s) of a child in out-of-home placement has moved to another school district, DCF, or their authorized agent, should advise the district where the child resides, that the parental “district of residence” has changed. DCF, or its authorized agent, will assist the parent in registering the child in the new district or completing a District of Residence Determination Form (CP&P Policy 803.8 and 1400.8).

Who is responsible for transporting the child to school?

For children placed in out-of-home placement, the district of residence is responsible for the provision of school transportation in accordance with *N.J.S.A. 30:4C-26(c)*.



How can we minimize the loss of credits and promote credit attainment?

1. By following requirements:

- School districts must ensure that every child has a complete and cumulative transcript, accurately reflecting the child's educational history from ninth grade through graduation (*N.J.A.C. 6A:8-4.2(d)*).
- School districts need to provide opportunities for children to fill in gaps in credits toward timely high school graduation, and must provide children the opportunity to meet graduation credit requirements, in whole or part, through non-traditional programs and activities (*N.J.A.C. 6A:8-5.1(a)2i; N.J.A.C. 6A:8-5.2*).
- School districts must provide children the opportunity to meet High School Proficiency Assessment (HSPA) competency through repeated administrations of the HSPA and administration of the Alternative High School Assessment (AHSA) (*N.J.A.C. 6A:8-5.1(f)*).
- State operated and contracted residential facilities in which children are placed and receiving educational services under the State Facilities Education Act must transfer student records and final progress reports to the district of residence to ensure full and appropriate credit for coursework completed (*N.J.A.C. 6A:17-3.7(d)*)

2. By looking at multiple options to support students:

- All children must receive full or partial credit for previously completed coursework.
- School districts need to facilitate continuity in instruction for individual students across districts to ensure that they successfully achieve course competencies and meet State graduation requirements.
- School districts should make every effort to transfer credits, provide partial credits, and offer opportunities for children to make up school work and/or demonstrate course proficiency to earn credits. School districts should provide maximum flexibility to support credit attainment and progress toward high school graduation. Students should not be penalized by loss of credit or grade retention due to school transfers.
- School districts need to create policies that allow for flexibility, when there is not a reasonable opportunity to complete local requirements, in order to meet state standards for children who enroll in the district toward the end of their high school careers.

GOAL 1 – Children Remain in Their Current School When in Their Best Interest

What kinds of supports and services should we provide to children?

DCF, DOE and school districts should provide children with supplemental supports and services, including individual tutoring, remedial instruction and other resources necessary to ensure educational success.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. DCF gathers information relevant to a child’s educational history and needs, and provides this information to school districts. 2. If services are not available through the school district (e.g. counseling, tutoring, mentoring, etc.), DCF will provide children who have an unmet educational need with necessary supplemental services to ensure educational success (<i>N.J.A.C. 10:122D-2.8</i>). 3. DCF ensures that caregivers/caregiver agencies address the educational needs of children in their care and ensures that children receive needed supports and services. 	<ol style="list-style-type: none"> 1. School districts must provide appropriate instruction to children performing below established standards of proficiency to improve their performance (<i>N.J.A.C. 6A:8-4.3(c)</i>). 2. Schools identified as priority and focus schools will work with the Regional Achievement Centers to determine which interventions will be used pursuant to the approved Elementary and Secondary Education Act (ESEA) flexibility waiver. 3. School district web sites and written materials should clearly identify any and all available student support services such as tutoring, summer school, homework help and after school programs. 4. School districts should offer training to parents and caregivers/caregiver agencies on how to participate in and support the education of children in their care.

GOAL 2 – Children Enter School Ready to Learn

DCF must ensure that children under age three who fall into the following three groups are referred to the Early Intervention System (EIS) for an evaluation: 1) children involved in a case of child abuse or neglect substantiated by CP&P; 2) children identified as affected by substance abuse or withdrawal symptoms resulting from prenatal drug exposure; and 3) children who have experienced trauma due to exposure to family violence (20 U.S.C. 1437(a)(6); 42 U.S.C. 5106a(a)(14); 42 U.S.C. 5106a(b)(2)(B)(xxi).

How can we ensure that children enter school ready to learn?

Irrespective of the mandatory EIS referral, DCF must identify all children under age three with, or suspected of having, developmental delay(s), or a high probability of developing such delay(s), as early as possible and refer them to the EIS for an evaluation.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. DCF must ensure that children are referred for health exams and to the EIS as necessary and in a timely fashion. 2. CP&P must ensure that every child has a Comprehensive Medical Examination (CME) or a Comprehensive Health Evaluation for Children (CHEC) within 30 days of placement in an out-of-home setting. CME and CHEC are not substitutes for an EIS evaluation, but may indicate the need for such an evaluation. 3. DCF must ensure that children have medical examinations at the frequency recommended by pediatric guidelines. 	<ol style="list-style-type: none"> 1. Districts that become aware of children that may need early intervention services promptly refer the parents to CP&P or EIS. <div style="text-align: center;">  </div>

How can DOE and DCF assure that all children receiving EIS have a smooth transition into the educational system at age three and receive appropriate special education services if eligible?

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. CP&P must ensure that a written request for initial evaluation is forwarded to the district at least 120 days prior to the preschooler attaining age three (<i>N.J.A.C. 6A:14-3.3(e)2</i>). 	<ol style="list-style-type: none"> 1. The school district must ensure that a child study team member of the district board of education participates in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system (<i>N.J.A.C. 6A:14-3.3(e)1</i>).

How do we help young children adjust to an educational environment?

- 1. DCF must ensure that all case plans for children between the ages of three and five consider the need for preschool or an early childhood program and the need for any developmental or mental health supports.**
 - DCF must ensure that the caregiver enrolls each child, age three to kindergarten in a pre-school program with an age appropriate educational component.
 - If the current school district in which the child resides offers preschool, DCF should inform that district of the child's need for preschool services.
 - DCF, the school district and parent/caregivers together develop a plan for how and where the child will receive preschool services.

- 2. DCF must ensure that caregivers/caregiver agencies for children ages birth to five receive information on their medical and developmental needs.**
 - Upon placement of a child in out-of-home care, CP&P must provide the caregiver/caregiver agency information on the child's medical and developmental needs.
 - DCF may share relevant information with: the caregiver/caregiver agency authorized to care for, treat, or supervise a child who is the subject of a child abuse report; a parent; or both, when the information is needed in connection with the provision of care, treatment, or supervision to such child or such parent (*N.J.S.A. 9:6-8.10a(b)5*).
 - Relevant information includes: the reason for out-of-home care; unusual incidents in the child's life which impact the care s/he needs; the child's relationship with his/her birth/adoptive family; psychological or behavioral problems of the child; and the child's complete medical history.

- 3. DCF and school districts need to work together to help children who are first entering schools after the age of six to successfully adjust to the educational environment. Note: Special attention and planning is necessary for each child who is an English language learner; is an immigrant; was previously home schooled; or has not had prior access to education.**

GOAL 3 – Children Receive Supports and Services to Participate in All Aspects of School and to Prevent School Dropout, Truancy and Disciplinary Actions

DCF, its authorized agents, and school districts must inform children of their entitlement to participate in all aspects of the school experience, including educational programs, extracurricular activities and social events. DCF, its authorized agents, and school districts must encourage children to participate and provide them with appropriate supports to do so (*N.J.A.C. 6A:7-1.1; N.J.A.C. 6A:7-1.4; N.J.A.C. 6A:7-1.7; N.J.A.C. 10:122D-2.6; and N.J.S.A. 18A:36-23*).

<i>How can DCF and DISTRICTS help youth participate in all aspects of the school experience?</i>	
DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<p>1. DCF will support children’s participation in extracurricular programs, services and activities by exploring all available resources.</p>	<p>1. Upon enrollment, the school district identifies the child’s past involvement in extracurricular activities and current interests to match the child with available programs, activities, etc.</p> <p>2. Within the first two weeks of enrollment, the school district provides a list of programs, services, planned events, and extracurricular activities to children and their parents/caregivers.</p>

<i>What other factors should be considered when making educational decisions?</i>	
<p>School districts should consider the social and emotional circumstances surrounding the lives of children in out-of-home care in all educational decision-making, including discipline.</p>	
DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<p>1. CP&P may release information to school professional staff for the care, treatment and supervision of children (<i>N.J.S.A 9:6-8.10a</i>).</p>	<p>1. School districts provide children with access to school counselors and other school staff experienced in working with children who have been abused or neglected.</p> <p>2. School districts investigate and use available research on educating children who have experienced trauma and provide staff training on awareness, sensitivity and integration in the instructional process.</p> <p>3. School districts should use appropriate and effective strategies, and access proper school and community-based resources, to assess, prevent, and intervene where children exhibit maladaptive or disruptive behaviors, including when disciplinary measures are being considered.</p>

GOAL 3 – Children Receive Supports and Services to Participate in All Aspects of School and to Prevent School Dropout, Truancy and Disciplinary Actions

<p>2. CP&P will be familiar with the disciplinary procedures outlined in <i>N.J.A.C. 6A:14-2.8</i> to be able to advocate for appropriate disciplinary methods.</p> <p>3. CP&P will coordinate, as appropriate, activities among the school personnel, the resource parents and the parent (<i>N.J.A.C. 10:122D-2.6(f)</i>).</p>	<p>4. School districts need to maintain children’s school stability by exhausting appropriate supports and services prior to placing children into a different school program, unless otherwise required by law or regulation.</p> <p>a. School districts must establish and implement a coordinated system, using a multidisciplinary approach, for the delivery of intervention and referral services (I&RS) to assist children who are experiencing learning, behavior or health difficulties. If provided for children receiving special education, the services must be coordinated with the children’s IEP team, as appropriate (<i>N.J.A.C. 6A:16-8.1</i>).</p> <p>b. According to <i>N.J.A.C. 6A:16-8.2</i>, the I&RS team must:</p> <ul style="list-style-type: none"> i. Identify learning, behavior and health difficulties of students; ii. Provide support, guidance and professional development to school staff who participate in each building’s system for planning and providing I&RS ; iii. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the I&RS action plans; and iv. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the I&RS action plans.
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Joint Responsibilities:
 DCF and school districts provide support services to acclimate children to the new school environment.

GOAL 3 – Children Receive Supports and Services to Participate in All Aspects of School and to Prevent School Dropout, Truancy and Disciplinary Actions

How can we better engage children at risk of truancy or dropping out?

DCF and school districts must provide programs and support to children at risk of truancy or dropping out to engage them in school.	
DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<p>1. DCF must ensure that caregivers/caregiver agencies are aware that they are required to ensure children’s school attendance, encourage good study habits, monitor educational progress, attend school conferences and meet with school personnel for periodic reviews (<i>N.J.A.C. 10:122C-6.3; N.J.A.C. 10:128-6.7</i>).</p>	<p>1. School districts should inform parents, caregivers/caregiver agencies of their duty to ensure that children 16 and under attend school regularly (<i>N.J.A.C. 6A:16-7.8</i>).</p> <p>2. School districts must develop procedures to identify at-risk students (<i>N.J.A.C. 6A:16-7.8</i>).</p> <p>3. When a school district identifies that a child is at risk of truancy or dropping out, they should contact the parent, and caregiver/caregiver agency to discuss and determine the causes and to develop a behavioral support plan (BSP) to address the behaviors of concern (e.g. absenteeism, substance abuse, and/or a pattern of classroom disruption). The school district should invite the DCF caseworker or DCF authorized agent to participate in the development of the plan. This plan may include alternative education programs, counseling, tutoring and extracurricular activities to engage the child in school.</p>
	
<p style="text-align: center;">Joint Responsibilities:</p> <p>DCF, their authorized agents, and the school district must work together to monitor implementation of the BSP when a child is identified as at-risk.</p>	

GOAL 3 – Children Receive Supports and Services to Participate in All Aspects of School and to Prevent School Dropout, Truancy and Disciplinary Actions

DCF and school districts must inform children who have dropped out of school of their entitlement to reenroll, and actively encourage them to do so.	
DCF Responsibilities	SCHOOL DISTRICT Responsibilities
1. DCF will assist youth and their caregiver/caregiver agency to understand their right to reenroll and to develop a plan to complete their education.	1. School districts must provide children exiting grade 12 without a diploma the opportunity for continued high school enrollment to age 20, or until the requirements for a State-endorsed diploma have been met, whichever comes first (<i>N.J.A.C. 6A:8-5.2(b)1</i>).

School districts and DCF must work collaboratively to address the needs of children with behavioral and emotional issues that impact their well-being or are disruptive to the school environment (<i>N.J.A.C. 6A:16-8.1 et seq.</i>).	
DCF Responsibilities	SCHOOL DISTRICT Responsibilities
1. DCF must provide out-of-school supports (e.g. drug and alcohol intervention and mental health referral services) if available, when specific services are identified pursuant to <i>N.J.A.C. 10:122D-2.8</i> .	1. The I&RS team consults with the district liaison to facilitate collaboration with the CP&P liaison to identify out-of-school interventions.
Joint Responsibilities:	
<ol style="list-style-type: none"> 1. DCF and school districts collaborate to refer children with behavioral and emotional issues to State, county and/or local behavioral health service providers, as appropriate (<i>N.J.A.C. 6A:16-8.2(a)8</i> and <i>N.J.A.C. 10:122D-2.5(a)</i>). 2. Upon consultation, the school district provides support services (e.g. counseling) and DCF also identifies others services such as School Based Youth Services (<i>N.J.A.C. 6A:16-8.1</i>; <i>N.J.A.C. 10:122D-2.5(a)</i>; <i>N.J.A.C. 10:122D- 2.8</i>). 3. DCF and school districts need to utilize opportunities available for joint education and family team planning to coordinate services and interventions (for example, school representatives should participate in DCF family team meetings when invited and DCF representatives should participate in I&RS meetings, upon request.) (<i>N.J.A.C. 6A:16-8.3</i>; <i>N.J.A.C. 10:122D-2.5(a)</i>; <i>N.J.A.C. 10:122D-2.8</i>). 	

GOAL 4 – Children Are Engaged in Their Education, Are Empowered to Advocate for Their Educational Needs and Pursuits, and Receive Supports and Services to Ensure a Successful Transition into Adulthood.

DCF and school districts need to identify an individual in the child’s life who is knowledgeable in educational opportunities, who reinforces the value of the child’s investment in education, and who helps the child plan for his or her education, including post-secondary training, employment, and/or college.

What input do children have in their education?
 School districts and DCF must empower children to advocate for themselves regarding their educational needs.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
1. DCF case managers must share information, as appropriate, with the child as it relates to a school transfer and the support services that are available to support the child in his/her transition to a new school placement.	1. School districts share with the child information on the nature of his/her disability; learning styles and needs; available educational programs; and resources to the extent that this information will support the child’s learning and success. This information is shared clearly, with sensitivity, and takes into account the child’s developmental age.

Joint Responsibilities:

1. DCF and school districts take steps to ensure that children participate, as appropriate, in meetings addressing their education. Note: Children must not be penalized for any educational time missed for participating in these meetings.
2. DCF and school districts solicit and consider children’s educational preferences and seek their input in matters relating to their education, including when potential placement changes could require a change in schools.

What resources are available for a child in out-of-home placement to pursue post-secondary education?
 CP&P offers eligible children, in out-of-home placement, who are pursuing post-secondary educational opportunities necessary support based on available resources such as: housing; food; other daily living expenses, including during school vacations and school breaks; and all school-related expenses.

1. CP&P provides resource parents with a standard board rate for adolescents placed in their home who are 18 to 21 years old. This includes adolescents who are working, and/or going to school. Resource parents are paid on a per-diem basis for adolescents who return to the resource home on a temporary basis during college breaks and dorm closures (CP&P Field Operations Casework Policy and Procedures Manual IIB 403.11).

GOAL 4 – Children Are Engaged in Their Education, Are Empowered to Advocate for Their Educational Needs and Pursuits, and Receive Supports and Services to Ensure a Successful Transition into Adulthood.

2. CP&P must make available temporary vacation placement for adolescents, as well as youth age 17 and older, who were in an out-of-home placement prior to attending college, who leave that placement to attend school, and may require temporary placement in a resource home during school breaks, dorm closures, or for other reasons, such as illness. The temporary placement is not to exceed 150 calendar days unless approved by the local office manager, in 30-day increments.
3. Contingent upon funding, DCF shall offer the "Transitions for Youth Summer Housing and Internship Program" (TFY-SHIP) each summer which provides quality housing (in college dormitories), paid summer internship positions, life skills workshops and recreational activities for a limited number of students receiving a New Jersey Foster Care (NJFC) scholarship. Young adults receiving NJFC scholarships are required to show legitimate need for summer housing. This program takes place at Rutgers (New Brunswick, Camden, and Newark) and Montclair State University. DCF shall also offer any other related programming and activities to the youth.
4. DCF must ensure that all eligible children who have interest in post-secondary education are referred in a timely manner to the New Jersey Foster Care Scholars program, which includes New Jersey's tuition fee waiver program. Perspective eligible students must be provided with any and all information on scholarships, grants, and financial aid.
5. DCF must ensure that each child accepted into a post-secondary educational program receives timely assistance in completing financial aid applications.

What is a DCF Transitional Plan?

A DCF transitional plan is used to promote permanency and independence for adolescents by proactively and collaboratively planning for their self-sufficiency in order to support a successful transition to adulthood.

GOAL 4 – Children Are Engaged in Their Education, Are Empowered to Advocate for Their Educational Needs and Pursuits, and Receive Supports and Services to Ensure a Successful Transition into Adulthood.

What is included in a DCF transitional plan?

The transitional plan is developed based on the child’s strengths and interests and, at a minimum, must include: (1) life goals; (2) career goals; (3) educational goals, including post-secondary planning; (4) permanency goals; (5) health care issues; (6) basic life skill issues; and (7) resource allocation (Appendix J).

The plan must also include necessary coursework, skills training, internships/apprenticeships and/or test taking and extracurricular opportunities to ensure the child’s ability to successfully pursue post-secondary goals.

When is a DCF transitional plan developed and who is a part of the process?

CP&P must develop a youth driven transitional plan with youth in out-of-home care when: the adolescent is 14 years of age; an adolescent is entering into an Independent Living Program, Transitional Living Program, or Supported Housing program. The plan must be re-evaluated at least every six months and within 90 days prior to closing the case. The CP&P worker with the adolescent and other interested parties, such as but not limited to, family members, caring adult(s), and others who are interested in the adolescent’s future, may contribute to the plan development (CP&P Manual IID1010).

DCF Responsibilities

1. DCF refers all children at age 14, or as soon as possible thereafter, to life skills classes and provides necessary transportation.

SCHOOL DISTRICT Responsibilities

1. School districts ensure that appropriate school staff attends the transition planning meeting, if invited.

Joint Responsibilities:

1. DCF and school districts shall identify and inform children of post-secondary education opportunities including available academic and financial support, such as tuition fee waivers.
2. DCF and school districts work together to monitor implementation of the transitional plan and meet annually to discuss and adjust the plan, and to take affirmative measures to achieve the goals of the plan.
 - a. DCF and school districts make all appropriate referrals to internal and external programs and agencies and organizations that can assist the child in pursuing post-secondary goals and successful transition into adulthood. Examples include, but are not limited to:
 - educational assistance (e.g. SAT/ACT prep courses)
 - health services and insurance
 - employment and vocational training
 - life skills
3. DCF and school districts provide children with appropriate resource materials to enable them to understand their options.

GOAL 4 – Children Are Engaged in Their Education, Are Empowered to Advocate for Their Educational Needs and Pursuits, and Receive Supports and Services to Ensure a Successful Transition into Adulthood.

When can CP&P close the case of a youth and what are some key steps?

CP&P must keep open the cases of all children until they turn 21, unless a child affirmatively requests that his/her case be closed, or the child refuses CP&P services and CP&P has given proper notice that the case will be closed.

1. CP&P must not automatically close a case upon the youth's 18th birthday. Until the youth turns 21 years of age, CP&P must actively engage the youth in planning for his or her future, including continued involvement with CP&P (N.J.S.A. 30:4C-2.3; CP&P Field Operations Casework Policy and Procedures Manual IIB 403.4 Services to Adolescents Age 18-21).
2. CP&P may close a youth's case prior to his/her 21st birthday in only two situations:
 - a. the youth refuses services or requests services be terminated, despite attempts to actively engage the youth;
 - or**
 - b. the youth and CP&P mutually agree that the youth is no longer in need of services or support from CP&P (CP&P Field Operations Casework Policy and Procedures Manual IIB 403.13 Services to Adolescents Age 18-21).
3. CP&P must attempt to schedule a team meeting prior to closing a case and ensure that the youth is connected to caring adults and supportive services (youth may decline a family team meeting). The transition plan must be reviewed and updated with the youth to ensure that the youth clearly understands the expanded services available to assist him/her in becoming a productive adult. It is also important to engage the youth in discussion around the Medicaid extension program as well as discussion about his/her future.
4. CP&P must provide the youth with written notification of case closure at least two months prior to closing the youth's case. The notice must advise the youth of his/her right to keep his/her case open, and in the event the case is closed, the right to have his/her case reopened up to his/her 21st birthday (CP&P Field Operations Casework Policy and Procedures Manual IIB 403.15 Services to Adolescents Age 18-21; Appendix K; Appendix L; Appendix M).

GOAL 5 – Children with Disabilities Are Located, Identified and Evaluated for Eligibility for Special Education and Section 504 Services and, if Eligible, Receive a Free, Appropriate Public Education (FAPE).

School districts and DCF work together to locate and identify children with disabilities to ensure that there are no interruptions in special education and related services. In addition, school districts and DCF ensure that children with suspected educational disabilities are evaluated, referred and receive the appropriate corresponding services.

Who makes educational decisions on behalf of children with disabilities?

DCF and school districts must ensure that all children with disabilities in out-of-home care have a “parent” to advocate on their behalf and make educational decisions³.

The term “parent” for children receiving special education and related services is defined as the child’s biological/adoptive parent. In the event that the biological/adoptive parent has had his/her right to make educational decisions for the child terminated, or is not attempting to act as the “parent” (34 C.F.R. 300.30), then the following individuals may serve as the “parent” for special education purposes:

- a. Legal guardian;
- b. Foster/resource parent if willing to so serve;
- c. Person acting in place of a parent (such as a relative caregiver with whom the child lives); or
- d. Surrogate parent in accordance with 34 C.F.R. 300.30(b)(1) and N.J.A.C. 6A:14-2.2.

DCF, its employees and authorized care managers must never serve as the “parent” for special education purposes.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
	<ol style="list-style-type: none"> 1. School districts must ensure that all required written notices are provided to parents pursuant to the requirements at N.J.A.C. 6A:14 and, when required, to students. School districts must also ensure that all appropriate school staff attend meetings of the child study team, IEP team and 504 team as required by law. 2. School districts identify persons with knowledge of the child and/or with particular expertise and invite such person(s) to meetings of the IEP team, and permit the parent to do the same.
<p style="text-align: center;">Joint Responsibilities:</p> <ol style="list-style-type: none"> 1. DCF and school districts must expeditiously identify the person to serve in the role of “parent” for a child’s educational purposes. This includes determining whether the child requires the appointment of a surrogate parent. In the event the child is found to need a surrogate parent, the school district must make reasonable efforts to appoint one within 30 days (N.J.A.C. 6A:14-2.2(b)). <ul style="list-style-type: none"> a. For students age 14 and above, transition planning must include consideration of the transition plan for adolescents under CP&P requirements and in accordance with N.J.A.C. 6A:14-3.7(e)9. 	

³ In accordance with N.J.A.C. 6A:14-2.2, each district board of education must ensure that the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under this chapter as further defined therein.

GOAL 5 – Children with Disabilities Are Located, Identified and Evaluated for Eligibility for Special Education and Section 504 Services and, if Eligible, Receive a Free, Appropriate Public Education (FAPE).

What are the expectations of service when a child with disabilities transfers schools?

When a child transfers schools, school districts must immediately provide the same or comparable services to the child in accordance with his/her Individualized Education Program (IEP) or Section 504 Plan while determining whether to adopt the current IEP, or 504 Plan, or develop and implement a new one (*N.J.A.C. 6A:14-4.1(g)*).

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
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	<ol style="list-style-type: none"> 1. Within 30 days, the school district must either adopt the current IEP or conduct all necessary assessments and develop and implement a new IEP for the student (<i>N.J.A.C. 6A:14-4.1(g)</i>).
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Joint Responsibilities:

Any time a child with a disability transfers schools, CP&P must and, with parental consent, CSOC must, request a copy of the child’s IEP or Section 504 Plan from the current school district. The school district must provide the child’s IEP or Section 504 Plan to the child’s new school within 10 days.

What must school districts do if a child is suspected of having educational disabilities?

School districts must ensure that within 90 days of obtaining written consent of the parent, children with suspected educational disabilities are evaluated and, if found eligible, have an IEP developed and implemented in accordance with *N.J.A.C. 6A:14-3.3, 3.4 and 3.7*.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
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	<ol style="list-style-type: none"> 1. Within 20 calendar days of receipt of a request for an evaluation, the school district must ensure a meeting is held to determine whether an evaluation is needed, and if so the nature and scope (<i>N.J.A.C. 6A:14-3.3(e)</i>). 2. The school district must ensure that all children with an IEP and receiving special education and related services have their IEPs and Section 504 Plans reviewed annually or more often if a parent or school district so requests (<i>N.J.A.C. 6A:14-3.7(i)</i>). 3. All children receiving special education and related services must be reevaluated for eligibility every three years unless the parent provides written consent to waive the reevaluation (<i>N.J.A.C. 6A:14-3.8(a)</i>).
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GOAL 5 – Children with Disabilities Are Located, Identified and Evaluated for Eligibility for Special Education and Section 504 Services and, if Eligible, Receive a Free, Appropriate Public Education (FAPE).

Joint Responsibilities:

1. School districts and DCF must locate and identify children with disabilities and refer them for a determination of whether an evaluation for special education and related services must be conducted (*N.J.A.C. 6A:14-3.3*).
2. Anyone permitted by law, including DCF, may request an initial evaluation for special education and related services for the child. Written consent of the parent or other court-appointed individual must be obtained prior to conducting assessments as part of an initial evaluation, or a court may order an initial evaluation and provide consent to conduct the necessary assessments (*N.J.A.C. 6A:14-2.3(a)* and *(b)*). All evaluation requests must be in writing and dated, and directed to the school district's child study team with a copy to the Director of Special Services for the district.

What behavioral supports and interventions are available for students with disabilities who violate student conduct codes?

School districts and DCF work collaboratively to exhaust appropriate positive behavioral supports and interventions prior to initiating disciplinary measures for children with disabilities.

DCF Responsibilities

SCHOOL DISTRICT Responsibilities

1. School districts should conduct functional behavioral assessments of children when their behavior adversely affects their ability or the ability of other children to learn.
2. School districts must develop a behavioral intervention plan for children when appropriate or legally required (*N.J.A.C. 6A:14-2.8*).
3. When a disciplinary removal is required by law pursuant to *N.J.A.C. 6A:14-2.8(d)* and *(e)* and *20 U.S.C. 1415(k)*, the school district should try to limit the duration of the disciplinary removal to the time period necessary to develop and implement appropriate strategies to allow the child to return to his/her current educational setting, if appropriate.
4. School districts take steps to minimize the use of home instruction as an interim alternative educational setting for students subjected to disciplinary action.

Joint Responsibilities:

When a child with a disability repeatedly violates the code of student conduct, the school district must convene a meeting with the parent, DCF and other interested parties (e.g. outside therapists) to develop a plan to address and prevent the behavior(s). At the meeting, consideration must be given to the child's history, current functioning and the circumstances surrounding the behavior to determine the appropriate course of intervention.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

In order to best support and serve children, school districts and DCF must collaborate and communicate. Continuous information sharing can improve the outcomes and well-being of children.

How can school districts and DCF better collaborate to serve the best interests of the child?

School districts and DCF representatives must communicate and share relevant information to the maximum extent permissible under law.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. CP&P should provide school authorities with child protective service (CPS) information⁴ when the school needs the information to educate, care for, treat or supervise the child (<i>N.J.S.A. 9:6-8.10a(b)5</i>; CP&P Manual II, 1209.8). 2. CP&P should obtain parental consent to release child welfare information⁵ pertinent to the child’s education to school authorities (CP&P Manual II.A. 1209.8). 3. CP&P and/or its authorized agent should request updated educational information from the school district, provided that the education records or personally identifiable information will not be disclosed, except to an individual or entity engaged in addressing the student’s education needs pursuant to P.L. 112-278, S.2, that is needed to: <ul style="list-style-type: none"> • Complete an investigation or child welfare assessment (CP&P Manual II.C. 416, II.R 203); or • Ensure the child is receiving an appropriate education (<i>N.J.A.C.</i> 	<ol style="list-style-type: none"> 1. School districts must provide CP&P employees access to student records that are relevant to current and ongoing child welfare investigations (<i>N.J.S.A. 9:6-8.40</i>; <i>N.J.A.C. 6A:32-7.5(e)12</i>; <i>N.J.A.C. 6A:32-7.6</i>). 2. School districts must provide CP&P access to student records other than those relevant to child welfare investigations. It is not required to have the written consent of the parent or adult student, or a court order, to release student records to CP&P or other representatives of a State or local child welfare agency pursuant to P.L. 112-278, S.2, the Uninterrupted Scholars Act (Appendix A-6)⁶. 3. Access shall be provided within ten days of the request (<i>N.J.A.C. 6A:32-7.1(g)1</i>). 4. The chief school administrator or his/her designee must be present during the period of record inspection and make an entry in the student record of the names of persons granted access, the reason

⁴ Child protective service information includes “a suspected abuse or neglect report made pursuant to *N.J.S.A. 9:6-1 et seq.*; every record, computer file, verbal or written report and evaluation developed or received by the Division pursuant to the investigation and evaluation of such abuse or neglect report; and every record and report developed and received by the Division for services and treatment subsequently provided to the family” (*N.J.A.C. 10:133-1.3*).

⁵ Child welfare information includes “every record, computer file, verbal or written report and evaluation relating to any service provided by the Division except records defined as protective service information” (*N.J.A.C. 10:133-1.3*).

⁶ The Uninterrupted Scholars Act supersedes any conflicting state regulations.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

<p>10:127-3.2; <i>N.J.A.C.</i> 10:127-3.6; <i>N.J.A.C.</i> 10:127-3.8; <i>N.J.A.C.</i> 10:127-6.7; <i>N.J.A.C.</i> 10:128-3.2; <i>N.J.A.C.</i> 10:128-3.6; <i>N.J.A.C.</i> 10:128-3.8; <i>N.J.A.C.</i> 10:128-6.7).</p> <p>4. When CP&P makes or changes an out-of-home placement, it must make reasonable efforts to consult with representatives from the pre-placement school district and the current placement school district as part of the best interest determination (CP&P Manual II.D.1400.4).</p> <p>5. When a transfer to a new school is in the child’s best interest, CP&P should help facilitate the transfer of the child’s student records (CP&P Manual II.D.906).</p> <p>6. CP&P and/or its authorized agent should include a representative from the school district on the treatment team when the child is in out-of-home placement (<i>N.J.A.C.</i> 10:127-6.1(b)4; (<i>N.J.A.C.</i> 10:128-6.1(b)1(v); <i>N.J.A.C.</i> 10:128-6.1(b)2(iv); <i>N.J.A.C.</i> 10:128-6.7).</p>	<p>access was granted, the time and circumstances of inspection, the records studied and the purposes for which the data will be used per <i>N.J.A.C.</i> 6A:32-7.6(a)3.</p> <p>5. School districts must give parents/adult students written notice three days prior to disclosing records pursuant to a court order, unless otherwise judicially instructed. (<i>N.J.A.C.</i> 6A:32-7.6(a)4). Notice includes the name of the requesting agency and specific records requested. The disclosure must be limited to the records specified in the court order. Such notification must be provided in writing if practicable. Parental notice is not required when a parent is a party to a court proceeding involving child abuse and neglect, or dependency matters, and the order is issued in the context of that proceeding (P.L. 112-278, S.2).</p> <p>Note: Biological/adoptive parents retain the right to access their child’s student records unless prohibited by court of law.</p>
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Joint Responsibilities:

DCF and school districts must work together to maintain school stability by having children remain in their current school when in their best interest in accordance with Goal 1.

Do school districts have to cooperate with court-appointed law guardians or special advocates?

School districts must cooperate with court-appointed law guardians or Court Appointed Special Advocates for children.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
	<p>1. School districts, upon being presented with a court order by a law guardian, must:</p> <ul style="list-style-type: none"> a. provide the law guardian with access to student records; b. afford the law guardian an opportunity to meet with the child in a private area;

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

	<ul style="list-style-type: none"> c. not penalize the child for any missed class time spent with a law guardian (<i>N.J.A.C. 6A:32-7.5(e)14</i>). <p>2. School districts, upon being presented with a court order by a Court Appointed Special Advocate (CASA), must:</p> <ul style="list-style-type: none"> a. provide CASA representative with access to student records; b. afford CASA representative an opportunity to meet with the child in a private area; c. not penalize the child for any missed class time spent with a CASA representative (<i>N.J.A.C. 6A:32-7.5(e)14</i>).
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What type of information will CP&P and CSOC share with school districts?

CP&P will inform school districts of changes in school placement upon determination that a child must change schools due to a change in living arrangement. CSOC, upon obtaining parental consent, must inform local school districts when a child is or may be placed in out-of-home placement.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ul style="list-style-type: none"> 1. In the event of an emergency placement, DCF must inform the child’s current school district as soon as possible of the change in placement. 2. DCF must provide school districts, at a minimum, with the following information: <ul style="list-style-type: none"> a. The child’s DCF case manager contact information; b. Information necessary for school personnel to provide appropriate social/emotional supports and be sensitive to the needs of the child. 	

What information should be shared between school districts and the CSOC?

School districts and CSOC should seek appropriate consents to permit the agencies to share information that will assist each entity in providing appropriate services to the child and to effectively collaborate in the delivery of such services.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ul style="list-style-type: none"> 1. CSOC will provide the school district access to the records of a child receiving services from CSOC upon receipt of a valid written authorization (<i>N.J.S.A. 30:4-24.3; N.J.A.C. 10:41-5.1; N.J.A.C. 10:41-5.2</i>). 	<ul style="list-style-type: none"> 1. School districts must provide CSOC and/or its authorized agents access to student records within ten days of a written request that includes consent of the parent/guardian or adult student (<i>N.J.S.A. 9:6-8.40; N.J.A.C. 6A:32-7.1(g)1; N.J.A.C. 6A:32-7.5(e)12; N.J.A.C. 6A:32-7.6</i>).

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

<p>2. With parental consent, CSOC may invite appropriate school district staff to participate in the Individual Habilitation Plan meetings or treatment team meetings (<i>N.J.S.A. 30:6D-10; N.J.S.A. 30:6D-12</i>).</p>	<p>2. With parental consent, school districts may invite a representative from CSOC familiar with the student’s needs to participate in the IEP meeting (<i>N.J.A.C. 6A:14-2.3(k)2vii</i>).</p>
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How often must school districts and DCF communicate after placement?

School districts and DCF must provide each other, parents and caregivers/caregiver agencies with regular updates on the child’s progress, at a minimum of four times per year.

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
	<p>1. School districts should provide information to DCF related to the child’s educational and social emotional progress.</p>

Joint Responsibilities:

School districts and DCF must give parents and children the opportunity to provide information and express concerns, interests and needs.

Information Maintained in Mandated Student Records (*N.J.A.C. 6A:32-7.3*) Must Include:

- The student’s name, address, telephone number, date of birth, name of parent(s), gender, citizenship, standardized assessment and test answer sheets (protocol), grades, attendance, classes attended, grade level completed, and year completed;
- Record of daily attendance;
- Descriptions of student progress according to the system of student evaluation used in the school district;
- History and status of physical health compiled in accordance with State regulations, including results of any physical examinations given by qualified school district employees;
- Records pursuant to rules and regulations regarding the education of students with disabilities; and
- Student disciplinary records.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

DCF and local school districts must be sensitive to the highly personal nature of the information that is shared between them.

1. DCF and local school districts must not use information received for any improper or unlawful purpose.
2. DCF and local school districts must ensure that any and all information will only be shared with relevant and necessary DCF and local school district staff.
3. DCF and local school districts must share information *within* their respective agencies only to the extent needed to promote their ability to better meet the child's needs in regard to his/her education and/or welfare.
4. School districts must keep CPS information confidential and shall not disclose the information to third parties except as permitted by law (*N.J.S.A. 9:6-8.10a(b); N.J.A.C. 10:133G-5.3(b)*). School districts must not release non-CPS information to third parties without the written consent of the parent/guardian or a court order (*N.J.S.A. 30:4-24.3*).
5. DCF must not share information received from the school district with a third party without the written consent of the parent or a court order (*N.J.A.C. 6A:32-7.5(e)13*).
6. Local school districts and DCF must share information on available resources and collaborate in identifying and accessing support services needed for the child to succeed in school.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

What are the next steps in formalizing the partnership between school districts and DCF?

School districts and DCF must participate in cross-training on the child protection and education systems and each agency’s relevant laws and policies to foster collaboration and communication between the agencies at State and local levels (see Appendix B for a model of collaboration and a list of trainings).

DCF Responsibilities	SCHOOL DISTRICT Responsibilities
<ol style="list-style-type: none"> 1. DCF must appoint a liaison in each local office whose responsibilities will be to: <ol style="list-style-type: none"> a. Facilitate school registration, placement, educational planning, support services, collaboration and problem resolution; b. Serve as the point person for communication, collaboration, information-sharing and resource identification; c. Acquire knowledge about outside systems and resources, which may require attendance at cross-trainings offered at State and local levels; d. Participate in county-offered trainings and activities that foster collaboration and communication between the two agencies; e. Provide agency personnel with technical assistance regarding educational procedures and policies; and f. Be knowledgeable about local-level services and system providers and serve as a resource to DCF and school district personnel. 	<ol style="list-style-type: none"> 1. School districts must designate a school district liaison to act as the primary contact person between the schools in the school district and child welfare authorities with regard to general information sharing, the development of mutual training and other cooperative efforts (<i>N.J.A.C. 6A:16-11.1(a)6</i>). The responsibilities of the district liaison may include those identified below if only one liaison is designated. 2. School districts may need to designate more than one liaison to ensure that the liaison is able to fulfill the following responsibilities on behalf of each child in out-of-home placement: <ol style="list-style-type: none"> a. Facilitate school registration, placement, educational planning, support services, collaboration and problem resolution; b. Serve as the point person for communication, collaboration, information sharing and resource identification; and c. Acquire knowledge about outside systems and resources, which may require attendance at cross-trainings offered at state and local levels.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

<p>2. DCF must appoint a liaison in each area office whose responsibilities will be to:</p> <ul style="list-style-type: none"> a. Oversee CP&P staff's implementation of the Interagency Guidance Manual with local districts and the local MOA (if agreed upon); b. Participate in and turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities; and c. Coordinate with school districts to provide support of the required training. (See joint memorandum dated November 5, 2010 from Commissioner Allison Blake and Commissioner Rochelle R. Hendricks.) 	<p>3. If a school district has multiple liaisons, it should designate one as the districtwide coordinator, whose responsibilities will be to:</p> <ul style="list-style-type: none"> a. Oversee district staff's implementation of the Interagency Guidance Manual with local DFS staff and the local MOA (if agreed upon); b. Participate in and turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities; and c. Coordinate with CP&P to provide the required training of school district employees, volunteers and interns (<i>N.J.A.C. 6A:16-11.1(a)8</i>).
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Joint Responsibilities:

- 1. School districts and local DCF offices post on their websites, and update as needed, the contact information for local liaisons, including names, telephone numbers, and email addresses.
- 2. School districts and local DCF liaisons notify DOE and DCF state-level staff when issues arise regarding this guidance manual that requires policy decisions.

GOAL 6 – DCF and Local School Districts Should Participate In Ongoing Communication and Collaboration to Support and Improve the Well-Being of Children

How do we train staff to make sure everyone has the same definitions and understandings on reporting child abuse and neglect?

School districts and DCF use the standardized training content for reporting child abuse and neglect regardless of the training delivery mechanism selected by the district (e.g. district liaison, DCF personnel, contract trainer).

Joint Responsibilities:

1. School and CP&P liaisons confer regarding the delivery of training (e.g. professional development in-service, online).
2. If the training is provided during an in-service, school and CP&P liaisons coordinate the presentation.
3. School and CP&P liaisons develop a mechanism for follow-up questions, and provide feedback regarding the standardized training content to the DOE and DCF, as appropriate, to help inform statewide technical assistance.



Model Memorandum of Agreement Between Education and Child Welfare Authorities at the Local Level

School districts and DCF agree to follow the Interagency Guidance Manual on *Improving the Educational Outcomes of Children in Out-of-Home Placement* to achieve the goals and indicators stated below:

GOAL 1: CHILDREN REMAIN IN THEIR CURRENT SCHOOL WHEN IN THEIR BEST INTEREST.

- A. Local school districts and DCF shall maintain a child's school stability through continuation of current school placement when in the child's best interest and minimize school transfers resulting from out-of-home placement (P.L. 110-351 Fostering Connections to Increasing success and Adoptions Act; P.L. 2010 c.69 Educational Stability).
- B. Children shall have sufficient out-of-home placement options available in their home communities to ensure school stability and minimize school transfers.
- C. When it is not in the child's best interest to remain in his/her current school, there will be a seamless transition with immediate enrollment and placement in the new school without delay consistent with state and federal law.
- D. Child enrollment and service delivery shall not be delayed due to funding disputes between school districts.
- E. Children's student records shall be comprehensive, accurate and informative.
- F. All children shall receive full or partial credit for previously completed coursework.
- G. DCF, DOE and local school districts shall provide children with supplemental supports and services, including individual tutoring, remedial instruction and other resources necessary to ensure educational success.

GOAL 2: CHILDREN ENTER SCHOOL READY TO LEARN.

- A. DCF shall ensure that children under age three who fall into the following three groups are referred to the Early Intervention System (EIS) for an evaluation: 1) children involved in a case of child abuse or neglect substantiated by CP&P; 2) children identified as affected by substance abuse or withdrawal symptoms resulting

from prenatal drug exposure; and 3) children who have experienced trauma due to exposure to family violence.

- B. Irrespective of the mandatory EIS referral, DCF shall identify all children under age three with, or suspected of having, developmental delay(s), or a high probability of developing such delay(s), as early as possible and refer them to the EIS for an evaluation.
- C. DOE and DCF shall ensure that all children receiving EIS services have a smooth transition into the educational system at age three and receive appropriate special education services, if eligible.
- D. DCF shall ensure that all case plans for children between the ages of three and five consider the need for preschool or an early childhood program, and the need for any developmental or mental health supports.
- E. DCF shall ensure that caregivers/caregiver agencies for children ages birth to five receive information on their medical and developmental needs.
- F. DCF and local districts shall work together to help children who are first entering school after the age of six to successfully adjust to the educational environment. Note: Special attention and planning is necessary for each child who is an English language learner; is an immigrant; was previously homeschooled; or has not had prior access to education.

GOAL 3: CHILDREN SHALL RECEIVE SUPPORTS AND SERVICES TO PARTICIPATE IN ALL ASPECTS OF SCHOOL AND TO PREVENT SCHOOL DROPOUT, TRUANCY AND DISCIPLINARY ACTIONS.

- A. DCF and local school districts shall inform children of their entitlement to participate in all aspects of the school experience, including educational programs, extracurricular activities and social events. DCF and local school districts shall encourage children to participate and provide them with necessary supports, including financial, to do so.
- B. Local school districts shall consider the social and emotional circumstances surrounding the lives of children in out-of-home placement in all educational decision-making, including discipline.
- C. Local school districts shall maintain children's school stability by exhausting appropriate supports and services prior to placing children into a different school program, unless otherwise required by law or regulation.
- D. DCF and local school districts shall provide programs and supports to children at risk of truancy or dropping out to engage them in school.

- E. DCF and local school districts shall inform children who have dropped out of school of their entitlement to reenroll and actively encourage them to do so.
- F. Local school districts and DCF shall work collaboratively to address the needs of children with behavioral and emotional issues that impact their well-being or are disruptive to the school environment.

GOAL 4: CHILDREN ARE ENGAGED IN THEIR EDUCATION, ARE EMPOWERED TO ADVOCATE FOR THEIR EDUCATIONAL NEEDS AND PURSUITS, AND RECEIVE SUPPORTS AND SERVICES TO ENSURE A SUCCESSFUL TRANSITION INTO ADULTHOOD.

- A. DCF and local school districts shall identify an individual in the child’s life who is knowledgeable in educational opportunities, who reinforces the value of the child’s investment in education, and who helps the child plan for his or her education, including post-secondary training, employment, or college.
- B. Local school districts shall empower children to advocate for themselves regarding their educational needs.
- C. DCF and local school districts shall identify and inform children of post-secondary education opportunities including available academic and financial support, such as tuition fee waivers.
- D. CP&P shall provide children pursuing post-secondary educational opportunities with necessary support, based on available resources, for housing, food, and other daily living expenses, including during school vacations and school breaks, and all school-related expenses.
- E. CP&P shall keep open the cases of all children until they turn 21, unless a child affirmatively requests that his/her case be closed, or the child refuses CP&P services and CP&P has given proper notice that the case will be closed.

GOAL 5: CHILDREN WITH DISABILITIES ARE LOCATED, IDENTIFIED AND EVALUATED FOR ELIGIBILITY FOR SPECIAL EDUCATION AND SECTION 504 SERVICES AND, IF ELIGIBLE, SHALL RECEIVE A FREE, APPROPRIATE PUBLIC EDUCATION (FAPE).

- A. DCF and DOE shall ensure that all children with disabilities in out-of-home care have a “parent” to advocate on their behalf and make educational decisions⁷.
- B. When a child transfers schools, local school districts shall provide the same or comparable services to the child in accordance with his/her Individualized Education

⁷ In accordance with *N.J.A.C. 6A:14-2.2*, each district board of education shall, when necessary, ensure that the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under this chapter as further defined therein.

Program (IEP) or Section 504 Plan while determining whether to adopt the current IEP or develop and implement a new one. An IEP for the student shall be in place within 30 calendar days from the date of enrollment in the school district.

- C. Local school districts shall ensure that, within 90 days of obtaining written consent of the parent, children with suspected educational disabilities are evaluated and, if found eligible, have an IEP developed and implemented.
- D. Local school districts and DCF shall work collaboratively to exhaust appropriate positive behavioral supports and interventions prior to initiating disciplinary measures for children with disabilities. Local school districts shall also take steps to minimize the use of home instruction as an interim alternative educational setting for children subjected to disciplinary action.

GOAL 6: DCF AND LOCAL SCHOOL DISTRICTS SHALL PARTICIPATE IN ONGOING COMMUNICATION AND COLLABORATION TO SUPPORT AND IMPROVE THE WELL-BEING OF CHILDREN.

- A. Local school districts and DCF representatives shall communicate and share information related to child welfare investigations.
- B. Local school districts shall cooperate with court-appointed law guardians, or Court Appointed Special Advocates, for children.
- C. CP&P shall inform local school districts when a child is or may be placed in out-of-home care; CSOC, upon obtaining parental consent, shall inform local school districts when a child is or may be placed in out-of-home care.
- D. Local school districts shall, upon request, provide student records to CP&P case managers and with parental consent to CSOC case managers.
- E. DCF and local school districts shall be sensitive to the highly personal nature of the information that is shared between them.
- F. Local school districts and DCF shall share information on available resources and collaborate in identifying and accessing support services needed for the child to succeed in school.
- G. Local school districts and DCF shall provide each other, parents and caregivers/ caregiver agencies with regular updates on the child's progress, at a minimum of four times per year.
- H. Local school districts and DCF shall participate in cross-training on the child protection and education systems, processes, relevant laws and policies to foster collaboration and communication between the agencies at state and local levels.

- I. Local school districts and DCF agree to use the standardized training program *Reporting Child Abuse and Neglect: What School Personnel Need to Do* for reporting child abuse or neglect regardless of the training delivery mechanism selected by the district (e.g. district liaison, DCF personnel, contract trainer).

Affirmation of Agreement

As an expression of our mutual concern and commitment to children, and to the level of cooperation and understanding described in this Agreement, the undersigned parties do hereby affirm and agree to support and implement the standards, procedures, principles and policies set forth in this MOA and the document “Improving the Educational Outcomes of Children in Out-of-Home Placement: An Interagency Guidance Manual” and to share this agreement and manual with all appropriate staff.

On this ____ day of _____ in the year of _____

Chief School Administrator or Authorized Local Education Agency Representative

Division of Child Protection and Permanency Area Office Manager or Authorized Representative

Division of Children’s System of Care Authorized Representative

Divisions of Prevention and Community Partnerships Authorized Representative

County CIACC Coordinator (Optional)

Other County Coordinating Agency
(Please Specify _____)

Other
(Please Specify _____)

Note: Agencies using this model may add additional names and/or agencies as partners to the agreement.

APPENDIX A-1



**STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN & FAMILIES AND
DEPARTMENT OF EDUCATION**

To: Chief School Administrators

Cc: Executive County Superintendents

From: Rochelle R. Hendricks, Acting Commissioner
Department of Education

Allison Blake, Commissioner
Department of Children & Families

Subject: What You Need to Know About the Educational Stability Law

Date: November 5, 2010

In October 2008, the federal government enacted a new law - the Fostering Connections to Success and Increasing Adoptions Act – requiring all states to ensure educational stability for children placed in resource family homes. As a result, Title 18A and Title 30 were amended, and the Governor signed these amendments into law on September 9, 2010, to comply with the federal Act. P.L. 2010, c. 69. The Department of Children and Families (DCF), the Department of Education (DOE) and the Office of the Child Advocate (OCA) worked together on the most meaningful approach to implement the new law. This memo includes important background information on the new educational stability law, information on district operational steps for educational stability, and troubleshooting contact information in the event that implementation challenges occur.

For children, changing schools can affect their ability to thrive academically, socially, behaviorally and psychologically. This is especially true for children in resource family homes. For these children - who often suffer the lingering effects of abuse or neglect and the trauma of being removed from their homes and families - school can often be the most stable part of their lives.

Our Goal Is Educational Stability

To achieve educational stability, the new law: 1) creates a presumption that a child being placed in a resource family home will remain in the school he/she is currently attending unless changing schools would be in the child's best interest; 2) establishes a process for resolving

disputes over educational placement determinations; and 3) modifies the definition of district of residence for children placed in resource family homes.

When a child is placed in a resource family home, the child will continue to attend the school he/she is currently attending while a best interest determination is being made, unless remaining in the school poses significant safety concerns or would otherwise present an immediate and significant detriment to the child, such as traveling an extraordinary distance to and from school. Where significant safety concerns and/or detriment exist for the child, the Division of Child Protection and Permanency (CP&P) may immediately enroll the child in the resource family home's school district and the right of appeal outlined below does not apply. CP&P case workers are required to complete a best interest evaluation to determine whether the child's best interests are served by remaining in the current school or by transferring to the school district where the resource family home is located. In making this determination, the CP&P representative must consult with the child, the child's law guardian, the parent or guardian, and representatives from the affected school districts and consider the factors specified in the law. The best interest factors are:

- a. Safety considerations;
- b. Proximity of the resource family to the child's present school;
- c. Age and grade level of the child as it relates to the other best interest factors;
- d. The needs of the child, including social adjustment and well being;
- e. The child's preference;
- f. The child's educational performance, continuity of education and engagement in the school the child currently attends;
- g. The child's special education programming if the child is classified;
- h. The point of time in the school year;
- i. The child's permanency goal and the likelihood of reunification;
- j. The anticipated duration of the current placement; and
- k. Such other factors as provided by regulation of the Commissioner of Children and Families.

Pursuant to law, parents and children have the right to appeal CP&P's educational placement decision. Should a parent or child (through his or her law guardian) disagree with the educational placement decision made by CP&P, either may file an application to the court where the related child protection litigation is currently pending. This application must be filed within five business days of CP&P issuing its determination. The court will hold a hearing on an expedited basis and issue a decision determining which education placement is in the child's best interests. While the appeal is pending, the child's school will not be changed. The child's best interests may be reconsidered by the court throughout the time that the child remains in the resource family home to accommodate any change in circumstances.

CP&P is responsible for transporting children from their resource family homes to their schools from the time the child is placed in a resource family home through five school days after a final determination about school placement is made by either CP&P or the court, if an application for court review is made. Five school days after CP&P advises the affected school

districts of its determination, the district of residence becomes responsible for providing transportation.

Finally, because children in resource family homes will now increasingly remain in the schools they currently attend, the law was amended to change the definition of district of residence for children placed in resource family homes on or after the effective date of the law (September 9, 2010). The district of residence is the district where the child's parent or guardian resides. Formerly, the law identified the school district serving the resource family home where the child was placed as the district of residence. The law was amended to provide that the district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make arrangements for, and pay the cost of the transportation, wherever the child attends school.

While the DCF continues to maintain oversight of the processes involved in identifying and placing children in out of home placements, school districts play a critical role in maintaining the educational stability of a child placed in a resource family home. Outlined below are the responsibilities of CP&P and the potentially affected districts for a child placed in a resource family home under the new law:

CP&P: The CP&P Local Office supervising the child's case is responsible for the following:

- Determining if safety considerations or a significant deterrent to the child warrant the immediate enrollment of a child in the resource family home school district;
- Completing a best interest evaluation in consultation with the child, parent, law guardian, and school representatives considering the best interest factors set forth within;
- Providing notices to parties and interested schools advising of the best interest determination;
- Ensuring children are properly enrolled in school;
- Arranging for and provide the cost of transportation during the initial period of placement (until five days after a final best interest determination has been made);
- Where possible, coordinating transportation with the District of Residence, to ensure efficient and continuous transportation for the child; and
- Contacting the County Office of Education or CP&P Statewide Education Stability Administrator regarding any issues or concerns.

District of Residence: The district of residence (the district in which the parent or guardian resides) is responsible for the following:

- Identifying a staff person to serve as a contact person for the CP&P educational stability liaison;
- Requesting a determination of residency, if necessary;
- Collaborating with DCF in the best interest determination;

- Arranging for, and providing the cost of transportation for the child to attend school in another district as identified in the best interest determination (five school days after a best interest determination has been made);
- Where possible, assisting DCF to arrange transportation during the initial placement period when the cost is paid by CP&P;
- Promptly providing student records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2;
- Maintaining the student on the district's register;
- Contacting the County Office of Education regarding any issues or concerns; and
- Tuition payments to the district or school providing the child's education;

Resource Family District: The resource family district (the district in which the resource family is located) is responsible for:

- Participating in a best interest determination, if requested;
- Identifying a staff person to serve as a contact person for the CP&P educational stability liaison to ensure a seamless transition into the district;
- Ensuring *immediate* enrollment for a child placed in a resource family home where a safety concern or a significant detriment exists that make that child's current school not in the child's best interest;
- Upon enrollment, requesting a transfer of records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2;
- Assisting in arranging transportation, if requested by the educational stability liaison; and
- Contacting the County Office of Education regarding any issues or concerns.

District that the Student Currently Attends: The district that the student currently attends may be the same as the district of residence (see above). If the child is being removed from one resource family home and placed in another resource family home, the current school district may not be the district of residence, if the parent or guardian lives elsewhere. In such a case, the district that the student currently attends is responsible for:

- Participating in the best interest determination;
- Identifying a staff person to serve as a contact person for the CP&P educational stability liaison to ensure a seamless transition;
- Transferring student records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2;
- Assisting in arranging transportation if requested by the educational stability liaison; and
- Contacting the County Office of Education regarding any issues or concerns.

Transportation: Because the new federal law changes the definition of a child's district of residence, a different district may be required to provide for transportation of the child to and from school. The district of residence must determine if the child is eligible for transportation services and arrange for those services. To ensure a smooth transition, the

law places the responsibility for the provision of, and payment for, transportation on CP&P for the first five days after the placement decision is made.

To make the transition easier for the child during this time period, the CP&P caseworker (or education liaison) should seek assistance in arranging transportation from the school district that the child attends based on the best interest determination at the same time that CP&P provides its notification. If the child is eligible for transportation and the school district agrees to arrange and provide the transportation, the school district can bill CP&P for the transportation costs for the period of time that CP&P is financially obligated to pay for the service. Requesting that the school district assist in arranging the child's transportation at the outset minimizes the risk of the child's transportation being interrupted when the responsibility to provide transportation transitions from CP&P to the child's resident school district.

Beginning on the sixth school day after a child's educational placement is determined, the child's district of residence becomes responsible for the provision of any mandated transportation services. Should the district be unable to provide the transportation service at that time, CP&P will continue to provide transportation and will bill the school district for the additional service.

Troubleshooting: In the event that problems arise regarding any of the above processes, CP&P educational liaisons and local school district representatives should first seek assistance from the County Office of Education. If the matter cannot be resolved with the assistance of the county office, CP&P educational liaisons should contact the CP&P Statewide Educational Stability Administrator. County Office of Education staff should contact the Office of Student Transportation or the Division of Student Services depending on the nature of the issue to be resolved. Your cooperation and partnership is appreciated and will help to ensure educational stability for New Jersey's children in foster care.



NJOSE Guidance Memo
2012-1

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRISTOPHER D. CERF
Acting Commissioner

TO: Chief School Administrator
Director of Special Education
Administrator of a State Facility
Administrator of a Charter School
Administrator of an Approved Private School for the Disabled
Administrator of a College-Operated Program
Statewide Special Education Advisory Council
Agencies or Organizations Concerned with Special Education

FROM: Peggy McDonald, Director
Office of Special Education

SUBJECT: Children Placed in Resource Family Homes

I am writing to provide technical assistance regarding the provision of special education and related services to children placed in resource family homes. In September 2010, Title 18A and Title 30 of the New Jersey Statutes were amended to ensure state compliance with the federal Fostering Connections to Success and Increasing Adoptions Act, which required that all states ensure educational stability for children placed in resource family homes. To assist districts in understanding their responsibility as it relates to children with disabilities placed in resource family homes, I am issuing the following guidance.

In accordance with guidance issued by this department in conjunction with the Department of Children and Families on November 5, 2010, the Educational Stability Law defines the district of residence for a child placed in a resource family home as the district where the child's parent or guardian resides, regardless of where the child is residing. Further, as stated in the guidance, the district of residence is responsible for paying tuition for a child attending school in another district and for providing transportation, as needed. Similarly, the Department of Education has determined that it is the district of residence that is responsible for ensuring that children with special needs

placed in resource family homes receive a free, appropriate public education (FAPE), regardless of the district in which the child attends school. Attendant to this responsibility is the obligation to ensure the provision of necessary child study team and case management services, either by providing them itself or by arranging with the district where the student attends school to do so. The department encourages districts to work collaboratively to determine the most efficient mechanism for ensuring children in resource family homes receive the special education and related services to which they are entitled.

If you have any questions regarding the implementation of these provisions, please contact Kathy Ehling with the Office of Special Education at 609-292-7602.

PM/JW/KE

c: Members, State Board of Education
Acting Commissioner Christopher Cerf
Andrew Smarick
Barbara Gantwerk
Senior Staff
Susan Martz
Diane Shoener
Nancy Curry
John Worthington
Kathy Ehling
Executive County Superintendent
County Supervisor of Child Study
NJ LEE Group
Garden State Coalition of Schools

Understandably, it's a very difficult time for a child when he/she enters foster care.

They are away from their home and family and separated from everything that is familiar, including their school and friends. However, under a new law children can remain in their home school if it's in their best interest to do so. Studies show that foster children who remain in their home school do better academically, behaviorally and socially. They also can continue to be involved with their after school activities and keep their classmates and favorite teachers.

For more information

If you have any questions, please contact the Educational Stability Liaison at your DYFS Local Office.

DCF Local Office

School Placement for Children in Resource Home Care



Information for Schools

DEPARTMENT OF CHILDREN AND FAMILIES
DIVISION OF YOUTH AND FAMILY SERVICES
www.nj.gov/dcf



Determining “best interest”

When a child enters out-of-home placement the Division of Youth and Family Services (DYFS) caseworker will make a decision if the child should remain in his/her current school. This very important decision is not made alone. The worker will talk to people involved in the case including parents, the child’s attorney (law guardian) and the child.

The worker makes this decision based on “best interest” factors such as:

- Safety considerations
- Distance of the current school to the foster family
- Child’s age and grade level
- Child’s needs and preference
- How the child is doing in their current school and their involvement
- Child’s special education needs
- Point of time in the school year
- How long the child may be in the foster home



School placement decision and appeals

The DYFS worker will make a decision within five business days. During this time, the child will continue to attend his/her current school. It’s also the responsibility of the worker to arrange for transporting the child to school during this time. Once a final decision is made, DYFS will immediately notify both school districts. The “district of residence” (the district where the parent or guardian resides) must arrange and pay for transportation to whichever school the child attends.

If a decision is made to move the child to the resource parent’s school district, the parent and child’s law guardian will be notified, in writing, explaining why it is necessary. If a parent or law guardian disagrees, they have five days to ask the court to reconsider the decision. During the appeal process, the child’s school will not be changed.

If neither the parent nor law guardian objects to the decision within five days, the decision is considered final.

At any time, if the circumstances surrounding the DYFS case change, a parent, law guardian or child can ask the court to review the child’s school placement.

School district of residence responsibilities:

- Identifying a staff person to serve as a contact person for the DYFS educational stability liaison
- Requesting a determination of residency, if necessary
- Collaborating with DYFS in the best interest determination
- Arranging for, and providing the cost of transportation for the child to attend school in another district (five school days after a best interest determination is made)
- Where possible, assisting DYFS to arrange transportation during the initial placement period when the cost is paid by DYFS
- Promptly providing student records in accordance with N.J.A.C. 6A:32
- Contacting the County Office of Education regarding any issues or concerns
- Tuition payments to the district or school providing the child’s education



DCF Local Office

School Placement for Children in Out-of-Home Care

*Understandably, it's a
very difficult time for
your child when he/she
enters foster care.*



 DEPARTMENT OF CHILDREN AND FAMILIES
DIVISION OF YOUTH AND FAMILY SERVICES
www.nj.gov/dcf

Information for Parents



When a child is temporarily removed from their family to ensure their safety, they may also be separated from everything that is familiar, including their school and friends. However, under a new law children can remain in their home school if it's in their best interest to do so. Studies show that children who remain in their home school do better academically, behaviorally and socially. They also can continue to be involved with their after school activities and keep their classmates and favorite teachers. Please remember that it is our goal to return your child home as soon as it is safe to do so.

When your child enters out-of-home placement your caseworker will make a decision if your child should remain in his/her current school. This very important decision is not made alone. The worker will talk to people involved in the

case including parents, the child's attorney (law guardian) and the child.

Your worker makes this decision based on "best interest" factors such as:

- **Safety considerations**
- **Distance of the current school to the foster family**
- **Child's age and grade level**
- **Child's needs and preference**
- **How the child is doing in their current school and their involvement**
- **Child's special education needs**
- **Point of time in the school year**
- **How long the child may be in the foster home**

The worker will make a decision within five business days. During this time, your child will continue to attend his/her current school. It is the responsibility of the worker to arrange for transporting your child to school during this time.

If a decision is made to move your child to the foster parent's school district, you will be notified, in writing, explaining why it is necessary. If you disagree, you can ask the court to reconsider the decision. You will receive further information about this process in the decision notification.

At any time, if the circumstances surrounding your DYFS case change, you can ask the court to review your child's school placement.

If you have any questions, please contact your worker or the Educational Stability Liaison at your Local Office.

**CP&P Policy 1400-
Educational Stability
In the Life of a Child**

APPENDIX A-5

1400.1 Introduction - Educational Stability in the Life of a Child

CP&P strives to provide continuity and stability for all children placed out-of-home. Workers are tasked with facilitating positive relationships in the lives of child(ren), including those placed with a relative or kin in a resource family home. These relationships help children maintain a vital link and connection to their families and communities. For school-aged children, social interactions with classmates, peers, and school staff help build educational stability and play an integral role in their daily lives and overall well-being. See [II D 1008.1](#) and II D 1400.4, for determining the best interest of the child.

CP&P has designated staff, identified as Education Liaisons, assigned to each Local Office and Area Office, whose primary responsibility is to assist Workers of school-aged children in out-of-home placement address each child's education-related needs. These include: school registration and enrollment; school placement; education planning; transportation arrangements to and from school; and various educational support services. Education Liaisons also serve as consultants to Local Office staff regarding education law and CP&P policies and procedures regarding Educational Stability. Finally, Education Liaisons are tasked with fostering collaboration between CP&P, the Department of Education, and local school districts.

1400.2 Federal Requirements

The Fostering Connections to Success and Increasing Adoptions Act (FCSIAA) of 2008 stipulates that any school-aged child receiving foster care, adoption, or KLG payment, must be enrolled full-time in an elementary or secondary school, or have completed secondary school (unless medically incapable). To promote school continuity, child welfare agencies are required to consider school issues (proximity to child's current school, child's fit with educational setting, etc.) when making school placement decisions. Officials must keep children in their current schools, unless it is not in a child's best interest.

1400.3 Educational Stability in New Jersey

Pursuant to N.J.S.A. [30:4C-26b](#), enacted September 9, 2010: A child placed in a resource family home should always remain in the pre-placement school he/she attended while CP&P considers which educational placement is in the child's best interest. This also applies when a child moves from one resource home to another.

Although the State statute primarily addresses the education needs of children placed in resource family care, CP&P considers the best interest of children placed in other types of substitute care as well. If remaining in the home school is in the best interest of the child,

the Worker and Educational Liaison seek to obtain the school's agreement to allow the child to remain in his or her pre-placement school.

1400.4 Best Interest Factors and Determination

CP&P must make a best interest determination within **five (5) business days** of the child's placement in a resource family home. CP&P must make **reasonable efforts** to consult with:

- The parent or legal guardian of the child
- The child
- The child's Law Guardian
- A representative from the child's pre-placement school
- A representative from the resource family home school district

In accordance with N.J.S.A. [30:4C-26b](#), the best interest factors considered include (but are not limited to) the following:

- Safety considerations
- Child's permanency goal and likelihood of reunification
- Needs of the child including social adjustment and well-being
- Child's special education programming
- Child's performance, continuity of education, and engagement in present school
- The distance of the resource family home to the child's present school
- Age and grade level of the child as it relates to other factors
- Child's preference
- The point of time in the school year
- Anticipated duration of current placement

1400.5 Exception: Immediate Change in School Placement

When it is **not** in the best interest of the child to remain enrolled in his or her current school in consideration of the best interest factors **and** a significant and immediate detriment exists (e.g., extraordinary distance), the child shall be **immediately enrolled** in the school where the resource family home is located.

CP&P has **two (2) business days** from the date of enrollment to notify the parent (or legal guardian) and Law Guardian of the change in school placement. Notice must include the basis for the school placement decision and the name of the new school district, unless revealing the location of the school district presents a credible safety concern. Once the change in school placement is made via this exception, the decision is final. The Worker and Supervisor complete and send CP&P Form [5-73](#), Educational Stability Parent Notification - Exception.

CP&P will also provide notice to the appropriate schools of the exception decision, utilizing CP&P Form [5-72](#), Educational Stability School District Notification.

1400.6 Notification to the Parent, Law Guardian, and Appropriate School

Districts

If CP&P determines the child will remain in the same school he/she was attending prior to placement, the decision is conclusive. CP&P provides immediate written notification to the parent or legal guardian, and the Law Guardian of the decision. Workers use CP&P Form [5-71](#), Educational Stability Parent Notification, which includes the basis for the decision.

However, if CP&P determines it is in the child's best interest to transfer from the pre-placement school to the resource home district, CP&P makes immediate written notification to the parent or legal guardian and the Law Guardian using CP&P Form 5-71, Educational Stability Parent Notification. The basis for the decision, the right to file an application of appeal with the Family Court, and the date by which the application must be made must be stated in this notification.

If CP&P determines it is in the child's best interest to transfer from the pre-placement school to the resource home district, and the parent or legal guardian and the Law Guardian **agree**, CP&P must **either** obtain their written confirmation **or** wait five (5) days from the date the notice is sent, before enrolling the child in the new school. See [II D 1400.10](#).

Written confirmation is documented by the parent or legal guardian and the Law Guardian signing CP&P Form [5-75](#), Agreement of Parent/Legal Guardian and Law Guardian to Change in School Placement. By signing the agreement, the parent and Law Guardian waive their right to file an application of appeal. Alternatively, if, despite CP&P efforts, no agreement is signed after the fifth (5th) day following notification, and the parent or legal guardian and the Law Guardian do not file an application of appeal, the child may be enrolled in the resource home school district.

CP&P also notifies the appropriate school district(s) and informs them of the school placement decision. If the parent or Law Guardian, files an application of appeal with the court, the Worker completes CP&P Form [5-72](#), Educational Stability School District Notification, to inform the school(s) that CP&P will continue to provide and fund transportation until the court makes a final determination.

1400.7 Parent/Legal Guardian or Law Guardian Challenges Decision to Change School Placement

When the parent or legal guardian, or the Law Guardian disagree with the decision to change the child's school placement, he/she may file an application of appeal to the Family Court. Application to the court must be made within **five (5) business days** of the date of the CP&P best interest notification (CP&P Form [5-71](#), Educational Stability Parent Notification). The parent or Law Guardian (whoever files the application) must also notify CP&P Local Office staff within the five (5) business days that he or she filed an application with the Family Court. While awaiting the judicial decision, the child will continue to attend the pre-placement school; CP&P is responsible for transporting the child from the resource family home to the pre-placement school.

Once the Family Court decision is made, the Worker sends notification to the district of residence utilizing CP&P Form [5-73](#), Educational Stability School District Notification, advising them of their obligation to assume transportation responsibilities in **five (5) school days** from the date of notice.

1400.8 Transportation During Decision Making

The CP&P Local Office is responsible for coordinating (or providing, if necessary) and funding the child's transportation to and from school while the determination is being made as to which school placement is in the child's best interest. The Local Office remains responsible for transportation coordination and associated costs for **five (5) school days** after CP&P notifies the school district of residence (the parent's district) of the school placement decision (CP&P Form [5-72](#), Educational Stability School District Notification).

The district of residence (the pre-placement school district) is responsible for arranging and funding the child's transportation, beginning on the **sixth (6th) school day** after notification by CP&P of the best interest determination. If the parent or Law Guardian appeals the decision, the district of residence also becomes responsible for transportation on the **sixth (6th) school day** after CP&P notifies the school district of the school placement decision rendered by the court.

Since CP&P is responsible for transportation for a period of time, the Worker or Supervisor will consider all local resources for transportation from the resource family home to the pre-placement school, including asking the resource family parent if he or she is willing and able to assist with temporarily providing transportation. Resource family parents are not required to provide transportation to and from the pre-placement school. Resource family parents may be reimbursed for mileage at the current reimbursement rate. See [I.C. 611](#), Reimbursement.

If the resource family parent or Local Office staff are unavailable to transport, the CP&P Education Liaison has primary responsibility for seeking cooperation of the child's district of residence (pre-placement school district) in arranging round trip transportation from the resource family home to the pre-placement school. This allows for a seamless transition and avoids any interruption of transportation once responsibility shifts from CP&P to the parent's district of residence.

After removal, but not later than the notification of the best interest determination, the Education Liaison (or any other person designated by the Local Office Manager), will contact the district of residence (pre-placement school district) Transportation Coordinator, or the School District's Business Administrator to request they make arrangements with their district's transportation provider. The Education Liaison informs the school district staff of DCF's policy to reimburse them for transportation costs until the district of residence becomes financially responsible, **five (5) school days** after CP&P provides notification of the best interest determination. The Education Liaison will request a per diem transport rate

from the Transportation Coordinator, School District Business Administrator, or school representative.

If the pre-placement school district agrees to arrange transportation, the Worker completes the Special Approval Request (SAR), CP&P Form [16-76](#), and submits it to the Local Office Manager for approval. Once approved, the Worker sends a letter, with a copy, to the DCF Area Business Office and the pre-placement school district confirming the following:

- The transportation agreement (the Education Liaison shall compose this)
- The rate DCF will reimburse the school district
- CP&P Form [K-100](#), The Client Service Invoice, and instructions for its completion

The DCF Area Business Office will add the school district to NJ SPIRIT and update it as an unlicensed/uncontracted resource with an agreed per diem rate. The subservice is coded "Educational Stability Transportation."

If the Education Liaison is unable to coordinate transportation through the pre-placement school district, he or she may contact the DCF Area Business Office for assistance.

1400.9 Transportation Funding When Parent Relocates

If a parent relocates after a child has been placed in resource home care, funding for the child's schooling is paid by the district where the parent/guardian resides, regardless of whether the child attended a school in that district. The parent must register the child in the school district where the parent resides.

If determining district of residence becomes problematic, contact the DCF Office of Education to complete a district of residence determination. Workers use CP&P Form [25-65](#), Department of Education School District Determination. Workers should also use CP&P Form 25-65 for educational planning for all children under CP&P guardianship. Once a determination is made, the district of residence assumes transportation responsibilities.

1400.10 Transportation Arrangements When No Application to the Family Court is Filed

If the parent or legal guardian, or the Law Guardian does not file an application of appeal with the Family Court within **five (5) business days** from the date of the notification of the school placement decision, (CP&P Form [5-71](#), Educational Stability Parent Notification), the CP&P decision becomes final and the child may attend the resource parent's school district. The Local Office or resource parent may immediately enroll the child in the resource parent's school district.

When in-district transportation is available and needed for the child, it is the Local Office's responsibility to provide transportation for **five (5) school days** or until the child is added to the resource family home school district's bus route.

1400.11 Transportation Arrangements When an Application to the Family Court is Filed

If the parent or legal guardian, or the Law Guardian files an application of appeal with the Family Court, CP&P continues to be responsible for coordinating, providing, and funding transportation for the child to and from school until the court makes a ruling. Pursuant to N.J.S.A. [30:4C-26b](#) enacted September 9, 2010, there is no time constraint for the Judge to make a ruling; however, the court must provide a decision in an expedited manner. The Education Liaison continues to work with the pre-placement school district to coordinate transportation until the court renders a decision.

ATTACHMENT A-5a

CP&P 5-72
(new 12/2010)

[Enter date]

[Enter name of Principal]
[Enter name of school]
[Enter street address]
[Enter city, state, zip code]

Re: [Enter name of child]
DOB: [Enter child's date of birth]
NJ SPIRIT Case ID#: [Enter NJC case ID number]
Student ID#: [Enter child's Student ID number]

Dear [Enter name of pre-placement School Principal]:

Federal legislation, the Fostering Connections to Success and Increasing Adoptions Act of 2008, and N.J.S.A. 30:4C-26b, enacted September 9, 2010, ensure that any child placed in a resource family home by the New Jersey Division of Child Protection and Permanency (CP&P) will have continuity in his or her educational placement.

Please be advised that the above-named child was placed in a CP&P resource family home, or with a relative or kin, on [Insert date of placement], and is in CP&P custody. The child was placed in the home of [Enter name of resource family parent/relative/kin] at [Enter resource family home address].

As required by law, CP&P has completed the education stability assessment and has determined that the child will remain in his or her current school – [Enter name of current school district].

As per N.J.S.A. 30:4C-26b, CP&P will provide or arrange for transportation from the resource family home to your school for five (5) school days from the date of this notice. Upon the 6th day, the school district of residence (the parent's district) assumes responsibility for transportation.

Please contact me at [Insert Caseworker's telephone number, with extension], or e-mail [Insert Caseworker's email address], if you have any questions regarding educational stability. You may also contact the Education Liaison, [Insert Education Liaison's name], at [Insert telephone number, with extension].

Thank you,

[Type name of Caseworker], CP&P Caseworker

[Type name of Supervisor], Supervisor

District of Residence: [Enter name of district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Pre-Placement District: [Enter name of pre-placement district, if different than district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Resource Home District: [Enter name of resource home district]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Education Liaison [Enter name of Education Liaison]

Resource Family Support Worker: [Enter name of Resource Family Support Worker]

This notice is sent by (check ALL that apply): E-mail Fax Hand Delivered Mail

ATTACHMENT A-5b

CP&P 5-72
(new 12/2010)

[Enter date]

[Enter name of Principal]
[Enter name of school]
[Enter street address]
[Enter city, state, zip code]

Re: [Enter name of child]
DOB: [Enter child's date of birth]
NJ SPIRIT Case ID#: [Enter NJC case ID number]
Student ID#: [Enter child's Student ID number]

Dear [Enter name of pre-placement School Principal]:

Federal legislation, the Fostering Connections to Success and Increasing Adoptions Act of 2008, and N.J.S.A. 30:4C-26b, enacted September 9, 2010, ensure that any child placed in a resource family home by the New Jersey Division of Child Protection and Permanency (CP&P) will have continuity in his or her educational placement.

Please be advised that the above-named child was placed in a CP&P resource family home, or with a relative or kin, on [Insert date of placement], and is in CP&P custody. The child was placed in the home of [Enter name of resource family parent/relative/kin] at [Enter resource family home address].

In response to the parent's or Law Guardian's timely application to the [Insert name of Family Court], on [Insert date of court order], the Honorable Judge [Insert name of Judge] ordered that the above-named child be enrolled in the [Insert name of school district] School District.

Please accept this as notification that the Family Court has rendered this decision. As per P.L. 2010, c 69, if the court has determined that the child should remain in his or her current school placement, CP&P will provide or arrange for transportation from the resource family home to your school for five (5) school days from the date of this notice. Upon the 6th day, the school district of residence (the parent's district) assumes responsibility for transportation.

Please contact me at [Insert Caseworker's telephone number, with extension], or e-mail [Insert Caseworker's email address], if you have any questions regarding educational stability. You may also contact the Education Liaison, [Insert Education Liaison's name], at [Insert telephone number, with extension].

Thank you,

[Type name of Caseworker], CP&P Caseworker

[Type name of Supervisor], Supervisor

District of Residence: [Enter name of district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Pre-Placement District: [Enter name of pre-placement district, if different than district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Resource Home District: [Enter name of resource home district]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Education Liaison [Enter name of Education Liaison]

Resource Family Support Worker: [Enter name of Resource Family Support Worker]

This notice is sent by (check ALL that apply): E-mail Fax Hand Delivered Mail

ATTACHMENT A-5c

CP&P 5-72
(new 12/2010)

[Enter date]

[Enter name of Principal]
[Enter name of school]
[Enter street address]
[Enter city, state, zip code]

Re: [Enter name of child]
DOB: [Enter child's date of birth]
NJ SPIRIT Case ID#: [Enter NJC case ID number]
Student ID#: [Enter child's Student ID number]

Dear [Enter name of pre-placement School Principal]:

Federal legislation, the Fostering Connections to Success and Increasing Adoptions Act of 2008, and N.J.S.A. 30:4C-26b, enacted September 9, 2010, ensure that any child placed in a resource family home by the New Jersey Division of Child Protection and Permanency (CP&P) will have continuity in his or her educational placement.

Please be advised that the above-named child was placed in a CP&P resource family home, or with a relative or kin, on [Insert date of placement], and is in CP&P custody. The child was placed in the home of [Enter name of resource family parent/relative/kin] at [Enter resource family home address].

As required by law, CP&P has completed the education stability assessment and has determined that the child will be enrolled in a new school placement – [Enter name of new school district].

If the parent or the child's Law Guardian objects to this action and files application with the Family Court within five (5) business days, the child will continue to attend the current school until the court reviews the matter. CP&P will continue to provide or arrange for transportation from the resource family home to the school, pending the court review outcome. If the court determines that the child is to attend his or her pre-placement school, the district of residence (the parent's district) is responsible for transportation, and has five (5) school days from the date of notice to arrange transportation for the child from the resource family home to the school. CP&P will immediately notify all affected school districts, once the Family Court renders its decision.

Please contact me at [Insert Caseworker's telephone number, with extension], or e-mail [Insert Caseworker's email address], if you have any questions regarding educational stability. You may also contact the Education Liaison, [Insert Education Liaison's name], at [Insert telephone number, with extension].

Thank you,

[Type name of Caseworker], CP&P Caseworker

[Type name of Supervisor], Supervisor

District of Residence: [Enter name of district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Pre-Placement District: [Enter name of pre-placement district, if different than district of residence]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Resource Home District: [Enter name of resource home district]
Superintendent: [Enter name of district Superintendent]
School District Liaison: [Enter name of School District Liaison]
County Supervisor: [Enter name of County Supervisor of Child Study]

Education Liaison [Enter name of Education Liaison]

Resource Family Support Worker: [Enter name of Resource Family Support Worker]

This notice is sent by (check ALL that apply): E-mail Fax Hand Delivered Mail

The Uninterrupted Scholars Act
P.L. 112-278, S. 2

APPENDIX A-6

Public Law 112–278
112th Congress

An Act

Jan. 14, 2013
[S. 3472]

To amend the Family Educational Rights and Privacy Act of 1974 to provide improvements to such Act.

Uninterrupted
Scholars
Act (USA).
20 USC 1221
note.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Uninterrupted Scholars Act (USA)”.

SEC. 2. FAMILY EDUCATIONAL RIGHTS AND PRIVACY.

Section 444(b) of the General Education Provisions Act (20 U.S.C. 1232g(b)) (commonly known as the “Family Educational Rights and Privacy Act of 1974”) is amended—

(1) in paragraph (1)—

(A) in subparagraph (J)(ii), by striking “and” after the semicolon at the end;

(B) in subparagraph (K)(ii), by striking the period at the end and inserting “; and”; and

(C) by inserting after subparagraph (K), the following:

“(L) an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)), who has the right to access a student’s case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student’s education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student’s education records.”; and

(2) in paragraph (2)(B), by inserting “, except when a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101 note)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the educational agency or institution is not required” after “educational institution or agency”.

Approved January 14, 2013.

A Model for Collaboration Developed by the Ocean County CIACC

This agreement shall provide the framework for the purpose of liaison identification, training, shared service and early prevention between school districts, child protective services, behavioral health services and other child support agencies. The DCF case practice, behavioral health treatment plan, intervention and referral services, Section 504 and special education models shall be integrated into a collaborative systems partnership.

This agreement shall promote, develop, and enhance collaborative efforts between school, behavioral health and child protective service systems and other interested parties to improve the well being of the children in New Jersey.

The Children's Inter Agency Coordinating Councils serving each county of the State of New Jersey can be the vehicle for partnership training, collaboration and service to youth.

I. The following general terms and conditions are agreed upon:

- A. Identification of school district and school building liaisons
- B. Identification of child protective and behavioral health liaisons
- C. Identification of child support agency liaisons
- D. Liaison participation in service access cross-training
- E. Liaison participation in shared service coordination meetings
- F. Intervention and Referral Services resource coordination
- G. Service emphasis on early prevention and ongoing training
- H. Service emphasis on the prevention and reporting of child abuse
- I. Service emphasis on meeting the needs of children in out-of-home placements
- J. Prevention and unduplicated shared service engagement of the following providers:
 - 1. Each New Jersey School
 - 2. All child oriented New Jersey Departments and Divisions
 - 3. Juvenile Justice Commission
 - 4. Youth Service Commission
 - 5. New Jersey Department of Education
 - 6. Private providers
 - 7. Funded support services
 - 8. State/county health departments

9. Community mental health services
10. County human service agencies

II. State School Districts shall:

- A. Identify a liaison in each school building
- B. Provide school liaison Intervention and Referral Services committee participation
- C. Identify a district liaison

III. Agencies shall:

- A. Identify a Division of Children's System of Care liaison
- B. Identify a Division of Family and Community Partnerships liaison
- C. Identify a Child Protective Services full time office liaison
- D. Identify support agency liaisons

IV. State School Districts and Agencies shall:

- A. Allow liaisons to participate in monthly cross-training collaboration
- B. Allow liaisons to participate in monthly shared service prevention coordination meetings
- C. Provide liaison utilization of the web portal of training resources
- D. Provide liaison utilization of county wide liaison directories
- E. Provide liaison resource maintenance of referral, procedure and agency information
- F. Provide liaison participation in training curriculum development
- G. Provide liaison participation in pre and post knowledge assessment
- H. Provide liaison commitment to be trained on items listed below and become a resource for collaborative DCF, DOE and agency service including:

1. Behavioral Health Services

- a. Mobile Response and Stabilization
- b. Out patient and partial care
- c. Contracted Systems Administrator
- d. Unified Case Management
- e. Youth Case Management
- f. Family Support Organization
- g. Psychiatric screening
- h. CCIS hospitalization

2. **Education Systems**

- a. Section 504/Special Education - procedural protection/FAPE
- b. No Child Left Behind (NCLB)
- c. School attendance/discipline
- d. Home instruction
- e. School transportation
- f. Academic/extracurricular support and sensitivity training to meet the needs of high risk youth
- g. School re-enrollment regulation and opportunity
- h. Educational rights to engage in education
- i. Transition - early intervention, preschool, school years, DDD/DVR/adult living
- j. Surrogate parent regulation and requirements
- k. Intervention and Referral Services

3. **Resource Integration**

- a. Confidentiality/HIPPA/FERPA
- b. School/agency unduplicated LRE continuum
- c. Parent involvement/support
- d. Over-representation
- e. Special immigrant juvenile status 30-day review
- f. IEP/DCF case practice/Behavioral Health Treatment Plan/Section 504/Integration

4. **Shared Services**

- a. Shared related service/child evaluation
- b. Shared public school disabled student placement
- c. Out-of-home/residential LRE requirements
- d. Agency and school coordination of support services

5. **Protections for children in out-of-home community placements**

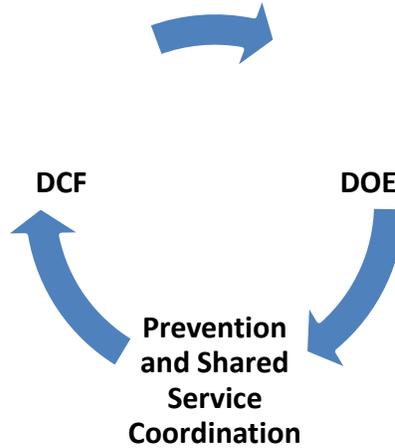
- a. School stability/credit/transfer
- b. Out-of-home residential placements
- c. Out-of-home living types and procedures
 - i. Group Homes
 - 1. Group home
 - 2. Supervised transitional living homes
 - 3. Teaching family homes
 - 4. Treatment homes
 - 5. Respite care homes
 - 6. Skilled development homes
 - ii. Resource Home Care
 - 1. Family care homes
 - 2. Independent living arrangements
 - 3. Host homes
 - 4. Special home service placement
 - iii. Residential child care facilities

County CIACC Coordinator

Date

County Superintendent of School

Date



Funding District Case Manager _____

Title _____ Date _____

Phone number _____

Address _____

Supervisor Signature _____

Signature of Legal Guardian _____

Relationship _____ Date _____

Case Manager/Agency _____

_____ Date _____

CP&P CHILD’S EDUCATIONAL RECORD

(CP&P 5-16)

STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES
DIVISION OF CHILD PROTECTION AND PERMANENCY

- HOME
- INITIAL PLACEMENT
- RE-PLACEMENT
- CHILD PLACEMENT REVIEW
- RETURN HOME

CHILD’S EDUCATION RECORD

A. IDENTIFYING INFORMATION

Child’s Name (last, first, middle):		Date of Birth:	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
CP&P Case ID#:	Local Office:		
Name of Family of Origin (Birth/Adoptive):		Phone:	
Address of Family of Origin:			
Date of Placement:	Address of placement:		
Name of Resource Provider:		Phone:	

B. LAST SCHOOL ATTENDED PRIOR TO CURRENT PLACEMENT

Name of School:	Address:		
Name of Principal:	School District:		
School Contact:	Phone/Extension:		
School District Contact:			
Date of Enrollment:	Grade Level:		
School Type:			
For this School Year -	Number of Days Present:	Number of Days Absent:	

C. PREVIOUS SCHOOL ATTENDED

Name of School:	School District:	
Address:	Phone:	
School Contact:	Phone/Extension:	
Dates of Enrollment:	For the Last School Year:	
From: To:	Number of Days Present:	Number of Days Absent:

D. EDUCATION STABILITY FOR CHILDREN IN OUT-OF-HOME PLACEMENT

<input type="checkbox"/> N/A In-Home	
Is a Best Interest Determination required for this placement?	
Is child placed in a therapeutic foster home or group home?	
Best Interest factor(s) used to justify school placement decision:	
Did the child remain in the school of origin he/she attended prior to entering Resource Home Placement?	Date of Enrollment:
Is this Court ordered?	
If this is a change in placement, will the child continue to attend current school?	
Is the child unable to attend school on a full time basis due to a documented medical condition?	
If yes, explain why:	

E. ATTENDANCE

Describe the child’s attendance history (note if attendance is regular; if not, describe any attendance problems, including lateness or tardiness, both excused and unexcused):

F. SCHOOL PERFORMANCE

Last Grade Completed:	Credit toward High School graduation requirements:
If child not at grade level, explain what is being done to bring child to grade level:	
Does the child have any emotional/behavior problems? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If "yes," describe problems and indicate how they are being addressed by the school:	
Was the child referred for support services (i.e., Student Assistance (SAC), School Based Programs, School Counselor, etc.) Yes <input type="checkbox"/> No <input type="checkbox"/> If "yes," explain:	
Name of Counselor:	Phone/Extension:

G. SPECIAL EDUCATION INFORMATION

Child classified? Yes <input type="checkbox"/> No <input type="checkbox"/>	Classification:	Start Date:	End Date:
Date of last Child Study Team (CST) Evaluation:		CST Case Manager:	
Special Placement. If any, describe (e.g., speech therapy, remedial reading):			
Date of Current Individualized Education Program (IEP):			Copy of IEP in Record: <input type="checkbox"/>
Does the child receive Early Intervention or Preschool Disabled services? Yes <input type="checkbox"/> No <input type="checkbox"/> If "yes," describe:			
Was the Child Study Team informed of birth family's contact information? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did Child Study Team engage biological parent(s) in child study process? Yes <input type="checkbox"/> No <input type="checkbox"/>			
If biological parent(s) or foster parent(s) is unavailable, has a surrogate parent been identified by the School District for educational decision making? Yes <input type="checkbox"/> No <input type="checkbox"/> If "yes," document contact information:			

H. OTHER EDUCATIONAL INFORMATION

504 Education Plan Yes <input type="checkbox"/> No <input type="checkbox"/>
Enter information regarding child's education not covered by previous areas. Include any comments by teachers, principal, school social worker, and nurse. Explain child's participation in extracurricular activities, special medical needs, 504 service plan and special accommodations provided, etc.:

I. FAMILY RELATIONSHIPS (Family of Origin, Birth or Adoptive)

Has school staff met with the child's family of origin, birth or adoptive? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date of last meeting:
Does the family show interest in the child's educational progress? Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:	
Has the family been cooperative with the school? Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:	

J. FAMILY RELATIONSHIPS (Resource Family)

Has school staff met with the child's Resource Family? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date of last meeting:
Does the family show interest in the child's educational progress? Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:	
Has the family been cooperative with the school? Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:	

K. SIGNATURES

Worker (Print Name):	Title:
Signature:	Date Completed:
Supervisor (Print Name):	Title:
Signature:	Date Approved:

Place supporting documents, if available, in the Child's Case Record

**CP&P Form 5-16, Child's Education Record
8-22-2007**

WHEN TO USE IT

This form is used to record and view a child's education information. Use it:

- As part of the In-Home Case Plan
- To provide educational information:
 - To family engagement meeting participants
 - To the resource parent at the child's initial placement
 - To the new resource parent each time a child is re-placed
 - As part of the case recording documents sent to the Child Placement Review Board for its annual review and for CP&P internal reviews
 - As part of the out-of-home treatment referral packet, in addition to the IEP, used whenever placing a child in an authorized CSOC or DDD program
 - As part of the interstate referral packet when a New Jersey child is being placed outside of New Jersey.

Review and update education information within two working days of the placement of a child into another resource home, other out-of-home placement, or return home. This form is not completed for a child under age 5 unless the child is attending an early intervention program, a preschool, a nursery school, an early education program, or a child care center.

HOW TO USE IT

- Access it through the NJ Spirit Desktop > Create Case Work > Education.
- Only complete this template outside of the NJ Spirit application as part of a contingency plan when the application is unavailable.

However, you are still required to create the form in NJ Spirit when the application becomes available.

TIPS FOR COMPLETING THE FORM

- Remember to check where the child is located on the top right hand corner of page 1.
- In Section A, if a copy of this report is being shared with the resource home, leave the "Address of Family of Origin" field blank. If a copy of this report is being shared with a parent and the parent does not know

the name, address or telephone number of the resource parent, leave those fields blank.

- Some education information prefills in sections B, D, and G from the Education Window. Be sure prefilled information is correct, or go back and correct it in the Window. When creating an education record for a new school on the Education Window, remember to edit the information on the previous school by entering an end date in the "School End Date" field.
- In Section C, "Close to the Previous School" means the out-of-home placement is located in the same neighborhood, municipality, or school district as the school which the child attended prior to out-of-home placement.
- In section D:
 - The "School District Contact" may be the same person you noted as the school contact or may be another person from the school district, such as a child study team member.
 - During the summer, the "Grade Level" field reflects the grade the child will enter in the fall.
 - See the Education Window in the NJS User Guide for the definitions of the reference values for the "School Type" field.
- In section F, if the child was referred to a Student Assistance Counselor (SAC) or School Counselor, explain the reason for the referral (e.g. truancy, substance abuse, student conflict) and the plan to remedy the situation.
- When completing section G, see II A 1504.1, Surrogate Parent, for policy.
- When completing section H, see II D 1008, Educational Services, for policy.
- This form is approved electronically. The Caseworker and Supervisor also manually sign the form when the form is printed to report a child's education history or status to an external entity.

DISTRIBUTION

- | | |
|-------------------|---|
| Electronic copy - | NJ SPIRIT Electronic Case Record,
Education icon |
| Copy | - Parent, as part of the In-Home Case Plan |
| Copy | - Resource Parent/Provider |
| Copy | - Child Placement Review Board |
| Copy | - Out-of-home treatment referral packet (when applicable) |



New Jersey
Department of Children and Families
Department of Education
**School Registration for Children in
Out-of-Home Care**
INFORMATION FOR
CAREGIVERS and EDUCATORS



Children in out-of-home care or placement include those who are in resource families, group homes, teaching family homes, treatment homes and supervised transitional living homes. In meeting the needs of these children, all reasonable steps must be taken to register and ensure school attendance within 72 hours of placement. Every effort should be made for children to continue attending their current school if it is in the child's best interest. A child placed in a resource home who changes schools must be immediately enrolled in their new school (they remain registered in their parent's district) as per state and federal law.

How to ensure a child's placement in school:

- Department of Children and Families (DCF) agency case manager will provide the caregiver with the Resource Family Parent Identification Letter (CP&P 5-49) or other agency letter to enroll the child in school.
- Caregivers should contact the local school district to determine how and where to register a child. However, the caregiver, agency case manager and school district representative are bound by the following requirements:

Requirements for Registration:

1. Caregiver must provide proof of residency, which includes a deed, lease, utility bill, driver's license or other document that attaches the caregiver to that address.
2. The Resource Family Identification Letter or other agency letter, provided by agency case manager, confirming that the child is being cared for by the caregiver.

Requirements for Attendance:

1. Evidence of Immunization (available through agency case manager)
2. Birth certificate or other proof of child's identity (available through agency case manager). This is required within 30 days of enrollment. The Resource Family Parent Identification Letter can also be used if other proof is not available.

NOTE: A social security number is not required.



Important Documents to Ensure the Appropriate Placement in a New School's Educational Program:

- Transfer card from previous school (if the child is transferring schools)
- Pupil records including transcript and Individualized Education Program (IEP), if applicable.

NOTE: This information can be requested by the new school or provided by the agency case manager.

To resolve problems in registering a child in out-of-home placement, contact your County Superintendent of Schools.

To identify your County Superintendent, go to www.nj.gov/education.



APPENDIX E

CP&P 5-49
(rev. 4/2011)

RESOURCE FAMILY PARENT IDENTIFICATION LETTER

CONFIDENTIAL For Official Use Only

Child:	Date of Birth:
CP&P CASE ID#:	MEDICAID #:

TO WHOM IT MAY CONCERN:

ON THE ABOVE NAMED CHILD WAS PLACED IN THE DIVISION OF YOUTH

AND FAMILY SERVICES APPROVED RESOURCE FAMILY PARENT HOME OF:

NAME:

ADDRESS:

TELEPHONE NUMBER:

THIS IS TO CERTIFY THAT THIS RESOURCE FAMILY PARENT IS AUTHORIZED TO:

- REGISTER THE ABOVE NAMED CHILD IN SCHOOL.
- WORK IN COOPERATION WITH SCHOOL PERSONNEL IN THEIR PROCESS OF DEVELOPING AN APPROPRIATE EDUCATIONAL PROGRAM FOR THE CHILD.
- PRESENT THIS LETTER AS DOCUMENTATION THAT THE ABOVE-NAMED CHILD IS ENTITLED TO FREE MEALS AT HIS OR HER SCHOOL WITHOUT FURTHER APPLICATION AS PER THE FEDERAL HEALTHY, HUNGER-FREE KIDS ACT OF 2010, P.L. 111-296.
- PROVIDE CONSENT TO **ROUTINE** MEDICAL/DENTAL/THERAPEUTIC/PHARMACY SERVICES FOR THE CHILD (WITH A VALID MEDICAID CARD), WHEN THE PARENT OR LEGAL GUARDIAN IS NOT AVAILABLE.
- PROVIDE CONSENT TO **EMERGENCY** MEDICAL CARE **ONLY WHEN CP&P CANNOT BE CONTACTED**. THE PARENT, LEGAL GUARDIAN OR CP&P PROVIDES CONSENT FOR EMERGENCY MEDICAL CARE. THE RESOURCE PARENT MAY CONSENT TO EMERGENCY CARE ONLY WHEN IMMEDIATE CONSENT IS ESSENTIAL AND CP&P CANNOT BE CONTACTED WITHIN THE TIME AVAILABLE; CP&P MUST BE NOTIFIED AS SOON AS POSSIBLE.
- OBTAIN OTHER SOCIAL SERVICES AS REQUIRED FOR THE CHILD.

<p>NOTICE</p> <p>ANY INDIVIDUAL WHO HAS QUESTIONS ABOUT THE IDENTITY OF THE BEARER OF THIS LETTER OR THE CHILD WHOM HE/SHE REPRESENTS SHOULD CONTACT THE CP&P LOCAL OFFICE.</p>	<p>Local Phone #:</p> <p>(After hours 877 NJ ABUSE (877-652-2873) or 800-792-8610; or TTY-TDD at 800-835-5510)</p>
---	--

Local Office Manager/Designee Signature

Subscribed and sworn to before me this _____ day of _____, 20__

Local Office Manager/Designee Name

(Notary Public of New Jersey)

VALID FOR SIX MONTHS FROM DATE NOTARIZED

RESOURCE PARENT IDENTIFICATION LETTER
VALID FOR SIX MONTHS FROM DATE NOTARIZED

CP&P Form 5-49, Resource Family Parent Identification Letter 4-4-2011
--

WHEN TO USE IT

Whenever a child enters a resource family parent home placement or moves from one resource home to another, the assigned Caseworker completes this form through NJ SPIRIT, and delivers it to the resource family parent at the time of placement. This form is used by the resource family parent to identify and confirm their authority to:

- Register the foster child in school or pre-school
- Provide documentation that the child is a foster child and therefore categorically eligible for the school's free meal program
- Obtain medical care for the child
- Obtain other social services for the child, as necessary

NJS prints this form on official agency letterhead.

HOW TO USE IT

Complete this form in the NJ SPIRIT application, by accessing it through the NJ SPIRIT Desktop > Create > Case Work > Placement

Only complete this template outside of the NJ SPIRIT application as part of a contingency plan when the application is unavailable. However, in doing so, you are still required to create the form in NJ SPIRIT when the application becomes available.

Go to the NJ SPIRIT desktop for form instructions.

TIPS FOR COMPLETING THE FORM

Once the form is completed in NJS and printed, the Local Office Manager or designee signs it and the office notary notarizes his or her signature.

The form is **valid for six months** from date of notarization.

DISTRIBUTION

Original	-	Resource family parent (signed and notarized)
Copy	-	Child's case record
Copy	-	Resource family parent home record
Electronic Copy		NJ SPIRIT Electronic Case Record

AGENCY IDENTIFICATION LETTER

[USE OFFICIAL OFFICE LETTERHEAD]

Today's Date: _____

Student: _____

Date of Birth: _____

Agency: _____

To Whom It May Concern:

This letter is to confirm that _____ has been placed with our agency. This placement has been authorized by the **NJ Department of Children and Families**. _____ is currently residing in the following authorized _____ home:

Name: _____

Address: _____

Telephone Number: _____

Thank you for your assistance in providing timely educational services to this child. If you have any questions or concerns, please contact my office.

Sincerely,

Agency Representative Signature

Agency Representative Name (Printed)

Agency Representative Title

Agency Representative Contact Information:

Telephone Number: _____

Fax Number: _____

Cell Phone Number: _____

Email: _____

**SAMPLE SCHOOL DISTRICT LETTER OF ACKNOWLEDGEMENT
OF FISCAL RESPONSIBILITY**

SCHOOL DISTRICT ACKNOWLEDGEMENT OF RESPONSIBILITY

I hereby agree that _____ bears financial responsibility
School District of Residence

for the education and transportation of _____.
Child's Name

This student will attend _____ in _____ school district.
School Name District Name

Funding District Authorized Agent _____

Signature _____ **Date** _____

Title _____

Phone Number _____

Address _____

DCF Case Manager or Authorized Agent _____
(please print)

CP&P/Contracted Agency _____

Phone Number _____

New Jersey Department of Children and Families

Department of Education District of Residence Determination

PRINT OR TYPE ALL INFORMATION

PART I PUPIL INFORMATION

1. Name of Child _____
2. Child's Date of Birth _____
3. Child's Social Security Number _____

PART II PLACEMENT FOR WHICH DETERMINATION IS BEING REQUESTED

4. Category of child's out-of-home placement. (check one):
 - Resource Home
 - Group Home/Treatment Home/Supervised Transitional Living
 - Shelter
 - Private School/Residential Facility
 - State Facility/Detention
 - Other (specify) _____
5. Name and address of out-of-home placement for which a District of Residence Determination is being requested:

6. Date of out-of-home placement for which a District of Residence Determination is being requested:

7. Name of state agency which placed child:

8. Name of parent(s)/legal guardian(s). **(If the State of New Jersey is legal guardian, attach a copy of the New Jersey Court Order awarding guardianship.)**

9. Present address of parent(s)/guardian(s):

Unknown

PLEASE PRINT NAMES:

Name of person completing the form

Date

Supervisor

Placing Agency

Local Office/Agency

Telephone Number

FAX COMPLETED FORM TO:

DCF/Office of Education
Phone: (609) 588-2945
FAX: (609) 584-4535

DCF/OFFICE OF EDUCATION SIGNATURE:

Office of Education Designee

Date

PART III DEPARTMENT OF EDUCATION USE ONLY

District _____

County _____

Basis of Assignment

___ New Placement or Placement Change

___ Address Change

School Year Responsibility _____

Date Determination was Made _____

REFERRAL FOR EARLY INTERVENTION SYSTEM SERVICES
(CP&P 11-1)

State of New Jersey
 DEPARTMENT OF CHILDREN AND FAMILIES
 Division of Child Protection and Permanency

Referral for Early Intervention System Services

Date of Referral _____

Child's Name _____

D.O.B. _____

Parent(s) Name _____

Telephone #

Address _____

Daytime _____

Cellular _____

Evening _____

Child Living With:

Parent(s) Relative/Family Friend Foster Parent(s) Other _____

If Child Not Living with Parent(s):

(Pursuant to N.J.S.A. 9:6-8.21a, this information must be kept confidential by EIS, and may not be released to anyone, including the parent, without authorization from CP&P).

Caregiver Name _____

Telephone #

Address _____

Daytime _____

Cellular _____

County _____

Evening _____

Reason for Referral:

Compliance with Federal CAPTA Legislation

Other: (please explain) _____

Attachments: Yes No

CHEC

Developmental Assessment

Medical Diagnosis Specify _____

EPSDT

Other Specify _____

CP&P Medicaid # _____ Other Medicaid # (if known) _____

Referred By:

Caseworker Name _____ **Telephone #** _____ **Ext.** _____
Supervisor Name _____ **Telephone #** _____ **Ext.** _____
Office Name and Address _____

Investigation Disposition: **Open Case** **Close** **Effective Date** _____

TRANSITIONAL PLAN FOR ADOLESCENTS FORM
(CP&P 5-43)

TRANSITIONAL PLAN for ADOLESCENTS

Section 1: PARTICIPANT INFORMATION

Name: _____ Age/DOB: _____

CP&P Case ID: _____ Caseworker: _____

Start Date for ILP Services: _____ Date of Previous ILP Services: _____

Anticipated Date of Program Completion: _____

Anticipated Living Arrangement After Program Completion: _____

Initial Plan Date: _____ Update: _____ Update: _____ Update: _____

Prepared By: _____

Section 2: SUMMARY OF INDEPENDENT LIVING PROGRAM SERVICES TO BE PROVIDED
 (Action Steps for Providing These Services Must Be Recorded on Page 3)

	Initial	Update	Update	Update
Strengths/Needs Assessment				
Ansell-Casey Life Skills Assessment				
Life Skills Training				
Educational/Vocational Assessment				
Remedial Education/Tutoring				
Preparation for GED				
NJ Foster Care Scholars Program				
Assistance Obtaining Employment				
Job Readiness Training				
Vocational Training				
Assistance Locating Permanent Housing				
Assistance Obtaining Necessary Documents				
Transportation				
Mentoring Services				
Services to Youth 18 - 21 Years Old				
Monetary Stipends				
Mentoring				
Aftercare Case Management				
Other:				

Section 3: ASSESSMENTS

<u>Assessment Tools(s) Completed Person/Agency</u>	<u>Date Completed</u>	<u>Administering</u>
Life Skills Strengths/Needs Assessment _____	_____	_____
Ansell - Casey Life Skills Assessment _____	_____	_____
Other: _____	_____	_____

Section 4: LIFE SKILL INSTRUCTION PLAN

Use the Instruction Method Code to indicate the skills to be taught and the methods to be used for each planning period.

Instruction Method: G = Group I = Individual C = Community Referral

	Initial	Update	Update	Update
Daily Living Skills				
Nutrition				
Menu Planning				
Grocery Shopping				
Meal Preparation				
Dining				
Kitchen Clean Up and Storage				
Home Safety				
Housing and Community Resources				
Housing				
Transportation				
Community Resources				
Money Management				
Beliefs About Money				
Saving				
Income Tax				
Banking and Credit				
Budgeting/Spending Plan				
Consuming				
Self-Care				
Personal Hygiene				
Health/Dental and Insurance				
Alcohol, Drugs & Tobacco				
Sexuality				
Health Care Designee Education				

Social Development				
Personal Development				
Cultural Awareness				
Communication				
Relationships				
Leisure Time				
Work & Study Skills				
Career Planning				
Employment				
Decision Making				
Study Skills				

Section 5: INDIVIDUALIZED GOAL PLAN

Adolescent's Short Term Goal: _____

<u>Action Steps</u>	<u>Target Date</u>	<u>Date Completed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Results:

Adolescent's Short Term Goal: _____

<u>Action Steps</u>	<u>Target Date</u>	<u>Date Completed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Results:

Section 6: AGREEMENT SIGNATURES

INITIAL PLAN

FIRST UPDATE

Adolescent Participant

Adolescent Participant

Parent, Guardian, or Caregiver

Parent, Guardian, or Caregiver

CP&P Representative

CP&P Representative

Agency Representative

Agency Representative

Caring Adult

Caring Adult

Other

Other

SECOND UPDATE

Adolescent Participant

Parent, Guardian, or Caregiver

CP&P Representative

Agency Representative

Caring Adult

Other

THIRD UPDATE

Adolescent Participant

Parent, Guardian, or Caregiver

CP&P Representative

Agency Representative

Caring Adult

Other

**CP&P Form 5-43, Transitional Plan for Adolescents
7-20-2009**

WHEN TO USE IT

This form provides a plan for adolescents who are placed out of home, to identify needed life skills, goals, and actions to achieve identified goals:

- When the adolescent is 14 years of age;
- When an adolescent is entering into an Independent Living Program, Transitional Living Program, or Supported Housing Program;
- Every six months, at a minimum, to re-evaluate status and progress; and
- Within 90 days prior to closing the case.

Use the form in conjunction with the Casey Life Skills Assessment located at www.caseylifeskills.org, or the National Resource Center for Youth Services located at www.nrcys.ou.edu/training/certified/newjersey (User name: nj Password: cblsa).

HOW TO USE IT

Print the form and complete it by hand with the adolescent and other interested parties, such as, but not limited to, family members, caring adult(s), and others who are interested in the adolescent's future.

TIPS FOR COMPLETING FORM

Section 2: Summary of ILP Services to be Provided: Indicate, with a check, the independent living services needed by the adolescent. Complete on a quarterly basis. Develop services identified into goals and action steps in Section 5.

Section 4: Life Skill Instruction Plan: There are three instruction methods:

- Use Group (G) when the specific life skill will be taught in a group setting;
- Use Individual (I) when a life skill will be taught to the adolescent by the instructor, one on one;
- Use Community Referral (C) when the life skill will be taught by a contracted agency, i.e., independent living skills, transitional living program, or supported housing program.

Note: Leave Section 4 blank, when it is not being taught to the adolescent.

Section 5: Individualized Goal Plan: The Caseworker collaborates with the adolescent to identify goals and action steps that are clear, measurable, action oriented, and realistic.

Examples of a goal are:

- to obtain employment;
- to enroll in and continue education or vocational training;
- to attend counseling; and
- to open a savings or checking account.

Results: Explain how the goal was or was not met, and the steps the adolescent took to complete or attempt to complete the goal. Explain barriers the adolescent experienced in completing the goal.

When a goal has been achieved, the Caseworker and adolescent collaborate to develop an additional goal(s) with action steps.

Note: Print additional pages as needed.

DISTRIBUTION

- | | | |
|----------|---|--------------------------------------|
| Original | - | Adolescent |
| Copy | - | Adolescent's parent(s) |
| Copy | - | Child's Case Record |
| Copy | - | Independent Living Program/Placement |
| Copy | - | Child Placement Review Board |
-

TERMINATION OF SERVICES TO ADOLESCENT CLIENT LETTER
(CP&P 5-62)

Date

Re: Case ID # _____

Dear _____ :

Over the past few months, _____, your CP&P Permanency Worker, has met with you to discuss your termination from Division of Child Protection and Permanency' supervision. It is my understanding that the assessment and planning process is now complete, and you should be prepared to live on your own within the next two (2) months.

Therefore, the Division plans to close your case on _____, because _____ continued services; you have a source of income or financial support, or you have been directed toward such services by the Division; and there are currently no programs or services provided to you by the Division.

If you do not understand our decision to terminate services, please contact _____ at _____ prior to the termination date. _____ will be able to explain to you the reason(s) for the decision.

If you disagree with the decision, you may contact the Administrative Hearings Unit (AHU) prior to the above termination date to discuss your concerns. The AHU will be able to advise you as to whether or not you can appeal the decision. The AHU will explain the appeal procedure to you. You may contact an AHU representative by calling (609) 292-8715. You may call collect. You may choose to appeal by letter, at the following address:

Division of Child Protection and Permanency
Administrative Hearings Unit
222 South Warren Street
P.O. Box 700
Trenton, NJ 08625-0700

Thank you for allowing CP&P to assist you in your transition to adulthood and independence, good luck in your future endeavors.

Sincerely,

Office Manager

PURPOSE AND USE

This letter provides official notice to an adolescent in open case status, age 18-21, of the Division's intent to terminate his or her case, when the adolescent (age 18-21) requests his or her case be closed; refuses services; does not comply with policy (Provision of Services, II B 400); or reaches age 21. This letter advises the older adolescent that he or she may contact the Administrative Hearings Unit, if he or she disagrees with the agency's decision to terminate.

The Permanency Worker prepares the Termination Letter two months before the intended date of termination. Copies of the letter are also sent to parents/guardians, resource or para parents, a caring adult who will remain involved with the adolescent after CP&P closes the case, and other involved individuals, as appropriate.

INSTRUCTIONS FOR COMPLETING

The CP&P Form 5-62 is prepared using the on-line form in the computerized forms manual. In the future, it will be available through NJ SPIRIT download procedures. When preparing individual letters, use Local Office letterhead and enter the name, address and telephone number of the Local Office directly under "Division of Child Protection and Permanency."

The Worker:

1. Enters the information listed below in the opening section of the letter:
 - the date the letter is being prepared,
 - the adolescent's name and address,
 - the CP&P Case ID number and/or KC #
 - the adolescent's name in the salutation portion of the letter, after the word "Dear."
2. Enters the information listed below in the first paragraph of the letter:
 - the name of the assigned Permanency Worker.
3. Enters the information listed below in the second paragraph of the letter:
 - the date the case will be closed,

- selects "you are not in need of" or "you do not desire," as applicable.
4. Enters the information listed below in the third paragraph of the letter:
- the name of the assigned Permanency Worker,
 - the telephone number and extension number of the Permanency Worker, and
 - selects "He" or She."

The Office Manager or designee:

1. Signs his or her name in the closing portion of the letter.

The letter is mailed to the adolescent via regular, first class delivery, and also through certified mail, when appropriate.

DISTRIBUTION

- Original - Adolescent
- Copy - Case Record
- Copy - Parent/Guardian
- Copy - Resource/Para Parent/Residential/Independent Living Setting staff
- Copy - Office Manager's File
- Copy - Adolescent's Attorney
- Copy - Caring Adult (who will remain involved in the adolescent's life after CP&P terminates intervention)
- Copy - Other Appropriate Persons

ADOLESCENT CASE CLOSING AGREEMENT
(CP&P 5-66)

State of New Jersey
DEPARTMENT OF CHILDREN AND FAMILIES
Division of Child Protection and Permanency

Adolescent Case Closing Agreement

I understand that upon the closure of my case, I will no longer be eligible for child welfare/out-of-home placement services provided by the Division of Child Protection and Permanency (CP&P) under the Department of Children and Families (DCF), such as, but not limited to: resource/foster home placement, independent living stipend, clothing allowances.

Additionally, I will not be eligible for other specialized services, such as: _____

I further understand that in signing this agreement prior to my 18th birthday, I may not be eligible for Medicaid.

By signing this agreement while I am between the ages of 18 and 21 years, I will continue to receive Medicaid until my 21st birthday by contacting Medicaid Extension for Young Adults, toll free at 1-888-235-4766. I may also be eligible for transitional housing, after care services, and scholarships. My Caseworker will give me information about these services upon my request.

I have received the items initialed and checked off on the Adolescent Case Closing Checklist, attached to this agreement.

I am requesting that my case with CP&P be closed for the following reasons: _____

Adolescent's signature

Date

Caseworker's signature

Date

PURPOSE AND USE

Use this form in conjunction with the CP&P Form 5-67, Adolescent Case Closing Checklist. This agreement allows the Caseworker to review and document a discussion held with the adolescent about limitations on service eligibility, once his or her CP&P case is closed. The form allows the adolescent to give a written explanation and documentation as to why he or she would like his or her CP&P case closed. The form cannot be used/does not apply when CP&P has custody of the child or when the adolescent is receiving services based on child abuse/neglect.

INSTRUCTIONS FOR COMPLETING THE FORM

The CP&P Form 5-66 is completed by hand.

The Caseworker:

1. Enters additional specialized services and/or payments that the adolescent will not be entitled to once his or her case is closed.
2. Reviews the closing agreement with the adolescent.
3. Helps the adolescent to articulate his or her thoughts and reasons for requesting case closure.

The Adolescent

1. Writes why he or she would like his or her CP&P case to be closed.
2. Signs his or her name on the signature line, and dates the signing.

The Caseworker

1. Witnesses the adolescent's completion of the form by signing his or her name on the signature line, and dating the signing.

DISTRIBUTION

- | | | |
|------------------|---|---|
| Original (White) | - | Case Record |
| Copy (Yellow) | - | Adolescent |
| Copy | - | CPRB, Law Guardian, Independent Living Placement, or Contract Agencies, as appropriate. |

ADOLESCENT CASE CLOSING CHECKLIST
(CP&P 5-67)

State of New Jersey
DEPARTMENT OF CHILDREN AND FAMILIES
 Division of Child Protection and Permanency

Adolescent Case Closing Checklist
(for 16-21 year olds for whom CP&P does not have custody)

The Caseworker checks a box upon discussing an item with the adolescent. The Caseworker enters dates upon providing items to the adolescent. The adolescent initials the line to the left of the checkbox for each item discussed with and/or received from the Caseworker.

- ___ Copy of completed CP&P Form 5-66, Adolescent Case Closing Agreement, _____
Date given to adolescent
- ___ Verify living arrangement
- ___ Source of income
- ___ Medical coverage
- ___ Health/medical records and documentation, including Medicaid card and other health information
- ___ Information on Medicaid Extension for Young Adults (MEYA)
- ___ Information about individual and family history
- ___ Transportation
- ___ Caring adult/mentor
- ___ Peer support(s)
- ___ Driver's License/State Identification Card
- ___ Original copy of long form Birth Certificate _____
Date given to adolescent
- ___ Information on how to obtain a duplicate birth certificate
- ___ Social Security Card/Social Insurance Number _____
Date given to adolescent
- ___ Information on how to obtain a duplicate Social Security card
 (Note: You are limited to three (3) replacement cards in a year and 10 during your lifetime. Legal name changes and other exceptions do not count towards these limits. You may not be affected by these limits if you can prove you need the card to prevent a significant hardship.)
- ___ Selective Service Card (Required for males only, must register at age 18 and report address changes)
- ___ Documentation of immigration, citizenship, or naturalization, if appropriate
- ___ Voter Registration Card
- ___ Education records such as IEP, high school diploma, vocational certificate, or GED certificate
- ___ Death Certificate, if parent is deceased _____
Date given to adolescent
- ___ Summary of Transition Plan _____
Date given to adolescent
- ___ Information on child care services, when applicable

Explain any item above:

Adolescent's Signature

Date

Caseworker's Signature

Date

PURPOSE AND USE

Use this form in conjunction with the CP&P Form 5-66, Adolescent Case Closing Agreement, to present information to an adolescent between 16 to 21 years old for whom CP&P does not have custody, when closing his or her case. The Caseworker obtains and/or makes copies of documents for the adolescent. The form cannot be used/does not apply when CP&P has custody of the child or when the adolescent is receiving services based on child abuse/neglect.

Note: Give the original Long Form Birth Certificate, and Social Security Card to the adolescent. Make/keep copies for the case record.

INSTRUCTIONS FOR COMPLETING THE FORM

The CP&P Form 5-67 is completed by hand.

The Caseworker:

1. Reviews the checklist with the adolescent, checking item boxes and filling in dates as specified.
2. Enters N/A, to the right of the item, when it is not applicable to the adolescent.
3. Enters additional information at "Explain any item above."

The Adolescent:

1. Enters his or her initials on the line to the left of each item, upon receipt of specified items, or upon discussing the topic with the Caseworker.
2. Signs his or her name on the signature line.
3. Enters the date

The Caseworker

1. Signs his or her name on the signature line.
2. Enters the date.

DISTRIBUTION

Original (White copy) - Case Record
Copy (Yellow copy) - Adolescent



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

December 18, 2009

TO: Chief School Administrators/Charter School Lead Persons

FROM: Lucille E. Davy, Commissioner
Department of Education

Kimberly S. Ricketts, Commissioner
Department of Children and Families

SUBJECT: Standardized Training Materials: *Reporting Child Abuse and Neglect: What School Personnel Need to Do*

The New Jersey Child Welfare Citizen Review Panel (CWCRP) convened a roundtable discussion on April 30, 2007. Parties in the roundtable included the Commissioners of New Jersey's Department of Children and Families and Department of Education, their respective administrative staff, and key community stakeholders. As a result of this discussion, the Departments of Education and Children and Families convened a DOE/DCF workgroup to address issues surrounding the interface between education and child welfare systems. One of the key efforts of this group was the development of standardized training materials for school personnel on the identification and reporting of child abuse and neglect to meet the requirements at N.J.A.C. 6A:16-11 Reporting Child Abuse and Neglect.

The training materials include a narrated four-part PowerPoint presentation entitled: *Reporting Child Abuse and Neglect: What School Personnel Need to Do*, supplemental handouts that support the PowerPoint modules, and four post tests. These materials are designed to provide local school districts with a comprehensive and standardized resource to satisfy the requirements at N.J.A.C. 6A:16-11(a)8 which mandates that all local school district policies include a provision for training school district

employees, volunteers and interns on the district's policies and procedures for reporting allegations of missing, abused or neglected child situations including the training of new school district employees during their orientation. Additionally, these training materials include resources that will assist local school districts in creating a system of support to children who may be abused or neglected.

The information included in the training materials represent the approved content to be used when training all local school district staff, volunteers and interns for reporting potential child abuse and neglect situations. We therefore *strongly encourage* each local school district to use these materials to meet the regulation for training of all district staff, volunteers and interns. The training materials are available at no cost to local school districts, and may be downloaded directly from www.state.nj.us/education/abusenelecttraining.htm. The training materials can be used for individual or group training.

If you have any questions regarding the training materials or reporting child abuse and neglect, please contact Lovell Pugh-Bassett, coordinator in the Office of Educational Support Services at (609) 984-4698.

c: Members, State Board of Education
Senior Staff
Barbara Gantwerk
Susan Martz
Kim Belin
Lovell Pugh-Bassett
Office of Charter Schools
Executive County Superintendents
Kara Wood, DCF
Debra Stewart, DCF
James Carter, DCF
Mary Helen Cervantes, DCF
John Ducoff, DCF
Cindy Herdman-Ivins, DCF
Laurie Hodian, DCF
Christine Mozes, DCF
Erin O'Leary, DCF
Nadezhda Robinson, DCF
Robert Sabreen, DCF
Doris Windle, DCF
NJ LEE Group
Garden State Coalition of Schools
Nonpublic Advisory Committee

Resources in School Districts

The following services are available in every public school district. To access these services, you should contact the guidance office at your child's school and they will be able to direct you to the responsible person.

- Intervention and Referral Services (I&RS) – a coordinated system in each school building, in which general education students are served, that plans and delivers intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs.
- 504 Plan – an accommodation or modification plan developed for students under Section 504 of the Rehabilitation Act of 1973. Students using this plan have an impairment of a major life function such as performing manual tasks, walking, seeing, hearing, speaking, etc. Students with a 504 plan are also potentially eligible for special education.
- Child Study Team Services – a service provided by child study teams which consists of a school psychologist, a learning disabilities teacher/consultant and a school social worker, who are employees of the school district responsible for conducting evaluations to determine eligibility for special education and related services for students with disabilities.
- Comprehensive Guidance and Academic Counseling – programs for students to facilitate career awareness, exploration and preparation. These programs assist students in making and implementing informed educational and career choices and support students' academic attainment, career development and personal/social development.

Resources in the Department of Children and Families (DCF) Children's Behavioral Health Service System of Care

Children's Behavioral Health Service System of Care (Children's System of Care)

DCF provides families with a virtual single point of contact that registers, tracks and coordinates care for children who are screened – at any level - into its Children's Behavioral Health Service System of Care. To provide this simplified access, DCF contracts with **PerformCare**, which is a private entity that administers this service system. For questions about or to access services for children and youth, call the 24-hour, toll-free Access Line at: 1-877-652-7624. The webpage address is: <http://www.performcarenj.org/>

The following services are available:

- Care Management Organizations
- Family Support Organizations
- Mobile Response and Stabilization Services
- Youth Case Management Services

The webpage address for the Children's System of Care is: <http://www.state.nj.us/dcf/families/csc/>

Services include:

Care Management Organizations

Care management organizations (CMO's) are agencies that provide a full range of treatment and support services to children with the most complex needs. They work with child-family teams to develop individualized service plans. The CMO's goals are to keep children in their homes, their schools and their communities.

Family Support Organizations

Family Support Organizations (FSO's) are family-run, county-based organizations that provide direct family-to-family peer support, education, advocacy and other services to family members of children with emotional and behavioral problems. Contact: 1-877- 652-7624

Mobile Response and Stabilization Services

Mobile Response and Stabilization Services are available 24 hours a day, seven days a week, to help children and youth who are experiencing emotional or behavioral crises. The services are designed to defuse an immediate crisis, keep children and their families safe, and maintain the children in their own homes or current living situation (such as a foster home, treatment home or group home) in the community.

Youth Case Management Services

Youth Case Management offers services for moderate risk children and youth who don't meet the intensive care requirements of CMOs. Services include assessing, monitoring and coordinating services to enable children to stay in their communities.

Resources in the Division of Family and Community Partnerships

Division of Family and Community Partnerships (DFCP)

The Division is built on and comprised of best-practices and technical-assistance teams committed to building partnerships with the goal of developing a robust network of prevention support and services that are culturally responsive, strength-based and family-centered. The webpage address for this Division is: <http://www.state.nj.us/dcf/about/divisions/dfcp/>

Family Success Centers

Family Success Centers (FSC) are neighborhood-based gathering places where any community resident can find various information and services. New Jersey has one of the only statewide systems in the United States with publicly supported Family Success Centers. There is no cost to access supports offered by FSCs. Some of the services include: employment, information and referral, parent education, health care, parent-child activities, home visiting, life skills training, advocacy and housing. FSCs encourage community involvement. Residents influence development and implementation and participate in governance of the center.

Kinship Navigator Program

The Kinship Navigator Program aids caregivers, such as grandparents and other blood relatives, maneuver through various government networks to find formal and informal supports and services, including help with paying for such as help with paying child care, getting referrals to support groups, and help with getting medical coverage, legal services and housing assistance. Kinship caregivers can call 2-1-1 to locate the agency providing assistance in their area.

Domestic Violence Programs

A network of domestic violence programs, at least one in every county, is funded through DFCP to provide core services for domestic violence victims and their families including: emergency shelter; 24-hour hotline; counseling; general, financial, housing and legal advocacy; children's services; and community education and networking.

PALS Programs (PEACE: A Learned Solution)

PALS is a research-based intensive therapeutic program that provides comprehensive services for children exposed to domestic violence using creative arts therapies. PALS also provides counseling, advocacy and case management for their non-offending parents.

Home Visitation Programs

DFCP oversees the implementation of an array of evidence-based home visiting services to provide early support to families with infants and young children across the state. Eligibility criteria for HV services vary by model, but typically programs begin working with families during pregnancy and continue until the child is age two or three. Home visitors provide pregnant women and new parents with health information, parenting education, and linkages to other resources that support child and family well-being. The directory provides information on all DCF-funded HV models that include:

- Healthy Families (HF-TIP) – pregnancy/birth to age three
- Nurse-Family Partnership (NFP) – first-time pregnancy to age two
- Parents As Teachers (PAT) – pregnancy/infancy to preschool
- Home Instruction for Parents of Preschool Youngsters (HIPPPY) – age three to five

In addition, we have included federally funded Early Head Start programs that provide home-based services to families from pregnancy to age three. For a directory of NJ's Head Start programs go to the Head Start Locator at <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>

Strengthening Families: A Protective Factors Framework

Strengthening Families is an evidence-based approach that provides training and guidance to child care providers, who in turn engage and support parents/families of infants and young children who are enrolled in the child-care/family-child care setting. The Child Care Resource Referral agencies (CCR&R) in each county are the trainers who work with the childcare/family-child care providers to incorporate the five protective factors and seven program strategies in the program's daily activities. The child-care providers learn new approaches on how to partner with parents and families in protecting, educating and caring for young children while promoting their social and emotional development. For more information on Strengthening Families in your county, contact the Strengthening Families trainer(s) under the Early Childhood Services section in the directory.

Children's Trust Fund

The Children's Trust Fund supports various child abuse prevention programs throughout New Jersey. Examples of such programs include parenting education for fathers and teens, culturally specific prevention education for the Latino and Haitian communities and training for teachers on identifying and referring families for assistance. Funding for the Children's Trust Fund comes from a variety of sources, including voluntary state income tax check-off contributions; surcharges on birth, divorce, or death certificates; line item state appropriations; interest from the Trust Fund; corporations and private foundations; and individual contributions.

Community-Based Child Abuse Prevention Programs

DFCP supports other community-based child abuse prevention programs throughout New Jersey. Examples include parenting education groups, fatherhood support, and programs that promote early childhood mental health and emotional well-being.

These programs are funded through:

- Community-Based Child Abuse Prevention (CBCAP) – federal formula grant funds issued to New Jersey by the Administration for Children and Families.
- Children’s Trust Fund (CTF) comes from a variety of sources, including voluntary state income tax check-off contributions; surcharges on birth, divorce, or death certificates; line item state appropriations; interest from the Trust Fund; corporations and private foundations; and individual

More information on DFCP programs is available by calling 609-984-0678 or accessing the DFCP Community Program Directory at: <http://www.state.nj.us/dcf/families/dfcp/DFCPDirectory.pdf>

Additional Resources in DFCP’s Office of School Linked Services

School Based Youth Services Program (SBYSP)

School-Based Youth Services Programs (SBYSP) are located in all counties in or near schools in the community. The programs provide services before, during and after school and throughout the summer and are open to all youth ages 10 -19 enrolled in any school that hosts a SBYSP. Major services include: mental health and family services; health services; substance abuse counseling; employment services; pregnancy prevention programs; learning support services; referrals to community based services; and recreation. Other school-linked programs include the Adolescent Pregnancy Prevention Initiative, Parent Linking Program, Family Empowerment Program, Newark School-Based Health Centers and Family Friendly Centers.

Prevention of Juvenile Delinquency Programs

Prevention of Juvenile Delinquency is a school-based program that has incorporated elements of the U.S. Department of Justice’s delinquency prevention program and collaborates with: students; parents/caregivers; local law enforcement such as in the police Station House Adjustment program; probation; municipal and county crisis intervention units; community based juvenile conference panels; and juvenile justice programs in schools or communities. The goal of these collaborations is to support students who have displayed behaviors that can or have caused them to become involved in the juvenile justice system. As a result, students are provided with the counseling, training, and community support necessary to deter risky behaviors in order to succeed in school, gain employment and strengthen their community as a whole.

NJ Child Assault Prevention Project

The New Jersey Child Assault Prevention Project (CAP) is a statewide program that trains children, parents and teachers to prevent assaults by peers or adults and stranger abduction. CAP staff work closely with local school districts, parent/teacher associations, home school groups and other community groups to deliver the training.

Statewide Youth Helpline 1-888-222-2228

The NJ Statewide youth helpline, 2NDFLOOR, is available 24-hours, seven-days-a-week, in English and seven-days-a-week from 4:00 -10:00 p.m. in Spanish to children and young adults ages 10-24. Youth can either call the helpline, 1-888-222-2228, or access the interactive Web site www.2NDFLOOR.org. Calls to the 2NDFLOOR youth helpline are anonymous and confidential except in life threatening situations.

Adolescent Pregnancy Prevention Initiative

Adolescent Pregnancy Prevention Initiative uses education, counseling and health services to reduce the birth rate among teens in high school. Any youth, at-risk or not, enrolled in the school that is home to the APPI program is eligible for services. Risk factors include sexual abuse or neglect at home, low school achievement, poverty, substance abuse or living in a home where siblings or relatives gave birth during their teen years. Referrals can come from peers, family members, guidance counselors, or foster families. Students also may enroll themselves.

Parent Linking Program

The Parent Linking Program is designed to ensure the development of life skills and graduation of teen parents. It is also a collaborative effort with Prevent Child Abuse NJ to prevent abuse and neglect of young children, providing parenting education and on-site child care for teen parents enrolled in the School Based Youth Services Program (SBYSP).

Family Empowerment Program (FEP)

FEP is a unique intervention program that targets students and families with intergenerational distress related to substance abuse. It provides a comprehensive intervention that integrates direct family system and adolescent development services with school and community resources. Related issues include substance abuse, mental health, academic performance and attendance, violence, gangs and juvenile justice involvement. The goal of the program is to maintain the student in school, while facilitating positive change that reduces risk factors in both student and family.

Newark School-Based Health Centers

Newark School-Based Health Centers provide comprehensive health services specifically for children and youth ages 0-21. Centers are conveniently located in neighborhood schools. Services include: well baby checks; physicals, immunizations; behavior and learning concerns; mental health services; dental and vision care.

Family Friendly Centers (FFC)

FFC offers a wide range of services to enhance after-school programming for elementary and middle-school students and their families. FFCs collaborate with their host schools and communities to provide services in the core areas of education, recreation, social services and enrichment. This comprehensive program stresses parental participation as well as partnerships among school and community stakeholders to meet the particular needs of the students and parents.

Resources in the Department of Children and Families' Division on Women (DOW)

The DOW is comprised of the Office on the Prevention of Violence Against Women (OPVAW) and the Office on Women's Policy and Research, Support, Employment and Training (OWPRSET). DOW's dedicated staff develops, promotes, and expands women's rights in the areas of poverty and welfare, employment and wages, work and family, the economic and social aspects of healthcare, violence against women, and women's civic and political participation in their communities. Through DOW's work in program development, research policy analysis and the advancement of public discussion of issues critical to women, DOW fosters programs and services that empower the women of New Jersey.

DOW Website at this link: <http://www.state.nj.us/dcf/women/about/>

DOW Publications at this link: <http://www.state.nj.us/dcf/women/publications/>

DOW Resources at this link: <http://www.state.nj.us/dcf/women/resources/>

Additional Resources in the Department of Children and Families

Parents' Handbook

This handbook explains the role of DCP&P (formerly DYFS) and answers frequently asked questions about services and programs. Download the guide by clicking on the below links (English/Spanish)

<http://www.state.nj.us/dcf/documents/support/dyfs/ParentsHandbook.pdf>

<http://www.state.nj.us/dcf/documents/support/dyfs/ParentsHandbookSpan.pdf>

A Guide for Parents: When Your Child is in Foster Care

This guide was created to help families involved with DCP&P (formerly DYFS) whose children have been placed in foster care. It gives information about why children have been removed from their parents' care, what to expect when this happens and how and when children can return home. Download the guide by clicking on the below links. (English/Spanish)

<http://www.state.nj.us/dcf/documents/support/dyfs/ParentGuideFosterCare.pdf>

<http://www.state.nj.us/dcf/documents/support/dyfs/ParentGuideFosterCareSpan.pdf>

Transitions for Youth

Transitions for Youth (TFY) is a statewide initiative that utilizes a positive youth development framework to address the various needs of youth transitioning to adulthood. TFY serves youth involved in foster care, juvenile justice and the mental health systems. For more information go to www.transitionsforyouth.org

Adolescent Services

DCF supports various programs and services for adolescents and young adults including housing, life skills, mentoring, employment/training, educational support, youth advocacy, and healthcare. These guides provide youth with valuable resources that will help their transition into adulthood. Click on the link below.

Helping You Transition to Adulthood: Resources for New Jersey's Youth

<http://www.state.nj.us/dcf/adolescent/YouthResourceGuide.pdf>

DCF's Office of Adolescent Services Adolescent Resource Guide

<http://www.state.nj.us/dcf/adolescent/OASresourceguide.pdf>

Office of Advocacy

The Office of Advocacy (OOA) provides information to constituents about DCF's Divisions, Offices, Programs, Services and Policies. The OOA staff can assist in resolving issues related to DCF cases, communication problems with DCF staff, link families to appropriate services and resources and provide advocacy support where needed.

The OOA can be reached by phone or email. For simple requests for information constituents should call toll free **1-855-INFO-DCF (1-855-463-6323)**.

For issues involving open DCF cases and a request for advocacy support constituents should call toll free **1-877-543-7864** or email askdcf@dcf.state.nj.us

Information and Referral

NJ 2-1-1

Just dial - 2-1-1 or link to www.nj211.org

Calls to 2-1-1 are always free and confidential and are handled in English and Spanish. 2-1-1 creates one easy access point to the health, human services, community resources, and government assistance people need every day as well as in times of crisis. You may search the 211 database on line, call 2-1-1 from your telephone, or chat LIVE with a 2-1-1 specialist.

NJ Helps Website

www.njhelps.org/index2.html

The NJ Helps Services Home Page is designed to give consumers a one-stop shopping resource for the wide range of programs and services provided by the Department of Human Services and its partners, to assist individuals, families and communities in New Jersey. While you are here, please take a few minutes to find out if you qualify for more than 28 state and federal programs that can help you find housing, employment, child care, health insurance, prescriptions, pay for food and much more...

NJ Parent Link

<http://www.njparentlink.nj.gov>

The State of New Jersey's Early Childhood, Parenting and Professional Resource Center The NJ Parent Link website has a wealth of information for both NJ parents and NJ early childhood, health and family support professionals. Resources include: prenatal, infant and children's health, ages & stages, early learning, parenting, family activities, family support services & professional resources. All educational and website promotional materials are downloadable, including the NJ Parent Link homepage, designed as a teaching tool for new parents. There are Special Situations listings including: Parents with Disabilities, Teen Moms & Dads, Separation & Divorce, Military Deployment, Incarcerated Parents, Grandparent & Kinship Care and Foster Care & Adoption. Community building features include: interactive consumer content sections; tailored subscription services; a community calendar of events; continuing education/leadership postings; video testimonials, a children's art gallery; En Espanol features and a translation service for over 50 languages.

Women's Referral Central

800-322-8092

Center for Family Services

1-877-922-2377

www.centerffs.org

NJ Self Help Group Clearinghouse

800-FOR-MASH (367-6274)

www.njgroups.org

NJ Division of Aging and Community Services (Adult Protective Services)

800-792-8820

www.nj.gov/health/senior/index.shtml

Hotlines

Child Abuse Hotline (State Central Registry)

877-NJ ABUSE (652-2873)

Family Helpline (Parents Anonymous)

800-THE-KIDS (843-5437)

www.pa-of-nj.org

Call the Family Helpline and work through your frustrations before a crisis occurs.

Statewide Domestic Violence Hotline

800-572-SAFE (7233)

www.njcbw.org

Safe Haven Infant Protection Hotline

877-839-2339

www.njsafehaven.org

This is a toll free hotline for distressed parents who wish to give up an unwanted infant anonymously, with no fear of arrest or prosecution. While information will be requested, no names or records are required.

Addictions Services

Addictions Hotline of New Jersey

800-238-2333

www.nj211.org

New Jersey Division of Addiction Services (DAS)

609-292-5760

<http://www.state.nj.us/humanservices/das/home/>

DAS has an online directory that allows you to search services by county or type of treatment needed is available online: <https://njsams.rutgers.edu/dastxdirectory/txdirmain.htm>

Gambling Addiction

800-GAMBLER (426-2537)

www.800gambler.org

NJ Quitline

866 NJ-STOPS (657-8677)

www.nj.quitnet.com

Childcare

Child Care Hotline

800-332-9227

Child Care Resource and Referral Agencies NJ Child Care Helpline

800-332-9227

<http://www.state.nj.us/humanservices/dfd/programs/child/ccrr/>

NJ Cares for Kids (Childcare Assistance)

800-332-9227

<http://www.state.nj.us/humanservices/dfd/programs/child/subsidies/>

Disabilities Services

Commission for the Blind and Visually Impaired (CBVI) Hotline

877-685-8878

www.state.nj.us/humanservices/cbvi/index.html

Division for the Deaf and Hard of Hearing (DDHH)

800-792-8339 V/TTY

www.state.nj.us/humanservices/ddhh/index.html

Division of Developmental Disabilities (DDD)

800-832-9173

www.state.nj.us/humanservices/ddd/index.html

Division of Disabilities Services (DDS)

888-285-3036 / 609-292-1210 TTD

www.state.nj.us/humanservices/dds/index.html

Traumatic Brain Injury Fund

888-285-3036

<http://www.state.nj.us/humanservices/dds/oias/tbis/tbifund.html>

Financial Support and Insurance Services

Workfirst NJ

(Welfare for Families and Individuals)

800-792-9773

<http://www.state.nj.us/humanservices/dfd/programs/workfirstnj/>

NJ SNAP (Formerly Food Stamps program)

Information Line (toll-free):

1-800-687-9512

Supplemental Nutritional Program for Women, Infants & Children (WIC)

New Jersey WIC State Office: (609) 292-9560 Local WIC Agencies: 866 44 NJ WIC (446-5942)

<http://www.state.nj.us/health/fhs/wic/>

NJ FamilyCare / Medicare Call Center

800-356-1561

NJ FamilyCare

800-701-0710

www.njfamilycare.org/

Medicaid

800-356-1561

<http://www.state.nj.us/humanservices/dmahs/clients/medicaid/>

Kinship Navigator Program (For Caregivers that are not Parents)

877-816-3211

<http://www.state.nj.us/dcf/families/support/kinship/>

PAAD (Pharmaceutical Assistance to the Aged & Disabled)
800-792-9745
www.state.nj.us/health/seniorbenefits/paaddetail.shtml

State Disability Insurance
(Department of Labor & Workforce Development)
609-292-7060
lwd.dol.state.nj.us/labor/tdi/tdiindex.html

Support for Working Families
(Transitional Supports Hotline)
877-951-9514
<http://www.state.nj.us/humanservices/dfd/programs/>

Transitional Child Care
1-800-332-9227
<http://www.state.nj.us/humanservices/dfd/programs/tcc/>

Universal Services Fund (USF)
(Help with utility bills for low-income families and individuals)
866-240-1347
<http://www.state.nj.us/bpu/residential/assistance/usf.html>

Catastrophic Illness in Children Relief Fund Commission
800-335-FUND (335-3863)
<http://www.state.nj.us/humanservices/cicrf/home/>

Energy Assistance
Winter Termination Program NJ Board of Public Utilities
800-624-0241

Lifeline Program
800-792-9745
<http://www.state.nj.us/health/seniorbenefits/lifeline.shtml>

New Jersey Statewide Heating Assistance and Referral Energy Service, Inc. (NJSHARES)
866-657-4273
<http://www.njshares.org/index.asp>

Low Income Home Energy Assistance Program (LIHEAP)
800-510-3102
<http://www.state.nj.us/dca/divisions/dhcr/offices/hausfincomefact.html>

Housing Services
NJ Housing Resource Center (HRC)
(for accessible, affordable housing)
877-428-8844
<http://www.state.nj.us/njhrc/index.shtml>

NJ Housing and Mortgage Finance Agency
1-800-NJ HOUSE
www.njhousing.gov

Department of Community Affairs (DCA) Housing Assistance Programs
866-889-6270
<http://www.state.nj.us/dca/divisions/dhcr/offices/ha.html>

State Rental Assistance Program (SRAP) (609) 292-4080
<http://www.state.nj.us/dca/divisions/dhcr/offices/srap.html>

Legal Services

Legal Services of NJ
<http://www.lsnj.org/>
888 LSNJ-LAW (576-5529)

New Jersey Child Support (NJCS)
877-NJKIDS1 (655-4371)
<http://www.njchildsupport.org/>

Work and Employment Programs and Services

NJ Department of Labor and Workforce Development (LWD)
609-292-2323
<http://lwd.dol.state.nj.us/labor/>

One-Stop Career Centers
877-872-5627
<http://lwd.dol.state.nj.us/labor/wnijpin/findjob/onestop/services.html>

Workforce Development
http://lwd.dol.state.nj.us/labor/wnijpin/wnijpin_index.html

NJ Next Stop
<http://www.njnextstop.org/>

Displaced Homemakers Centers
Phone: 1-800-322-8092
<http://www.state.nj.us/dcf/women/programs/dhc.html>

If you are deaf or hard of hearing, please call 1-800-852-7899 TTY
Voice callers use 7-1-1 NJ RELAY or 1-800-852-7897
Voice Carryover Relay (for those who speak but cannot hear) 1-866-658-7711

USEFUL WEBSITE LINKS

New Jersey School Directory

<http://education.state.nj.us/directory/>

County Information and Services

<http://www.state.nj.us/education/counties>

CP&P Local Offices

<http://www.state.nj.us/dcf/contact/local.html>

Care Management Organizations by County

<http://www.state.nj.us/dcf/behavioral/help/care.html>

Youth Case Management Services by County

<http://www.state.nj.us/dcf/behavioral/help/youth.html>

Mobile Response and Stabilization Services by County

<http://www.state.nj.us/dcf/behavioral/help/mobile.html>

School Registration for Children in Out-of-Home Care Brochure

<http://www.nj.gov/dcf/divisions/CP&P/OOHflyer.pdf>

N.J. Department of Education Special Education Site

<http://www.state.nj.us/education/specialed/form>

Children in Out-of-Home Placement Transferring to a New School Helpful Hints for a Smooth Educational Transition

I. Funding: To be completed prior to placement or upon emergency placement

- A. Identify the school district responsible for educational funding (district of residence).

District of Determination is needed if:

**CP&P has guardianship
or
Parent resides out of state
or
Parent is deceased
or
Parent's whereabouts are unknown
or
Parent resides in a state facility**

Usually the parent's school district is the responsible school district. (see box on left for some exceptions)

- B. Immediately notify the identified district of residence of your intent to seek an out-of-home placement or as soon as possible in the circumstance of an emergency placement.

Notification goes to Director of Special Services **via phone & letter**.

*****Best practice is to assist the parent in registering the child in the parent's district if that has not already been done.**

- C. Request a letter of acknowledgement of fiscal responsibility from the identified district of residence as soon as the child is accepted in an out-of-home placement or an emergency placement has been made.

The identified district of residence verifies, in writing, that they are the responsible district and agrees to fund the educational component.

If the identified district of residence refuses to provide a letter of acknowledgement of fiscal responsibility, or if there is no identifiable district of residence then a District of Determination form needs to be submitted to DCF/Office of Education.

II. Enrollment: To be completed at time of placement

- A. Obtain transfer card/immunization record (& pupil records if available) from current school.

Student remains registered (not enrolled) in the parent's district.

- B. **Immediately** enroll child in new school district.

1. The resource home parent, treatment home provider or group home representative can enroll the child into the new school district.
2. It is the responsibility of the CP&P/CMO/YCM/UCM worker to be sure that enrollment has occurred.
3. Contact the County Superintendent of Schools if you have a problem with enrollment. Contact information for county superintendents is available at <http://www.state.nj.us/education/counties>

School Stability for Children in Resource Care

Child Taken into Resource Care

Best interest determination made within 5 days of placement or replacement

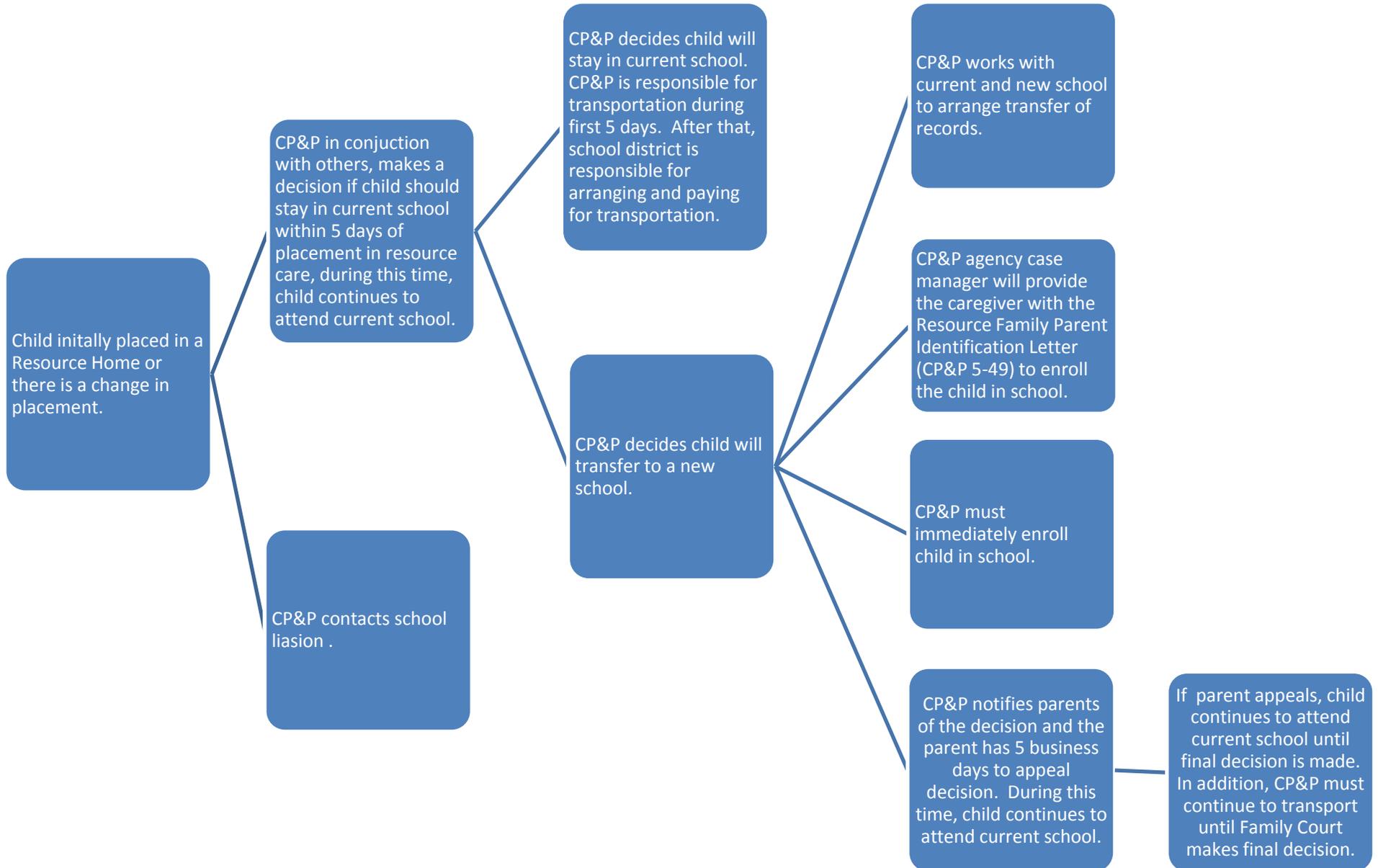
Stay in current school

- Identify a staff person to serve as a contact person for the CP&P educational stability liaison.
- District of residence must arrange and pay for transportation.

Transfer to a new school

- School district into which child is transferring must request child's school records within two weeks of child enrolling in district.
- Former school district must forward records (with disciplinary records) to new school district within 10 days of receiving request
- Department of Children and Families (DCF) agency case manager will provide the caregiver with the Resource Family Parent Identification Letter (CP&P 5-49) or other agency letter to enroll the child in school.

CP&P Intake Process for Children in Resource Homes



School District of Residence Responsibilities:

- Identifying a staff person to serve as a contact person for the CP&P educational stability liaison
- Requesting a determination of residency, if necessary
- Collaborating with CP&P in the best interest determination
- Arranging for, and providing the cost of transportation for the child to attend school in another district (five school days after a best interest determination is made)
- Where possible, assisting CP&P to arrange transportation during the initial placement period when the cost is paid by CP&P
- Promptly providing student records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2
- Contacting the County Office of Education regarding any issues or concerns
- Making tuition payments to the district or school providing the child's education

Resource Family District Responsibilities:

(The resource family district is the district in which the resource family is located)

- Participating in a best interest determination, if requested
- Identifying a staff person to serve as a contact for the CP&P educational stability liaison to ensure a seamless transition into the district
- Ensuring immediate enrollment for a child placed in a resource family home where a safety concern or a significant detriment exists that makes that child's current school not in the child's best interest
- Upon enrollment, requesting a transfer of records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2
- Contacting the County Office of Education regarding any issues or concerns

District that the Student Currently Attends Responsibilities:

(The district that the student currently attends may be the same as the district of residence, see above). If the child is being removed from one resource family home and placed in another resource family home, the current school district may not be the district of residence, if the parent of guardian lives elsewhere.)

- Participating in the best interest determination
- Identifying a staff person to serve as a contact person for the CP&P educational stability liaison to ensure a seamless transition
- Transferring student records in accordance with *N.J.A.C. 6A:32* and P.L. 112-278, S.2
- Assisting in arranging transportation, if requested by the educational stability liaison
- Contacting the County Office of Education regarding any issues or concerns

FAQs

How will I know if a student is in out-of-home care?

CP&P & CSOC authorized agents should inform the current school district and/or the district of residence when a child is or may be placed in out-of-home placement. The caseworker or care giver will typically present the Agency Identification letter or Resource Parent Identification letter.

What happens when there is a funding dispute?

When a school district denies financial responsibility for a child or the school district cannot be identified (parental rights are terminated; parents are deceased; reside out-of-state; are missing; or parents are in a state facility), DCF should submit a District of Residence Determination request to the DCF Office of Education. The Office of Education should transfer the request to the state Department of Education, Office of School Funding, which will make an official determination and notify the responsible district.

What are the duties of the School Educational Stability Liaison?

The School Educational Stability Liaison:

- Serves as the primary contact at school for the caseworker;
- Reviews student's records and documents interventions;
- Collaborates with other school personnel (data processor, psychologist, school social worker, etc.);
- Communicates with agency staff, parent and caregiver;
- Communicates with other designees to facilitate transitions;
- Maintains a confidential folder on children placed in out-of-home care; and
- Consults with district staff as needed.

What are the duties of the Child Welfare Worker for children in resource home care?

The Child Welfare Worker:

- Determines if safety considerations or a significant deterrent to the child exists to warrant the immediate enrollment of a child in the resource family home school district;
- Completes a best interest determination in consultation with the child, parent, law guardian, and school representative considering the best interest factors;
- Provides notices to parties and interested schools advising of the best interest determination;
- Ensures children are properly enrolled in school;
- Arranges for and provides the cost of transportation during the initial period of placement (until five days after a final best interest determination has been made);
- Where possible, coordinates transportation with the District of Resident to ensure efficient and continuous transportation for the child; and
- Contacts the County Office of Education, DOE Educational Stability Specialist or CP&P Statewide Education Stability Coordinator regarding any issues or concerns.

What are some challenges that may occur when serving youth in out-of-home care?

Some challenges may include:

- Missed school days due to appointments (e.g. social or medical services and court dates);
- Simultaneously dealing with significant personal and familial issues; and
- Lateness as a result of transportation issues.

Which district is responsible for providing and paying for child study services?

In accordance with guidance issued by the Department of Education in conjunction with the Department of Children and Families on November 5, 2010, the Educational Stability Law defines the district of residence for a child placed in a resource family home as the district where the child's parent or guardian resides, regardless of where the child is residing. Further, as stated in the guidance, the district of residence is responsible for paying tuition for a child attending school in another district and for providing transportation, as needed. Similarly, the Department of Education has determined that it is the district of residence that is responsible for ensuring that children with special needs placed in resource family homes receive a free, appropriate public education (FAPE), regardless of the district in which the child attends school. Attendant to this responsibility is the obligation to ensure the provision of necessary child study team and case management services, either by providing them itself or by arranging with the district where the student attends school to do so. The department encourages districts to work collaboratively to determine the most efficient mechanism for ensuring children in resource family homes receive the special education and related services to which they are entitled.

What happens when a special education child is enrolled without a current IEP?

A child has the right to attend school. School districts cannot delay or deny attendance based on its non-receipt of an IEP. Any time a child with a disability transfers schools, CP&P must and, with parental consent, CSOC must, request a copy of the child's IEP or Section 504 plan from the current school district. The school district must provide the child's IEP or Section 504 Plan to the child's new school within 10 days. If the new school is unable to obtain an IEP, it should develop and implement a new one within 30 days.

Is it okay for a student to be placed on home instruction until we receive educational records to make an appropriate placement?

No. School districts can not delay or deny attendance based on its non-receipt of educational records.

Can a CP&P, CMO or YCM worker provide consent for an initial child study team evaluation or to implement an initial IEP?

No. A worker can never provide consent in place of a parent or legal guardian, or serve as an educational surrogate.

How can we be proactive and help prevent transportation issues from arising?

A child cannot receive an education if they cannot get to school. School district transportation coordinators are an essential part of ensuring this happens. The school district transportation coordinator from the school district in which the child lived at the time they were removed from the home, as well as the transportation coordinator for the district of the resource family home in which DCF is considering placing the child, should be included in the placement decision.

There are many more considerations to transportation besides the actual distance in miles and the school transportation coordinators have the best expertise and knowledge to be able to advise DCF whether transportation between a particular placement and the school is possible. The impact of the transportation on both the education and safety of the child must be considered in placement decisions. In some instances, transportation will be infeasible and another placement should be considered.

What happens when the District Transportation Coordinator and DCF Education Stability Liaison are not able to find a mutually agreeable transportation solution?

In the event that DCF and the school district are unable to reach a mutually agreeable transportation solution, DCF educational liaisons and local school district representatives should first seek assistance from the appropriate County Office of Education. If the matter cannot be resolved with the assistance of the county office, CP&P educational liaisons should contact the DCF Education Stability Liaison Field Coordinator Deborah Torres at (609) 888-7379. County Office of Education staff should contact the New Jersey State Department of Education's Student Transportation Unit. The Student Transportation Unit can be reached via email at student.trans@doe.state.nj.us or by phone at (609) 984-5757. Upon contacting the Student Transportation Unit, you will be referred to the appropriate Senior Pupil Transportation Specialist.

What role does the Senior Pupil Transportation Specialist play in mediating disputes?

Senior Pupil Transportation Specialists assist in ironing out problems that come up in the making of transportation arrangements for students in out-of-home placements. However, please note that DOE Senior Pupil Transportation Specialists have NO authority to arrange for any transportation themselves. Their role is to mediate conflicts and assist in finding mutually agreeable solutions.

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