

School Year 18-19

# Foster Care Designee Handbook

Broward County Public Schools Student Services Department  
Student Support Initiatives Division

Nandranie Busjit Bhalai, M.S.W., Ed.S  
Coordinator, Foster Care Program/Dependency Courts Liaison

## FORWARD

The foster care program office created this handbook to improve and inform your role as the school based Foster Care Designee (FCD), specifically to provide a comprehensive, hands on, job aid.

This guide serves as a resource and reference manual to answer numerous questions that may arise within the scope of your work with BCPS youth involved in the dependency court system.

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Cassandra Evans 954-956-5659	
Cassandra.Evans2@djj.state.fl.us CPO .....	26
Aquila Lovell 954-759-5401 Aquila.Lovell@djj.state.fl.us	
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The Florida Department of Juvenile Justice is a state	
agency of Florida that operates juvenile detention centers.	
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<i>Program Office and the Office of Equity and Academic</i>	
<i>Attainment collaborate regarding these cases. The</i>	
<i>Delinquency Court Liaison of Broward County Public</i>	
<i>Schools is Manoushka Saintil. Contact numbers: 754 321</i>	
<i>1600, 754 321 1612 or 954 591 7341 or email:</i>	
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## Broward County Public Schools (BCPS)

is the sixth largest school district in the nation and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 271,000 students and approximately 175,000 adult students in 236 schools, centers and technical colleges, and 91 charter schools. BCPS serves a diverse student population, with students representing 208 different countries and 181 different languages.



### **OUR VISION:**

Educating today's students to succeed in tomorrow's world.

### **OUR MISSION:**

Broward County Public Schools is committed to educating all students to reach their full potential.

### **Contact Information**

Broward County Public Schools

600 SE Third Avenue

Fort Lauderdale, FL 33301

(754) 321-0000

[www.browardschools.com](http://www.browardschools.com)

Facebook: Broward County Public Schools

Twitter: @browardschools

## BCPS's Strategic Plan and Values

Three major goals:



### **Values**

All students will learn when their individual needs are met.

Learning is a lifelong process.

Every student has a right to a high-quality educational option.

Engaged families combined with highly effective teachers and school leaders are the core components of a successful school.

Positive character education is essential to whole child development.

The diversity of our community is valuable and must be embraced.

Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy.

High-quality customer service is a critical component of high quality education.

Positive stakeholder involvement enhances student achievement.

Everyone must be held to the highest ethical standards to achieve excellence.

Everyone must contribute to and be held accountable for student achievement.

An equitable education provides all necessary resources to meet student needs.

All District services must clearly tie to student achievement.

Respect and dignity are critical, both in and out of the classroom.

Public education is the foundation of a democratic society.

It is essential that the District develops an informed, engaged, and responsible citizenry.

## School Board of Broward County Information

*The School Board of Broward County consists of 9 elected officials who help to ensure that all students meet their highest potential. The Board is a critical public link to public schools. Each board member represents an area (a district) within our county and serves those communities in several important ways*

*Ensure quality public education for all students.*

*Ensure community input regarding school programs*

*Accessible to the public and accountable for the performance of their schools.*

*Are the education watchdog for their communities, ensuring that students get the best education for the tax dollars spent.*

### **Board Members**

**\*Nora Rupert, Chair, District 7**  
**(754) 321-2007**

**\*Heather P. Brinkworth, Vice Chair, District 3**  
**(754) 321-2003**

\*Donna P. Korn, *Countywide At-Large*  
(754) 321-2008

\*Robin Bartleman, *Countywide At-Large*  
(754) 321-2003

Ann Murray, *District 1*  
(754) 321-2001

Patricia Good, *District 2*  
(754) 321-2002

Abby M. Freedman, *District 4*  
(754) 321-2004

Dr. Rosalind Osgood, *District 5*  
(754) 321-2005

Laurie Rich Levinson, *District 6*  
(754) 321-2006

**\*Foster Care Resolution and Adoption Resolution supporters**



Student Support Initiatives Division, Student Services  
Department

**Student Services Department (SSD) Information**



**Goal:** Promoting academic achievement by removing social and emotional barriers to success.



Laurel E. Thompson, Ph.D.  
Director

Contact Information:  
Chantel James, Department Secretary  
Phone: (754) 321-1550  
Fax: (754) 321-1694

Email: [contact.studentservices@browardschools.com](mailto:contact.studentservices@browardschools.com)  
[laurel.thompson@browardschools.com](mailto:laurel.thompson@browardschools.com)

Student Services Department  
Lauderdale Manors Early Learning and Family Resource Center  
1400 NW 14<sup>th</sup> **Court**,  
**Fort** Lauderdale, FL 33311

**Follow our department...**

**Facebook:** Student Services @Browardstudentservices

**Twitter:** Broward Student Services @BCPSSStudentServ

**Twitter:** BCPS Attendance @BCPS\_180



## Foster Care Program

### Mission:

To ensure that the academic, behavioral, and social emotional needs of Broward County Public School students involved in foster care are met by ensuring educational stability via supports and interventions targeted to promote lifelong successes.

### Program Goals:

- Every foster student enrolls at their appropriate school.
- Every foster student attends school on the first day.
- Every student is supported for educational success.
- Every student will have his/her academic needs identified and met.
- Community stakeholders will work together to provide all students with the best academic foundation possible.

## Program Office Contact Information

### Address

Foster Care Program Office  
Student Services Department, Student Support Initiatives Division  
Lauderdale Manors and Early Childhood and Family Resource Center  
Building 17, Room 1715  
Ft. Lauderdale, FL 33311  
Campus Front Office Line: (754) 321-6650  
Program Office Main Phone Number: (754) 321-1565 Fax Number: (754) 321-1694  
Email  
[fostercare@browardschools.com](mailto:fostercare@browardschools.com)

### Staff

Nan Busjit-Bhalai, MSW, Ed.S  
Coordinator, Foster Care Services/Dependency Courts Liaison  
& Resource Teacher, Broward Community Schools  
Cell: (954) 812-9740  
[www.browardstudentservices.com](http://www.browardstudentservices.com)

Robin Moreland  
Guidance Director, Dependent and Neglected Youth  
Email: [robin.moreland@browardschools.com](mailto:robin.moreland@browardschools.com)  
Office: (754) 321-1559

Nazinga Aurich, Clerk  
**Office: (754) 321-1565**

District Offices Contact Information

**District Department - 754 321 4400**

**Transportation Terminals:**

Hours of Operation: 5:00 am to 7:30 pm

Routes: 1000 - 1999	North Area	754 321 4000
Routes: 2000 - 2299	Central Area	754 321 4480
Routes: 3000 - 3999	South Area	754 321 4100
Routes: 4000 - 4999	Central West Area	754 321 4150
Routes: 5001 - 5999	Southwest Area	754 321 8025

<b>ESE Services</b>	<b>754 321 3400</b>
<b>District Office School Counseling</b>	<b>754 321 1675</b>
<b>District School Social Work</b>	<b>754 321 1618</b>
<b>Food and Nutrition</b>	<b>754 321 0215</b>
<b>School Choice</b>	<b>754 321 2480</b>
<b>Charter Schools</b>	<b>754 321 2135</b>
<b>Office of Service Quality</b>	<b>754 321 3636</b>

## Program Roles

### **Coordinator, Foster Care Program/Dependency Courts Liaison Role**

Oversee the operation of the foster care program services office.  
Ensures compliance of ESSA, School Stability for Foster Care coded K-12 students.  
Serves as the liaison between BCPS district offices, departments, school sites, the courts (Dependency and Juvenile), Department of Children and Families (DCF), ChildNet, Guardian Ad Litem, Association for Persons with Disabilities, CareerSource, and Broward Behavioral Health Coalition.  
Receives daily shelter/courts information  
Ensures communication of shelter orders provided to the student's school  
Ensures compliance of special transportation requests  
Ensures all youth are coded as Foster Care in TERMS  
Collaborates with District Transportation, Food Services, and ESLS departments.  
Assists in ensuring appropriate RTI/MTSS process outcomes for students  
Collaborates with schools to ensure psychoeducational testing is provided, as appropriate  
Monitors student school mobility, interventions, and support services  
Ensures Educational Reports are completed  
Coordinates activities/events to promote student educational stabilization and student success.  
Resolves issues involving administrative level contacts  
Coordinate and provide various professional development such as BCPS Educational Advocacy with ChildNet, Guardian Ad Litem, Broward Sheriff's Office – Child Protective Investigations Unit, and foster care agencies/providers.  
Coordinates annual BCPS foster/adoptive parent information session

### **Guidance Director, Dependent and Neglected Youth**

Point of contact for approving Foster Care students registration and withdrawal authorization.  
Informs foster care designee of shelter orders and other updates pertaining to coded youth.  
Processes all Salmon Forms and court orders ensuring distribution to Foster Care Designees(FCD) and School Social Workers (SSW)  
Assists with processes all transportation requests submitted by Child Advocate  
Assists with informing foster care designees and Child Advocates of special transportation routes  
Point of contact regarding Foster Care emails and general concerns, and information  
Provides Educational Summaries to behavioral health agencies (Kids In Distress (KID), Psych Solutions, Camelot, Smith Community) for the Comprehensive Behavioral Health Assessments ordered  
Provides support and guidance to school staff, including FCD, SSW, IMTs, and others.  
Manages foster care database  
Provides end of school year promotion/retention report  
Assists with identification and referral of seniors to post-secondary options.  
Assists with foster care parent training, Guardian Ad Litem new volunteers training, and school training as appropriate.  
Coordinates Title 1 sponsored tutoring requests from providers

### **Clerk**

Answers phone calls and emails to program office.  
Processes Transportation Requests and Confirmation of routes.  
Assists in managing foster care database.  
Answers general questions about program services.  
Manages Salmon Forms, court orders, and transportation requests, and other documents.  
Assists with designee training and schedule

## Foster Care Designee (FCD)

Serves as case manager for students coded foster care (DCF) who are enrolled at school sites.

### **Responsibilities:**

- ⇒ Maintains a CONFIDENTIAL file for each foster care youth. (This file IS NOT to be placed in the student's CUMULATIVE Educational File as it contains the Foster Care Student Registration Form (Salmon Form) and court order as well as other protected information.)
- ⇒ Ensures compliance with registration process by ensuring that Foster youth are enrolled and scheduled in a swift and quick manner to prevent delay in school and academic participation, including transitional needs.
- ⇒ Serves as a resource to and coordinate services with other school-based personnel (ESE Specialist, School Social Worker, Administrator, Teacher, Security) as they support the academic and social/emotional learning of foster care students.
- ⇒ Participates in School Stability conferences and sign off on School Stability Checklist form, as requested by the program office.
- ⇒ Ensures that the Foster Care Student Registration form is provided to the IMT to ensure proper data entry and updates in contact information.
- ⇒ Ensures that all school staff, including front office staff, is trained and aware of procedures relating to foster care youth.
- ⇒ Ensures that teacher(s) and staff, as appropriate, are informed regarding student status, as necessary.
- ⇒ Ensures that Foster Youth Registration form (Salmon form) has been received from the Child Advocate, Foster Parent, or program office.
- ⇒ Ensures that student is receiving meal benefits and transportation, as needed.
- ⇒ Meet (at minimum) quarterly with Foster Care youth enrolled at the location to ensure that academic concerns/issues are addressed as well as any social emotional concerns/issues.
- ⇒ Facilitates transition grade levels (incoming K, 6<sup>th</sup>, 9<sup>th</sup>) of school identification and enrollment in collaboration with program office, ChildNet, foster/biological parents/caregivers.
- ⇒ Review student records and encourages cooperative working relationships to address student's needs.
- ⇒ Ensure appropriate referral procedures for Response to Intervention are followed
- ⇒ Communicate with designees at other schools to facilitate transition of student's.
- ⇒ Ensure effective communication among foster placement, school, child welfare, and program office regarding issues related to foster youth.

- ⇒ Collaborate with Child Advocate, foster placement adult(s), and/or district program office regarding issues or concerns related to Foster youth.
- ⇒ Track academic progress and provide promotion retention report to the district foster care program before the last day of school year.
- ⇒ Communicate and act as liaison among and between the school, ChildNet Child Advocates, district ESES office, Guardian Ad Litem Program, and district Foster Care program office.
- ⇒ Engage student in any extracurricular activities of interest and ensure that foster care youth are supported while enrolled at the school site.
- ⇒ Ensure compliance with legislation related to children in care.
- ⇒ Complete Foster Care Checklist for each student identified at school.

## Foster Care Student Checklist

To be placed in the student's confidential folder left inside cover

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

School: \_\_\_\_\_

Student Number: \_\_\_\_\_

Date of Entry \_\_\_\_\_

Student DOB: \_\_\_\_\_

Grade Level: \_\_\_\_\_

### DATE

### ACTION

\_\_\_\_\_ Receive Foster Care Student Registration Information form (salmon form and court order). Conduct/facilitate school enrollment and registration in a confidential setting to ensure the student's privacy and confidentiality.

\_\_\_\_\_ Inform IMT to update A03 & A05

\_\_\_\_\_ Review TERMS to assess educational history/data

A04 Lunch/Transportation Details

A05 Contact information

A06 Health Information/Section 504 Eligibility

A07 Assignment History

A12 Current grades

A13 Academic History

A14 Graduation Status

A15 Attendance Daily Summary

A17 Attendance Details

A20 Test Score Query

A21 Test Score

A23 Special Programs

A24 Discipline Summary

L27 Student Service Intervention panel

\_\_\_\_\_ Document interventions on the L27 panel/BASIS; include regular review of outcomes, grades, attendance and behavior

\_\_\_\_\_ Referral to school social worker, if appropriate

\_\_\_\_\_ Receive and review cumulative file

\_\_\_\_\_ Referral to RtI/MTSS

\_\_\_\_\_ Develop trauma informed intervention plan based on student's academic, social, emotional, behavioral, and/or attendance needs

\_\_\_\_\_ Quarterly student conference

\_\_\_\_\_ Marking Period 1

\_\_\_\_\_ Marking Period 2

\_\_\_\_\_ Marking Period 3

\_\_\_\_\_ Marking Period 4

\_\_\_\_\_ Consult with ESE specialist to review current and possible impending ESE services, if appropriate

\_\_\_\_\_ Consult with ESE Specialist with determination of need for a surrogate parent

\_\_\_\_\_ Participate in School Stability Conference and Sign off on School Stability Checklist.

\_\_\_\_\_ Facilitate transition if student is reassigned to another school or student leaves foster care

## Definition of Foster Care Student:

Any child between the ages of 0-18 years old (23 Extended Foster Care), who has been removed from the care of his/her biological parent due to abandonment, abuse, or neglect as a result of a dependency court judge's findings, AND has been placed in one of the following out of home settings:

1. Licensed Care: traditional Foster Homes, Group Homes, Shelters, institutions
2. Unlicensed Care: home of a Relative Caregiver or a Non-Relative Caregiver

Typically, a youth who reaches the age of 18 may choose to exit from the foster care system, however, it is highly recommended to remain until age 23. If the youth remains until 23 years of age, they are eligible for independent living benefits and post-secondary tuition coverage.

Students who are either in foster care or extended foster care may remain in school until the age of 22 years (SWD).

Placements are ordered by the Dependency Court Judges and facilitated by ChildNet (upon an approved home study). Foster care coded youth have the right to remain in the school he/she is attending at the time of removal. Foster care coded youth are eligible to be transported via school bus to their school of origin, ensuring school stability.

The foster care program office code the students the assigned "DCF – L" code in terms. This code is seen on the A23 screen. Students also are reflected in BASIS.

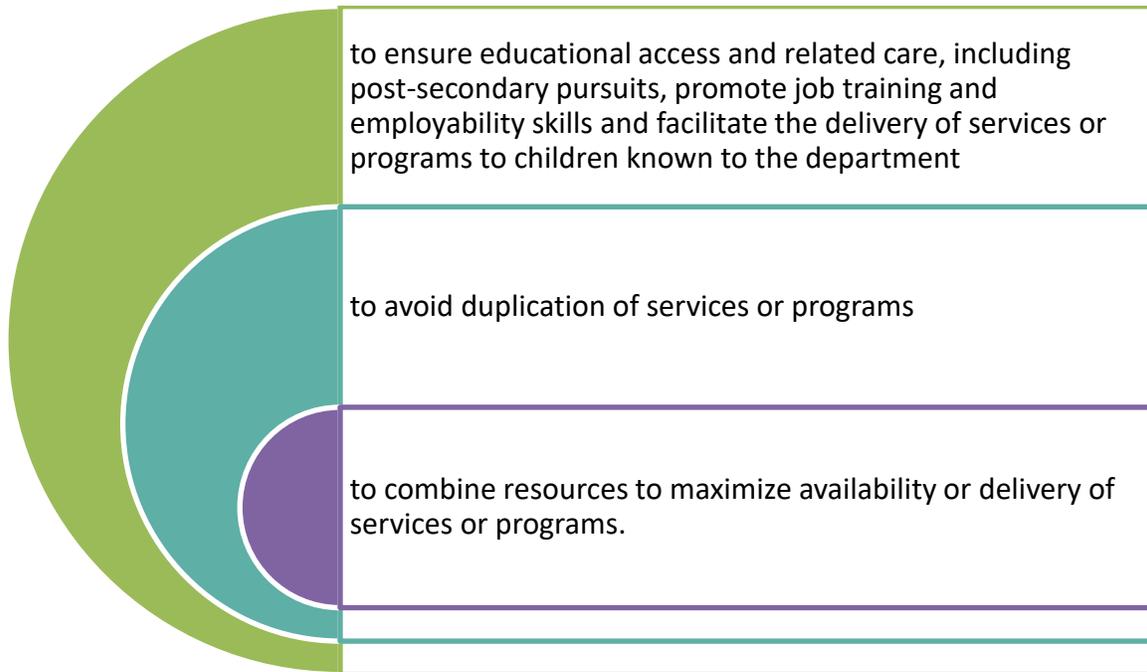
If the student's home placement is located outside of the boundaries of the school of origin, the student is coded 29 on the A03 screen which allows for the student to be transported via special transportation to ensure school stability. All other students, if the school of origin is his/her assigned school the code will be the applicable codes. (Assigned school, magnet)

Students who are reunified with their parents or adopted are de activated DCF code (foster care) and are no longer eligible for services via the program office. The courts have terminated the case and the parents may proceed pre-removal. It is best practice to ensure periodic check in with the family either by the FCD, School Counselor, or School Social worker.

## Interagency Agreement (IA)

This document is referred to as an “information sharing contract” which promotes collaboration among the agencies listed below and Broward County Schools, and serves three goals:

DCF
ChildNet
Career Source Broward
Agency for Persons with Disabilities, Area 10
Department of Juvenile Justice, Circuit 17
Broward Behavioral Health Coalition



This collaboration among the agencies and BCPS promotes and strengthens cross system efforts and most importantly supports the educational stabilization and success of foster care youth.

It is important that you become familiar with the stipulations of the agreement and follow the articles contained.

Separate from the agencies listed in the IA, several other agencies in which we may exchange information as a result of court appointments are 17<sup>th</sup> Circuit Dependency and Delinquency Judges, Attorney General Office (DCF), Assistant State Attorney, Public Defender Office, Legal Aid Educational Attorneys, and Guardian Ad Litem program volunteers.

Information exchanged must be handled in a confidential, sensitive manner and must be documented via the FERPA log, BASIS, and/or TERMS.



## ChildNet

*Larry Rein, President/CEO Palm Beach and Broward Counties*

*Julie DeMar, Chief Program Officer*

*Deena Ponto, Program Officer of Case Management*

*Sheryl Williams, Program Officer of Case Management and Adoptions*

*Kim Uyen Thai, Program Officer of Case Management and Intake and Placement*

Michele Jarrett, Educational Services Specialist

(954) 414-6000 ext. 8017

Email: [mjarrett@childnet.us](mailto:mjarrett@childnet.us)

1100 West McNab Road

Fort Lauderdale, FL 33309

Main: 954-414-6000

Fax: 954-414-6019

[info@childnet.us](mailto:info@childnet.us)

<http://www.childnet.us/portal/home.jsessionid=F321592C3AA0B385388006E06CE1D777>

### **ChildNet Staff Directory:**

<http://www.childnet.us/portal/contact-us1.jsessionid=DCFB8AA19DF5CDFE28132D37E588AFC1>

ChildNet, a single private non profit entity, is selected by the Florida Department of Children & Families to serve as the Community Based Care (CBC) lead agency in both Broward and Palm Beach Counties. As such, ChildNet is responsible for managing the local system of services and supports for the communities' most vulnerable children.

*Mission: To protect abused, abandoned and neglected children in the communities we serve.*

*Vision: Childnet will lead every child in our care to safety, permanence, and stability.*

*Core Values: ChildNet uses a family-centered, strength-based, needs-driven approach to promote appropriate services for the children and their caregivers.*

Field staff and their immediate supervisors are the backbone of ChildNet and ChildNet staff will support them in pursuing their duties in an assertive and proactive fashion.

ChildNet recognizes that foster and adoptive parents are an essential and invaluable part of the System of Care, and will provide them with comprehensive support services.

The service provider network is essential to the well-being of the children ChildNet serves, and ChildNet staff members will be fair and honest partners in working with them.

Informed public opinion and support is the key to establishing and maintaining a sound child welfare system; ChildNet will operate openly and actively to seek public participation and support.

BCPS and ChildNet work in a collaborative manner to ensure that foster care youth are supported while involved in the foster care system.

The **Educational Services Specialist** not only is the primary liaison to BCPS, but also provides advocacy with the child welfare system on education matters, consults with Child welfare staff, parents, providers, and other community stakeholder as needed, participates in school-based conferences and IEP staffings, as needed, promotes collaboration between child welfare and educational personnel, assess tutoring requests and process accordingly, coordinates education staffing as needed.

Child Advocate serves in a variety of roles and is the "case manager" for the child. They communicate and provide relevant information to the foster care designee, cooperates with submitting salmon forms upon change of information, conducting school stability conferences and documenting outcomes on school stability checklist, attend school staffings to advocate for positive academic achievement, empowers parents to participate in educational planning; incorporates responsibilities related to education in the dependency case plan, provides updates to the

courts, and elicits school personnel involvement/input in the case planning process; ensures acquisition of educational records for the client's case file; monitors school attendance and addresses absences, tardies, and suspensions. The Child Advocate typically meets with the child every 25 days. During the reunification process visits can be conducted either weekly or bi-monthly at school depending on a child's age.

FCD may contact ChildNet directly to reach a child advocate or a child advocate supervisor. You will need the child's name and date of birth when calling the main number. The Child Advocate/Child Advocate Supervisor may be contacted directly via the number listed on the Salmon Form.

**Independent Living Services** help youth ages 13-17 who are in foster care and youth ages 18-23 who were formerly in foster care (in extended foster care - EFC) to successfully manage adult responsibilities.

The highly specialized services aim to ensure a smooth transition to self-sufficiency for our young adults. Independent Living offers our 13-17-year old teens life skills training, career preparation, educational support, and financial assistance.

The Florida Legislature passed the Nancy C. Detert Common Sense and Compassion Independent Living Act (Detert Act), which gives youth 18 and over the choice to remain in foster care until age 21 (22 if they have a documented disability) so that their goals pertaining to education, employment, self-sufficiency or housing can be achieved. The Detert Act, whose theme is My Future Choice, became effective January 1, 2014 and created three distinct programs:

- **Extended Foster Care (EFC)** give young people the option to remain with foster parents, live in a group home or within a supervised living arrangement, such as a college dormitory, transitional independent living housing or rented apartment, as well as provide a support network to assist these young people with transition to adulthood.
  - *Post-Secondary Education Support Services (PESS)* is for youth formerly in foster care who have obtained their high school diploma or GED and are interested in continuing their education. (Connect these youth with Positive Pathways, Steve Rios, Senior Director at (305) 374-3751 or [Pathways@EducateTomorrow.org](mailto:Pathways@EducateTomorrow.org). Website: <https://www.positivepathwaysflorida.org/>)
- The **Aftercare Program** is for youth who have opted-out of EFC and are not participating in PESS but need services.
- **My Future Choice** provides youth 18 and over a broad array of services including but not limited to financial assistance to participate in educational and vocational training, employment services and financial assistance to secure housing. As teenagers grow into adulthood, they are provided with the skills and resources needed to excel.

*Contact the Assistant Vice President of Adoption and Youth Services by phone at 954.414.6000 ext. 3816 or e-mail at [tkennedy@childnet.us](mailto:tkennedy@childnet.us) for more information on Independent Living Services.*

SafePlace is an emergency respite center where children brought into care can rest, eat and play in a child-friendly, nurturing environment while they are being assessed to ensure appropriate placement in a foster home, with a relative/non-relative, in a shelter, or group home.

For your information, the following page is a list of agencies in Broward County that work with ChildNet.

## Providers: Broward Subcontracted Services

<b>CHILDNET SUBCONTRACTED SERVICES</b>	
<b>Fiscal Year 2017 - 2018</b>	
<b>Agency</b>	<b>Program</b>
<b>DEPENDENCY CASE MANAGEMENT</b>	
SOS Children's Village Florida	Dependency Case Management Organization
<b>ASSESSMENT</b>	
Camelot Community Care, Inc.	Trauma Informed Emergency Services
<b>FAMILY PRESERVATION &amp; PREVENTION</b>	
Citrus Health Network	CHANCE Wrap Services (Human Trafficking)
Community Based Connections, Inc.	Cultural and Racially Equitable Safety Management Services
Henderson Behavioral Health, Inc.	Placement Partnership Program (PPP)
Henderson Behavioral Health, Inc.	Safety Management Services
Kids in Distress, Inc.	Adoptions and Permanency Support
Taylor and Benson Consulting, LLC	Safety Management Services
<b>FAMILY REUNIFICATION &amp; STRENGTHENING</b>	
Kids in Distress, Inc.	Coordinated Family Services
Kids in Distress, Inc.	Therapeutic Visitation Services
Mental Health Association of Broward County	Parent Education Services and Behavioral Health Services
<b>RESIDENTIAL</b>	
<b>Foster Homes</b>	
4KIDS of South Florida, Inc.	Traditional Foster Home Management
4KIDS of South Florida, Inc.	Foster Family Group Program
Camelot Community Care, Inc.	Traditional Foster Home Management
Camelot Community Care, Inc.	Enhanced Foster Care
Children's Home Society of Florida, Inc.	Traditional Foster Home Management
Citrus Health Network	Enhanced Foster Care
Citrus Health Network	Specialized Therapeutic Foster Care (Human Trafficking)
Devereux Florida Treatment Network	Enhanced Foster Care
Devereux Florida Treatment Network	Traditional Foster Home Management
Family Unity, LLC	Enhanced Foster Care
Florida United Methodist Children's Home	Traditional Foster Home Management
His House Children's Home	Traditional Foster Home Management
Kids in Distress, Inc.	Traditional Foster Home Management
Kids in Distress, Inc.	Foster Family Group Homes
Mount Bethel Human Services Corporation, Inc.	Traditional Foster Home Management
Pinnacle Family Services Florida, Inc.	Enhanced Foster Care
Pinnacle Family Services Florida, Inc.	Specialized Teen Foster Home
National Youth Advocate Program	Enhanced Foster Care
Avidity	Professional Foster Care
Avidity	Traditional Foster Home Management
The 12 For Children & Families of Florida	Enhanced Foster Care

<b>Residential Group Care</b>	
Agency for Community Treatment Services, Inc. (ACTS)	Residential Group Care - Extraordinary Teen Girls
Children's Harbor, Inc.	Residential Group Care - Sibling
Children's Harbor, Inc.	Residential Group Care - Pregnant and Parenting Girls
Henderson Behavioral Health, Inc.	Residential Group Care - Moderate Teen Boys
Jewish Adoption & Foster Care Options, Inc. (JAFCO)	Residential Group Care (Boys/Girls)
Project Touch dba Girl's New Lighthouse	Residential Group Care - Extraordinary Teen Girls
Reyna Group Home	Residential Group Care - Developmental Disabilities (Boys)
SOS Children's Villages Florida	Residential Group Care - Sibling
Avidity	Residential Group Care - Extraordinary Teen Boys
Avidity	Residential Group Care - Extraordinary Teen Girls
The Chrysalis Center d/b/a Chrysalis Health	Residential Group Care - Specialized Therapeutic Boys
<b>Emergency Shelter &amp; Teen Respite</b>	
Avidity	Emergency Teen Respite (Girls)
Hibiscus Children's Center	Pre-Placement/Emergency Respite Program
Jewish Adoption & Foster Care Options, Inc. (JAFCO)	Emergency Shelter (Boys/Girls)
<b>Other</b>	
Children's Harbor, Inc.	Transitional Independent Living Housing
Counseling Mediation Education Treatment	Behavioral Health Services
Family Unity, LLC	Behavioral Health Services
Fifth Street Counseling Services, IV	Drug Testing Services
Gerena and Associates	Behavioral Health Services
LabCorp	Drug Testing Services
Legal Aid of Broward County	Immigration Services
Mental Health Center of Florida	Behavioral Health Services
South Florida Therapeutic Solutions	Drug Testing and Behavioral Health Services
YOLO Mentoring, LLC	Mentoring and Sibling Visitation Services
Youth Law Center	Quality Parenting Initiative



## Department of Children and Families

*State Secretary, Mike Carroll*

*Southeast Region, Dennis Miles, Regional Managing Director*

*Circuit 17, Dawn Liberta, Circuit Community Development Administrator*

*1400 West Commercial Boulevard, Ft. Lauderdale, FL 33309, (954) 375-6092*

*Client Services Coordinator, Travis Amos, (954) 375-3338*

### MISSION

The mission of the Department of Children and Families is to work in partnership with local communities to protect the vulnerable, promote strong and economically self-sufficient families, and advance personal and family recovery and resiliency. Ch.20.19 F.S.

### VISION

We are a highly skilled workforce committed to empowering people with complex and varied needs to achieve the best outcomes for themselves and their families. In collaboration with community stakeholders, we will deliver world class and continuously improving service focused on providing the people we serve with the level and quality that we would demand and expect for our own families.

### CORE VALUES

A workforce that operates with **integrity** maintains loyalty to a code of ethics that requires the **courage** to take responsibility for providing the highest quality of service to the vulnerable. We are a solutions-focused learning organization built on a foundation of transparency in action and **accountability** of results. Both within the organization and among our stakeholders, we thrive in a culture of **respect** for diversity of opinion that is nurtured through open communication. High performing and committed, we are unified in our goal of **excellence** in achieving quality outcomes for those we serve.

The Office of Child Welfare is charged with providing for the care, safety, and protection of children in an environment that fosters healthy social, emotional, intellectual, and physical development.

Florida statutes require any person who knows or who has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, or that a child is in need of supervision and care and has no parent or legal custodian, to report such knowledge or suspicion to the Florida Abuse Hotline. ([s. 39.201, F.S.](#))



## Department of Juvenile Justice (DJJ)

Christina K. Daly, Secretary

Circuit 17 Broward Probation & Community Corrections

Cassandra Evans 954-956-5659 Cassandra.Evans2@djj.state.fl.us CPO

Aquila Lovell 954-759-5401 Aquila.Lovell@djj.state.fl.us Asst.

The Florida Department of Juvenile Justice is a state agency of Florida that operates juvenile detention centers. Its headquarters are in the Knight Building in Tallahassee

### VISION

The children and families of Florida will live in safe, nurturing communities that provide for their needs, recognize their strengths and support their success.

### MISSION

To increase public safety by reducing juvenile delinquency through effective prevention, intervention and treatment services that strengthen families and turn around the lives of troubled youth.

### GUIDING PRINCIPLES

Prevention and education are paramount

Strengthen partnerships with judicial, legislative and community stakeholders

Promote public safety through effective intervention

Provide a safe and nurturing environment for our children

Preserve and restore physical and mental health

Click on the link below for information on the DJJ process in Broward County.

<http://www.djj.state.fl.us/youth-families/juvenile-justice-process>

### DJJ Sponsored Programs in Broward County.

*Youth who are also involved in Dependency court are referred to as "crossover" cases. The Foster Care Program Office and the Office of Equity and Academic Attainment collaborate regarding these cases. The Delinquency Court Liaison of Broward County Public Schools is Manoushka Saintil. Contact numbers: 754 321 1600, 754 321 1612 or 954 591 7341 or email: [manoushka.saintil@browardschools.com](mailto:manoushka.saintil@browardschools.com)*

### **DETENTION CENTER**

#### **BROWARD JUVENILE DETENTION CENTER**

222 NW 22nd Avenue

Fort Lauderdale, FL 33311

(954) 467-4563

#### **Program Summary:**

The Broward Juvenile Detention Center is a 102 bed, hardware secure facility that serves youth detained by various circuit court(s). Youth are detained pending adjudication, disposition or placement in

commitment facility. The facility provides supervision of youth in a safe, secure and humane environment. Services for youth include: education, mental health, substance abuse, and health care. Medical and mental health are contracted services. Educational services are funded by the Department of Education through local school districts.

A typical day in secure detention would involve hygiene, meals, school, structured physical and educational activities, and court appearance as scheduled. The average length of stay in secure detention is approximately 10 days.

Please contact the Superintendent if interested in donating time and/or resources to enhance detention program activities.

**Note:** Parents, grandparents, and legal guardians are approved visitors. Others may only visit if so ordered by the court or specifically approved by the superintendent or designee. Legal counsel, probation, law enforcement and clergy and other professionals may visit detainees as necessary, but are subject to the same requirements regarding signing-in and contraband. All visitors must have a photo ID.

## PREVENTION PROGRAMS

### PACE CENTER FOR GIRLS OF BROWARD COUNTY\*

2225 N. Andrews Avenue  
Wilton Manors, FL 33311  
(954) 561-6939

### PACE CENTER FOR GIRLS BROWARD - FT. LAUDERDALE\*

3115 NW 10th Terrace  
Suite 104  
Ft. Lauderdale, FL 33309  
(954)561-6939

#### **Program Summary:**

PACE Center for Girls is a nationally recognized 501(c)3-day program offering year-round counseling, academic and life skills services for girls ages 12-17 who are at-risk of entering the juvenile justice system, failing or dropping out of school, running away or experiencing difficulty at home.

#### OUTWARD BOUND-KEY LARGO

Counties Served: Broward, Miami-Dade, Monroe  
100693 Overseas Highway  
Key Largo, FL 33037  
1-800-327-2995  
County: Monroe  
Judicial Circuit: 16

#### **Program Summary:**

Outward Bound helps teens and their families transition their lives in more meaningful and positive directions. Outward Bound emphasizes character development, academic achievement and social responsibility to reduce the risk of dropping out of school, substance abuse and future delinquency. Programs consist of 20-day wilderness expeditions and a 20 to 24-day follow up component that takes place in the students' home and school environments. Parent involvement is required.

#### MT. BETHEL HUMAN SERVICES COUNSELING

547 NW 9th Avenue  
Ft. Lauderdale, FL 33311  
(954) 766-6058

#### **Program Summary:**

Children in Need of Services/Families in Need of Services (CINS/FINS) programs provide temporary shelter care and crisis counseling services for runaways, ungovernable, troubled and/or habitually truant youth (ages 10-17) and their families. The intent of CINS/FINS is to divert children who commit status offenses from entering the child welfare or juvenile justice systems.

Note: Youth who are adjudicated dependent or delinquent are not eligible for services.

#### HARMONY DEVELOPMENT CENTER

12233 SW 55th Street

Suite 801

Cooper City, FL 33330

(954) 766-4483 ext. (954) 305-2388

##### **Program Summary:**

Provides Families on Commitment for Understanding and Solutions (F.O.C.U.S.), an intensive 90-day program using the Evidence Based Practice Solution-Focused Brief Therapy model, to youth residing in high delinquency referral zip codes in Broward County.

The program addresses the local issue of DMC and juvenile delinquency in Broward County to 100 non-offending siblings of referred youth and their families between the ages of 9 and 17 who are most at-risk of delinquent behavior. The goal of the program is to address the issue of DMC in Broward County by collaborating with juvenile justice and community stakeholders in connecting minority youth to prevention and intervention services and providing services to minority youth at risk of making contact with the juvenile justice system.

#### FLORIDA YOUTH CHALLENGE ACADEMY

Counties Served: Washington, Gulf, Madison, Bradford, Holmes, Nassau, Saint Johns, Union, Sarasota, Hernando, Sumter, Dixie, Liberty, Palm Beach, Desoto, Lafayette, Okeechobee, Walton, Manatee, Gadsden, Miami-Dade, Indian River, Putnam, Hendry, Highlands, Bay, Volusia, Hamilton, Osceola, Taylor, Polk, Seminole, Lake, Saint Lucie, Marion, Orange, Suwannee, Baker, Brevard, Wakulla, Hardee, Leon, Lee, Levy, Collier, Citrus, Charlotte, Santa Rosa, Franklin, Jackson, Pinellas, Hillsborough, Clay, Pasco, Alachua, Glades, Escambia, Monroe, Columbia, Duval, Calhoun, Flagler, Martin, Okaloosa, Jefferson, Gilchrist, Broward

##### **Contract Provider:** The National Guard Youth Foundation

5629 State Road 16 West

Building 3800

Starke, FL 32091

(904) 682-4031

County: Bradford

Judicial Circuit: 8

##### **Program Summary:**

FLYCA is a 17 1/2-month voluntary program geared toward Florida's 16 to 18-year-old at-risk youth. The 5 1/2-month residential phase of the program takes place in a highly disciplined and motivational environment structure and academics along with leadership, health, community service, life skills, job skills, physical fitness and citizenship. The 12-month post-residential phase takes place after graduation from the residential phase and is a time when the cadet uses the skills learned in the residential phase through their placement in either a job, further education, or the military.

#### COMMUNITY BASED CONNECTIONS COUNSELING SERVICES

1033 Sistrunk Boulevard

Suite 201

Ft. Lauderdale, FL 33311

(954) 524-9797

##### **Program Summary:**

Children in Need of Services/Families in Need of Services (CINS/FINS) programs provide temporary shelter care and crisis counseling services for runaways, ungovernable, troubled and/or habitually truant youth (ages 10-17) and their families. The intent of CINS/FINS is to divert children who commit status offenses from entering the child welfare or juvenile justice systems.

Note: Youth who are adjudicated dependent or delinquent are not eligible for services.

#### LIPPMAN YOUTH SHELTER

221 NW 43rd Court

Oakland Park, FL 33309  
(954) 568-2801

**Program Summary:**

Children in Need of Services/Families in Need of Services (CINS/FINS) programs provide temporary shelter care and crisis counseling services for runaways, ungovernable, troubled and/or habitually truant youth (ages 10-17) and their families. The intent of CINS/FINS is to divert children who commit status offenses from entering the child welfare or juvenile justice systems.

Note: Youth who are adjudicated dependent or delinquent are not eligible for services.

PROBATION PROGRAMS

**BROWARD COUNTY PROBATION AND COMMUNITY INTERVENTION PROGRAM**

DJJ Office: (954) 497-3330  
After 5:00pm: (954) 467-4600  
County: Broward  
Judicial Circuit: 17

**Program Summary:**

Youth referred for law violations are assessed and referred for services based on risk and needs. Interventions may include detention screening, intake, diversion, day treatment, probation, aftercare supervision, and linkage to service providers.

**BROWARD YOUTH TREATMENT CENTER\***

8301 South Palm Drive, Building 2  
Pembroke Pines, FL 33025  
(954) 962-1088

\*Only a judge can send a youth to a commitment program with placement determined by treatment needs and bed availability.

**Program Summary:**

The Broward Youth Treatment Center (BYTC) provides substance abuse treatment services to 40 males, ages 13 to 18, in a non-secure residential commitment program while providing gender-specific programming for boys with program components and services that comprehensively address the special needs of adolescent boys. The gender-specific services include the following:

- **Talks My Father Never Had With Me:** A gender-specific program that addresses the forces that today's youth are up against and offers students the skills and values that are often missing in their lives. The student book, used in conjunction with the mentor's guide, facilitates the sharing of critical issues between generations. Each lesson serves as an appetizer to stimulate thought and discussion.
- **Parenting Wisely:** A gender-specific program that addresses basic parenting skills and the stages of child development, as well as other aspects for a new parent, teen parent and caregiver.

BYTC provides behavioral health services, psycho-educational groups, anger management, victim awareness, social skills, moral development, and gang intervention. The program also provides individualized mental health and substance abuse services in a trauma-focused, restraint-free environment for the youth.

The anticipated average length of stay is between six and nine months, depending on the youth's pace of success in completing his individualized treatment plan and goals.

**Academic & Career Education:**

Broward Youth Treatment Center is a Type 2 program. Broward County Schools provides the educational and vocational services of this program. Broward Youth Treatment Center (BYTC) provides three vocational training programs that offer industry-recognized certifications as follows:

- **Barber Program:** The youth will learn effective communication skills, visual poise, and proper grooming, delivering worthy service for value in an employer-employee relationship, skills in the areas of hair styling,

hair shaping, hair coloring, texture services, scalp and hair conditioning, shaves, mustache and beard trims, hair pieces and the analytical skills to determine the best possible style for each customer.

- **Culinary Arts:** In conjunction with a national food service provider, youth in the program will take part in a culinary training program with the goal to learn all aspects of food service operations that include safe food practices, prevention of food-borne illnesses, personal health and work habits, dishwashing and sanitation, temperature control, pest control, good housekeeping, safety practices and overall food service responsibilities. Additionally, youth will learn how to order food and supplies, inventory management, vendor relations, customer relations, health codes and compliance, scheduling, simple accounting and bookwork. The culinary program will provide youth with the opportunity to obtain a food handler's certificate or permit upon completion of the program.
- **Computing for College and Careers:** This program provides the skills and knowledge needed to succeed in today's highly competitive job market. This course is designed to provide a basic overview of current business and information systems trends required for today's business environments. The course emphasizes touch keyboarding and fundamental computer applications, which may be used as communication tools for enhancing personal and work place proficiency.

#### **POMPANO YOUTH TREATMENT CENTER\***

3090 N Powerline Road  
Pompano Beach, FL 33069  
(954) 984-4545

\*Only a judge can send a youth to a commitment program with placement determined by treatment needs and bed availability.

#### **Program Description:**

The Pompano Youth Treatment Center serves 24 males between the ages of 13 and 18, in a non-secure residential commitment program. Males served are those who have been assessed as needing Substance Abuse Treatment Overlay Services (SAOS) in a residential environment.

This program uses evidenced-based curricula and treatment, including "Thinking for a Change," "Aggression Replacement Training," "Impact of Crime," and "Living in Balance." The program utilizes a behavior management system and provides substance abuse treatment, individual and group mental health counseling, and family therapy. Basic medical services are provided onsite.

Youth are expected to know, live by and exhibit daily, the Six Pillars of Conduct: Respect, Responsibility, Trustworthiness, Caring, Fairness, and Citizenship. Youth also have the opportunity to engage with the community consistent with Restorative Justice Principles.

Pre-vocational and vocational instruction is provided so that the interests, aptitudes and skills of the youth are developed, while building upon their existing strengths in a manner supportive of their employability and providing an occupational advantage in their home communities.

The anticipated, average length of stay is between six and nine months, depending on the youth's pace of success in completing his individualized treatment plan and goals.

#### **Academic & Career Education:**

The Pompano Youth Treatment Center is a Type 2 program offering a secondary education program that includes all course requirements for a standard high school diploma. Youth will receive vocational/career training, industry certification, job placement, mentoring and support services. Education and vocational services are provided through the Broward County School District. Industry Certification programs include: Microsoft Office Specialist Bundle Certification, Certified Internet Web Professional, Pre-Apprenticeship (leading to a paid post-release apprenticeship program) in Occupational Safety Health Administration (OSHA) and Apprenticeship Florida State Certification.

Youth receive End of Course Exam (EOC) preparation for all tested subjects; ACT® and SAT® preparation; access to GED® assessment and preparation. This program serves as a GED® test site. ***\*BCPS Equity and Academic Attainment program site***

<b>MYTHS VS. FACTS ABOUT FLORIDA'S JUVENILE JUSTICE SYSTEM</b>
<p><b>Myth:</b> “High Needs” youth are better served in deep-end or intensive placements, such as residential facilities.</p> <p><b>Fact:</b> <u>Front-end community-based services are more effective for low risk to re-offend youth that are “high needs”.</u></p>
<p><b>Myth:</b> The risk assessments used by DJJ (the C-PACT and R-PACT) are not valid predictors of risk.</p> <p><b>Fact:</b> <u>Both the C-PACT and the R-PACT are validated assessments of risk to re-offend.</u></p>
<p><b>Myth:</b> Youth served by the Florida Department of Juvenile Justice are Repeat Violent Offenders.</p> <p><b>Fact:</b> <u>Less than 9% of the youth served by FDJJ are serious, violent, and chronic offenders.</u></p>
<p><b>Myth:</b> Most juvenile offenders are gang-involved youth.</p> <p><b>Fact:</b> <u>Less than 5% of youth arrested have any gang alert. However, those with gang alerts are more likely to have been first arrested at age 12 or younger, and more likely to be Serious, Violent, and Chronic (SVC) Offenders.</u></p>
<p><b>Myth:</b> The longer a juvenile stays in a residential program, the less likely he or she is to re-offend.</p> <p><b>Fact:</b> <u>Research has found that increased length-of-stay alone does not reduce the likelihood of re-offense.</u></p>
<p><b>Myth:</b> Direct Commitments/Bench Commitments made without Florida Department of Juvenile Justice recommendations are an effective way to reduce crime.</p> <p><b>Fact:</b> <u>Lower risk, minority males are more likely to receive direct commitments without a FDJJ recommendation. Recidivism rates of direct commitment youth are over 8% higher than identically matched probation supervision youth.</u></p>
<p><b>Myth:</b> Girls in Florida are more violent than in the past.</p> <p><b>Fact:</b> <u>Girls are substantially less violent today than in the past.</u></p>
<p><b>Myth:</b> Delinquency arrests increase in the summer when kids are out of school and have less formal supervision.</p> <p><b>Fact:</b> <u>Delinquency arrests consistently decline in the summer and during December.</u></p>
<p><b>Myth:</b> Juvenile boot camps are highly effective at rehabilitating offenders and reducing recidivism.</p> <p><b>Fact:</b> <u>Juvenile boot camp programs are less than or equally as effective at rehabilitation and recidivism reduction compared with residential or community-based programs.</u></p>
<p><b>Myth:</b> Scared Straight” programs can help troubled kids from entering the juvenile justice system.</p> <p><b>Fact:</b> <u>Research has repeatedly shown that so-called “Scared Straight” programs are ineffective and can actually be harmful to some youth. The Florida Department of Juvenile Justice (DJJ) does not support and will not fund such initiatives.</u></p>
<p><b>Myth:</b> Secure detention is a good “wake-up” call for youth and will help them correct their behavior.</p> <p><b>Fact:</b> <u>Studies have found that being detained can actually make things worse for some youth. DJJ supports the appropriate use of detention and is actively working with organizations such as the Annie E. Casey Foundation to reduce unnecessary detentions.</u></p>

**If you have any questions about the data presented on this page, please contact:**

**MARK A. GREENWALD, M.J.P.M.**

Director, Research and Data Integrity  
 Florida Department of Juvenile Justice  
 2737 Centerview Drive, Suite 1200  
 Tallahassee, FL 32399-3100  
[mark.greenwald@djj.state.fl.us](mailto:mark.greenwald@djj.state.fl.us)  
 (850) 717-2627



## CareerSource Broward (CSBD)

is the administrative entity of the Broward Workforce Development Board (BWDB), is a federally-funded, locally-controlled organization providing numerous services to employers and job seekers in Broward County. These services are delivered through three one-stop centers.

**Our Vision:** To be the premier workforce agency facilitating better jobs and providing quality workers that enhances the quality of life and builds a sustainable economy for Broward County.

**Our Mission:** To provide innovative solutions through the professional delivery of quality services, which consistently and effectively meet workforce needs.

- Goal 1: Improve the sustainability of the workforce system through increased funding, efficiency, and relevancy.
- Goal 2: Maintain our roles as workforce development leaders.
- Goal 3: Encourage employers and job seekers to choose the one-stop for services.
- Goal 4: Align Broward's services to maximize employment and training opportunities for targeted populations.
- Goal 5: Preserve local control, while continuing to serve the Broward community.
- Goal 6: Redesign and implement a more effective out-of-school youth program.

Youth services are provided to in-school and out-of-school youth ages 16-21. Youth are eligible to participate in Workforce Investment Act (WIA) Youth Services, if they are low-income/economically disadvantaged and possess one or more of the following barriers to employment: deficient in basic literacy skills, school dropout, homeless, runaway, or foster child; pregnant or parenting, an ex-offender, is an individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment. For more information regarding youth services, click on the link below.

<http://www.careersourcebroward.com/YouthServices.aspx>

### **North Center**

4941 Coconut Creek Pkwy.  
Coconut Creek, FL 33063  
TEL# (954) 969-3541

### **Central Center**

2610 West Oakland Park Blvd.  
Fort Lauderdale, FL 33311  
TEL# (954) 677-5555

### **South Center**

7550 Davie Road Extension  
Hollywood, FL 33024  
TEL# (954) 967-1010



## Agency for Persons with Disabilities, Field 10

Area Administrator: Gerry Driscoll  
201 West Broward Blvd.  
Office Address: Suite 305  
Ft. Lauderdale, FL 33301  
Main Phone Number: (954) 467-4218  
Main Fax Number: (954) 467-4325

In October 2004, the Agency for Persons with Disabilities (APD) became an agency separate from the Department of Children and Families, specifically tasked with serving the needs of Floridians with developmental disabilities. Prior to that time, it existed as the Developmental Disabilities Program. The agency is governed by Chapter 20, Chapter 393, and Chapter 916 of the Florida Statutes.

The APD works in partnership with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services.

APD serves more than 50,000 Floridians with developmental disabilities as defined in Florida Statutes, Chapter 393. This includes individuals with:

- Autism
- Cerebral palsy
- Spina bifida
- Intellectual disabilities
- Down syndrome
- Prader-Willi syndrome
- Phelan Mcdermid syndrome
- Children age 3-5 who are at a high risk of a developmental disability

APD provides:

- Medicaid HCBS Waiver through iBudget Florida
- Placement in an intermediate care facility for those with developmental disabilities
- Supported employment services
- Supported living services
- Consumer Directed Care Plus (CDC+)
- IFS (Individual and Family Supports) funding for non-waiver customer expenses

For further information:

<http://apdcares.org/docs/Statement%20of%20Agency%20Organization%20&%20Operations%20v6.pdf>

***The APD with ChildNet and BCPS Foster Care Program office conducts quarterly status update meetings to assess each student enrolled in BCPS schools and receiving APD services.***



## Broward Behavioral Health Coalition

3521 West Broward Blvd., Suite 206, Lauderhill, FL 33312

Phone: (954) 622-8121

Fax: (954) 332-1476

**Office Hours:** 8:30 am - 5:00 pm Monday - Friday

### **BBHC Staff**

***Silvia Quintana***, Chief Executive Officer

***Danica Mamby***, Director of Administration

***Norma Wagner***, Director of Operations/System of Care

***Alfonso Ruiz***, Peer Evaluator

***Areeba Johnson***, Clinical Quality Improvement Coordinator

***Celena King***, Care Coordinator (Civil)

***Celia Hall***, Recovery Support Navigator, One Community Partnership (OCP2)

***Eleanor Weekes***, Clinical Integration Coordinator

***Elissa Plancher***, Housing Coordinator

***Esther Jimenez***, Care Coordinator (Forensic)

***Joshua Calarino***, Consumer Relations/Peer Evaluator

***Kerline Robinson***, HR/Office Manager and Executive Assistant

***Nikitress Williams***, Receptionist

***Shackera Scott***, Contract Manager/Analyst

***Shakema Glover***, Administrative Assistant

***Skye Cleek***, Family CPR Project Director

***Tameka Thomas***, Peer Evaluator

***Tiffany Lawrence***, OCP2 Project Director

### What We Do

BBHC, the Managing Entity for the Southeast Region, is committed to the development of a recovery focused, integrated and comprehensive behavioral health system of care for providing treatment and support services to individuals and their families in Broward County, Florida. Services are designed to meet the cultural and linguistic needs of the community.

Services include prevention, intervention, assessment, case management, outpatient, intensive outpatient, day treatment, residential, crisis services, detoxification, clubhouse and drop-in centers, assertive community treatment team (FACT), and additional supportive services.

**For more detailed information regarding services in Broward, you may call 211 or click on the link below.**

<http://211-broward.org/>

Provider Network List:

<http://www.bbhcflorida.org/?q=provider-network>

**The BBHC provider network includes the availability of auxiliary aids and services at no cost to deaf or hard-of-hearing clients and their companions**

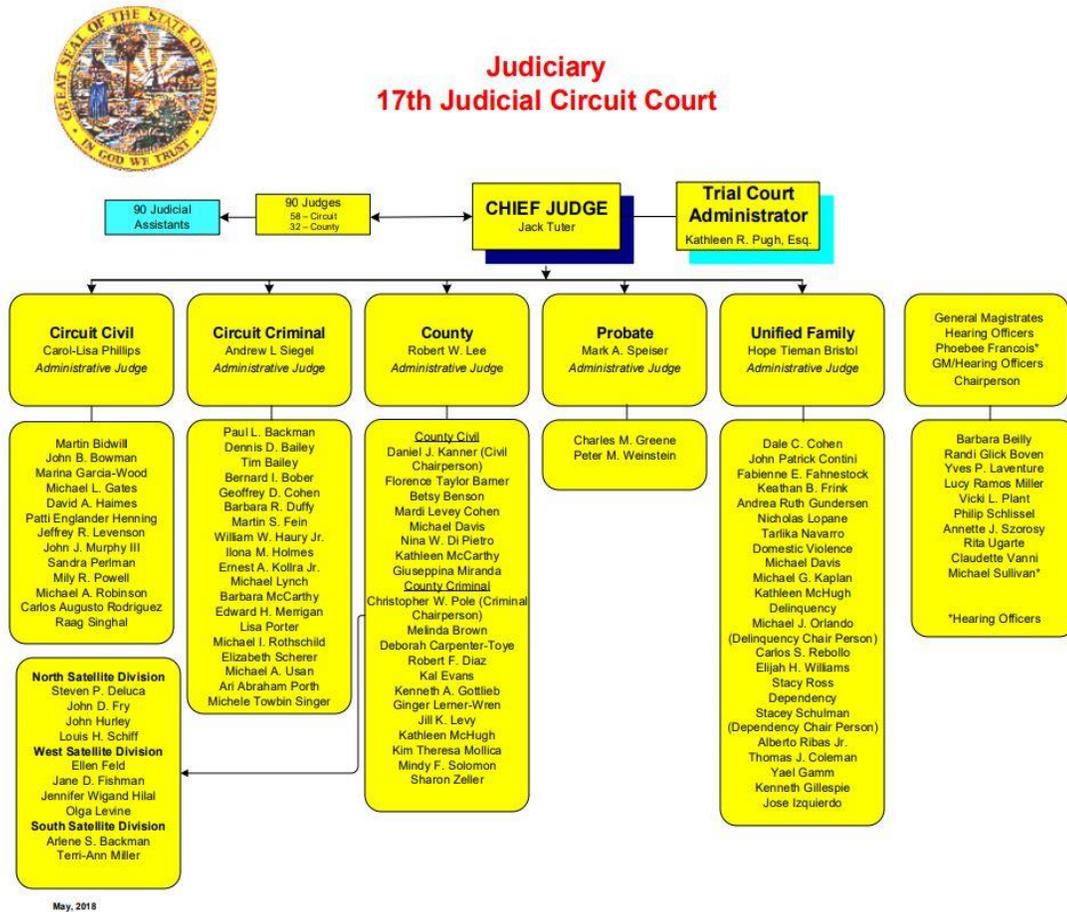


17th Judicial Circuit Court of Florida

## 17<sup>th</sup> Judicial District

Once the child is removed from the home, in 24 hours, a shelter hearing is set typically in the Dependency Court Division

### Chart of the 17<sup>th</sup> Judiciary



The three divisions that may cover foster care youth are: Unified Family Court, Delinquency Court, and Dependency Court.

### Juvenile Delinquency Court

The 17<sup>th</sup> Judicial Circuit's Juvenile Delinquency Division has four judges and the court presides over cases involving minors under the age of 18 who have allegedly committed a criminal offense under the Florida Statutes. After law violations, youth are taken into custody and are transported to the Juvenile Assessment Center for processing. JAC staff will conduct a detention risk assessment to determine whether the child can be legally detained at the State of Florida Juvenile Detention Center or released before the first court hearing. If a minor has committed a first or second non-violent offense, the State Attorney's Office (SAO)

may choose to offer the minor a diversion program. This is when the State agrees not to prosecute the minor if the minor agrees to certain conditions. If conditions of the diversion program are not met, the SAO can bring the case back to court for prosecution. If the minor is detained, a detention hearing must be heard within 24 hours of being taken into custody. At the time of the detention hearing, an attorney will be appointed if the minor/family has the inability to obtain counsel. At the time of the detention hearing, the judge will determine one of three levels of supervision: secure, non-secure, or home detention. If a minor is charged with certain felony offenses, the SAO can choose to “direct file” a case to adult court. If a case is direct filed, the minor is charged as an adult and faces the same sanctions as an adult. If a case remains in the Juvenile Division, the court must follow Chapter 985 of the Florida Statutes and Florida Rules of Juvenile Procedures. The main hearings in a delinquency case (detention hearings, filing of petition, arraignment, trial and disposition) are required to meet statutory guidelines. The Juvenile Delinquency Division of the court, state agencies, and community partners work closely together with the goal of rehabilitation and/or treatment of the child and family rather than punishment. The Judges of the Juvenile Delinquency Division are:

### Juvenile Dependency Court

Protects children and strives to achieve safe permanent homes for those who have suffered abuse, neglect and/or abandonment

### Unified Family Court

The UFC Division hears cases where one judge presides over multiple open cases involving the same children and family members within the Domestic Violence, Family, and Juvenile Divisions. The Family Division also presides over divorce, child custody, child support, adoption, paternity, name change, and some domestic violence injunction cases.

### General Magistrate and Hearing Officers

General Magistrates and Hearing Officers are judicial officers who assist the circuit judges by holding hearings and providing recommendations in the areas of family law, support enforcement, mental health, guardianship, substance abuse and juvenile dependency. The general magistrates are responsible for cases involving temporary relief (alimony, child support, and attorney’s fees and costs in family law cases), contempt of court, support enforcement, mental health (Baker Act), substance abuse (Marchman Act), tuberculosis, sexually transmissible diseases, incapacity, guardianship (including guardian applications, background investigations and annual reports filed with the court), modification of prior rulings, and dependency review hearings. As part of the guardianship law, General Magistrates assist the Probate Court with guardian applications and background checks as well as plenary and limited guardianships.

For a number of foster care students, we have students who are considered “crossover” youth. These youths are involved in both delinquency and dependency court cases. These cases are complex and may require staffing at the DCF state level. Please contact the foster care office for assistance. Typically, these cases will require extensive involvement with the Child Advocate to collaborate on the services and interventions that are part of these student’s cases.

## List of Judges

Judges	Judicial Assistant	Phone Number	Courtroom/Chamber
ORLANDO, MICHAEL J., Unified Family - Delinquency Chairperson	Shawnta Mallard	(954) 831-6344	NW5780/NW5850
REBOLLO, CARLOS S., Delinquency	Elizabeth Viera	(954) 831-7708	NW4840/NW4850
ROSS, STACY, Delinquency	Chela Iverson	(954) 831-7396	NW5810/NW5820
WILLIAMS, ELIJAH H., Delinquency/Dependency	Gina Trentacosta	(954) 831-6974	NW7840/NW7850

<b>BRISTOL TIEMAN, HOPE, Administrative Judge – Unified Family</b>	<b>Nadine Turner</b>	<b>(954) 831-7882</b>	<b>WW9155/WW9135</b>
GAMM, YAEL, Dependency	Lisa Cameron	(954) 831-7758	WW9170/WW9131
GILLESPIE, KENNETH, Dependency	Taneshia Barbary-Snell	(954) 831-7565	WW9165/WW9138
IZQUIERDO, JOSE, Dependency	Angie Alcalde	(954) 831-3599	WW9150/WW9133
RIBAS JR., ALBERTO, Dependency	Jackie Sargiotto	(954) 831-6907	WW9175/WW9129
ROTHSCHILD, MICHAEL I, Unified Family	Kim Cox	(954) 831-7888	WW11158/WW11131
<i>SCHULMAN, STACEY, Unified Family-Dependency Chairperson</i>	Kim Oliva	<i>(954) 831-7628</i>	<i>WW9160/WW9137</i>

For further information about Broward County’s judges, please visit the following website.

<http://www.17th.flcourts.org/judiciary-list-and-category/>

General magistrates are judicial officers who assist the circuit judges by holding hearings and providing recommendations in the areas of family law, support enforcement, mental health, guardianship, substance abuse and juvenile dependency.

The general magistrates are responsible for a variety of cases including, dependency review hearings.

A General Magistrates (GM) issues recommendations, not court orders.

When a GM issues a recommendation, it takes ten days before a judge can ratify it when it then becomes an order.

Within that ten 10, the parties can file an exception to the GM’s recommendation if they are not in agreement.

## General Magistrate List

<b>General Magistrate</b>	<b>Judicial Assistant</b>	<b>Phone Number</b>	<b>Courtroom/Chamber</b>
BEILLY, BARBARA	Roseanne Denham	(954) 831-6580	WW12166/WW12138
BOVEN, RANDI GLICK	Sheree Edward	(954) 831-0650	WW12162/WW12135
LAVENTURE, YVES P.	Priscilla Hart	(954) 831-7695	WW3146/WW3127
MILLER, LUCY RAMOS	Elizabeth Ranalli	(954) 831-0697	WW12172/WW12129

The role of the judge is to address the child’s safety, permanency, and well-being needs, including education. Judges oversee all of the legal requirements of these areas and ensure that agencies and parties before the court are complying with the law.



## Guardian Ad Litem Program, 17<sup>th</sup> Judicial Circuit

612 South Andrews Ave, Suite 1000, Fort Lauderdale, FL 33301

Phone: (954) 831-6214 , Office Hours: M-F 8am-5pm

<https://galbroward17.org/>

**Circuit Director: Kasandra Philips**

**Assistant Circuit Director: Linda Dehoet**

**Supervising Attorney: Donna Dewberry**

**Program Mission** “I am for the Child.”

**Program Vision.** The Florida Guardian ad Litem Program will continue to be a powerful and effective voice advocating for the best interests of Florida’s abused, abandoned and neglected children and be recognized and respected as a partnership of community advocates and professional staff. To the fullest extent possible, this vision will be realized through volunteers who will advocate as Guardians Ad Litem for the children they serve.

The Guardian Ad Litem Program advocates for the best interest of the children alleged to be abused, abandoned, or neglected who are involved in court proceedings. The program uses a team approach to advocate for the children, lay volunteers, child advocate coordinators, and attorneys. Together we collect comprehensive information about the child and family, attend staffings and hearings, and take steps to further the child’s best interests. Our volunteers visit the child monthly in the home environment and make recommendations to the court as to the child’s best interests, and inform the court of the child’s wishes. We also monitor the child’s safety and well-being, as well as significant changes in the parents’ lives, which could impact the child’s safety.

**What is a Guardian ad Litem Volunteer?**

**To apply as a GAL Volunteer:** <https://galbroward17.org/get-involved/>

A Guardian ad Litem (“GAL”) is a trained, court-appointed volunteer who serves as the voice for abused, neglected and abandoned children in dependency court.

Every day in this country, 1,900 children become victims of abuse or neglect, and four of them will die. Every day.

The Guardian ad Litem Program is part of a national network of 933 community-based programs that recruit, train and support citizen-volunteers to advocate for the best interests of abused and neglected children in courtrooms and communities. GALs are volunteer advocates—empowered directly by the courts—offer judges the critical information they need to ensure that each child’s rights and needs are being attended to while the children in foster care and child welfare system.

GAL volunteers are both a compass and a lifeline. Studies have proven that when a volunteer Guardian ad Litem serves on a child’s case, the child spends less time languishing in foster care and has a greater

chance of achieving long-term stability. GAL volunteers facilitate many needs for their children and youth. Specifically, Guardians ad Litem:

- Help find relatives and friends for placement to reduce the trauma of being in a new and unfamiliar environment;
- Try to keep siblings together and ensure that visitations and phone contact occur regularly with healthy and supportive relatives;
- Investigate the children's medical and educational situations, ensuring that their needs are addressed expeditiously;
- Attempt to ensure normalcy by looking out for the children's social and emotional well-being, making certain they are involved in recreational activities, music, sports, and other healthy activities to help empower them to develop their full potential; and
- Submit best interest recommendations to the court.

### **History of the GAL Program**

The first Guardian ad Litem was appointed in 1974 when the federal government enacted the Child Abuse Prevention and Treatment Act, which provided financial assistance to states for the prevention, identification and treatment of child abuse and neglect. In order to qualify, states were required to appoint a Guardian ad Litem (initially, an attorney) to protect the child's interests upon entering the legal system.

In 1976, the Honorable David Soukop of Seattle, Washington, concluded that there were not enough attorneys to advocate for these children and that, for those cases without a GAL, he did not have adequate information to make educated decisions about the future of these children's lives. In the following year, Judge Soukop assisted with the beginnings of the Guardian ad Litem Program, which uses trained volunteers to be advocates for our communities' abused, abandoned and neglected children. In Florida and in a number of other states, we continue to use the original name of "Guardian ad Litem"; however, the majority of state programs are now known as "CASA", which stands for "Court Appointed Special Advocate".

In Broward County, the Guardian ad Litem Program was implemented in 1983 with a handful of volunteers and one staff member. Today, the Program has grown to include almost 41 staff members and nearly 750 volunteer advocates. Our Program is a member of the National CASA Association, a network of over 1000 Programs and more than 60,000 volunteers nationwide, serving more than 240,000 children.

Together in Broward County, the volunteers and staff currently advocate for approximately 2100 children. The Foster care program offices trains new GAL volunteers monthly on Educational Advocacy within the BCPS.



## **Sheriff Scott Israel Child Protective Investigations Section**

### **Broward Sheriff's Office – Child Protective Investigations**

Office (954) 797-5299

#### **Mandatory Reporting of Child Abuse:**

Florida law requires any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative known and available to provide care to report their knowledge or suspicion to the Florida Abuse Hotline. Effective October 01, 2012 Florida law now requires any person who knows, or who has reasonable cause to suspect, that a child is abused by an adult other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare to also report such knowledge or suspicion to the Florida Abuse Hotline.

#### **To report suspected child abuse, abandonment or neglect:**

1. Call the Florida Child Abuse Hotline directly at: 1-800-96-ABUSE (1-800-962-2873)
2. Submit electronically at DCF website: <http://www.myflfamilies.com/>
3. Submit report by facsimile (fax) at: 1-800-914-0004

**For questions/concerns/guidance, contact BCPS District Child Abuse Program Manager, Yva Dieudonne, at 754 321 1551.**

When a reported concern of suspected child abuse, neglect or abandonment by a caregiver or other person responsible for a child is received in Broward County, the Broward Sheriff's Office investigates the allegation in the specialized unit, Child Protective Investigations Section (CPIS). Because Broward ranks high among Florida counties for the number of abuse reports received monthly, extensive resources and collaborations have been devoted to this section including 94 investigators, 16 supervisors, 4 managers and 32 support personnel.

The cases are referred to BSO by the Florida Abuse Hotline which is operated by the Florida Department of Children and Families (DCF). Each investigation is conducted jointly with local law enforcement as defined in longstanding Memorandum of Understandings executed with local police municipalities. Specially trained child protective investigators focus on child safety issues, while the law enforcement personnel investigate any criminal aspects to the case.

BSO CPIS incorporates on-site multi-agency assistance to immediately address specific frequently encountered detrimental family issues such as substance abuse, mental health and domestic violence that may be an underlying factor in resolving the harm, neglect or abuse. Additionally, BSO CPIS uses the Broward County Sexual Assault Treatment Center / Child Advocacy Center for medical exams and other related enhanced evaluative and investigative assistance.

Additionally, BSO relies greatly on an extensive collection of community partners to intervene with referred families that need ongoing family support and family strengthening services. Families are assessed for

service needs during an investigation. Annually thousands of families are referred by BSO CPIS for voluntary service assistance intended to improve parenting capacities and strengthen family functioning with a focus on enhancing child safety. Even if abuse isn't confirmed by BSO, many families that are met may have identified service needs and are offered such assistance.

When a victim child must be removed from a home, the section's first choice is placement with a willing and capable relative, offering a safe and caring environment. If that isn't possible, out-of-home placement is arranged by the local community-based care provider, ChildNet. They locate an appropriate foster home placement within hours. *In these cases, sometimes students may be withdrawn from their schools of origins without appropriate collaboration. It is imperative that any questions/concerns regarding a child involved in an abuse report that warrants removal from the home before the Child Advocate is assigned, be directed to the foster care program office immediately to assist in determining school stability.* These cases are directly referred to the local juvenile dependency court system.

If it is determined a child was a victim of abuse or neglect, but circumstances indicate the child is able to remain safely in the home BSO may refer the family to a contracted provider funded by the Children's Services Council of Broward for intensive in-home service intervention. In other instances, the child protective investigator may determine the filing of a petition for adjudication of dependency with the court is in the best interest for ensuring compliance to needed supervision and services with the family.

The Broward Sheriff's Office has full responsibility for all county child protective investigations and operates under a multi-year Grant agreement with the Florida Department of Children and Families since 1999.

You can contact the Child Protective Investigations Section at (954) 797-5299 or click the link below for further information.

[http://www.sheriff.org/about\\_bso/dle/units/child.cfm](http://www.sheriff.org/about_bso/dle/units/child.cfm)

## Legislation & History

<p>1851 Massachusetts Adoption Act started the "Orphan Train movement" founded by the Children's Aid Society, up to 250K children were moved from poverty stricken families in the east to families in the west, as it was believed that poverty restricts moral family values.</p>
<p>1912 Legislation signed that created the Children's Bureau. Movement into family preservation of which key areas requiring attention included infant mortality, birth registration, orphanage, child labor, desertion, illegitimacy, and degeneracy. State level recognition for child welfare concerns allowed change to occur more rapidly.</p>
<p>1935 The Federal government started providing grants to states for preventive and protective services and foster care payments with the child welfare services program Title IV-B of the Social Security Act. On August 14, 1935, the Social Security Act established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.</p>
<p>1940 40 states passed mothers' pensions which promoted institutional track (separating child from the family); children who were motherless ended up in this track. Juvenile Court in Chicago also promoted a home-based track; children who were fatherless; family stays together with monetary aid from the state. The mother's pension is credited for the development of the American Welfare State as it exists today.</p>
<p>1961 Legislation provided for foster care maintenance payments under the aid to dependent children, Title IV-A of the Social Security Act.</p>
<p>1965 Elementary and secondary Education Act ESEA, funded primary and secondary education, emphasizing equal access to education and establishes high standards and accountability. Shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. Funds are authorized for professional development, instructional materials, for resources to support education programs and for parental involvement promotion. Reauthorized every five years.</p>
<p>1974, Public Law 93-247, Child Abuse Prevention and Treatment Act (CAPTA). Provide federal funding to states in support of prevention, assessment, investigation, prosecution, and treatment activities and also provides grants to public agencies and non-profit organizations, including Indian tribes and tribal organizations for demonstration programs and projections identifies the federal role in supporting research, evaluation, technical assistance, and data collection activities, establish the office on Child Abuse and Neglect; and mandates the child welfare information gateway. Sets forth the definition of child abuse and neglect.</p>
<p>1978 Child Abuse Prevention and Treatment and Adoption Reform Act of 1978 (Public law 95-266)</p>
<p>1980 Adoption Assistance and Child Welfare Act, Public Law 96-272 focuses on family preservation efforts to help keep families together and children out of foster care or other out-of-home placement options. Also focuses on family reunification or adoption if a child is removed from the home. An adoption subsidy reimbursed by the federal government is also provided through this law for special needs children.</p>
<p>The law brought about regular judicial reviews for children in foster care with an emphasis on returning children home as soon as possible; defined special needs children as those who can't return home, has a condition that the child can't be placed without assistance, and has not been able to be placed in an adoptive home without assistance in the past; prevent children from being placed out-of-home by showing that "reasonable efforts" have been made to keep a child home; a plan must be determined regarding a child's future within 18 months after being placed in foster care, whether the plan is family reunification,</p>

adoption, or continue on in foster care; in order to receive Federal matching funds, States have to show that they have been making "reasonable efforts" to keep children out of the system and with their family and return children that have been removed as soon as possible.

<https://www.thespruce.com/adoption-assistance-and-child-welfare-act-26897>

1984 Community Based Child Abuse and Neglect Prevention Grants program was originally authorized by sections 402 -409 of the Continuing Appropriations Act for FY 1985 (Public Law 98-473)

1988 Child Abuse Prevention and Adoption and Family services Act of 1988 (Public law 100-294) Completely rewrote CAPTA AR 1978.

1989 Child Abuse Prevention Challenge Grants Reauthorization Act of 1989 (Public Law 101-126 transferred the Community based Child Abuse and Neglect Prevention Grants program to the Child Abuse Prevention and Treatment act as amended.  
Drug Fee School Amendments of 1989 (Public Law 101-226)

1990 Steward B. McKinney Homeless Assistance Act Amendments of 1990 (public law 101-645), a new title III, Certain preventive Services Regarding children of Homeless Families or Families rights of homelessness was added.

1992 The CAPTA was amended and reauthorized by the Child Abuse, Domestic Violence, Adoption, and Family Services Act of 1992 (Public Law 102-995) and the Juvenile Justice and Delinquency Prevention Act Amendments of 1992 (Public law 102-586).

1993 Older America Act Technical Amendments of 1993 (Public Law 103-171), amended CAPTA

1994 Human Services Amendments of 1994 (Public Law 103-252), amended CAPTA

1996 Child Abuse Prevention and Treatment Act Amendment of 1996 (Public Law 104-235) which amended Title I, replaced the Title II community Based Family Resource Centers program with a new Community Based Family Resource and support program, and repealed Title III, centered around preventive services regarding Children of homeless families or families at risk of homelessness.

1997 PL 105-89 Adoption and Safe Families Act (ASFA). Amends the 1980 Adoption Assistance and Child Welfare Act. The Adoption and Safe Families Act (ASFA) was enacted in 1997 in response to concerns that many children were remaining in foster care for long periods or experiencing multiple placements. This landmark legislation requires timely permanency planning for children and emphasizes that the child's safety is the paramount concern. Specifically, ASFA:

Clarifies the meaning of reasonable efforts to emphasize **safety** of the child as the paramount concern and to add "safety of the child" to every step of case planning and review processes

Allows for concurrent planning, the simultaneous exploration of family reunification and other permanency options

Requires States to file for **termination of parental rights (TPR)** once children have been in foster care for 15 of the most recent 22 months, except in certain allowable circumstances, and encourages States to expedite TPR in specific situations of severe harm inflicted on children

Mandates States to document efforts to find adoptive or other permanent placements for children, including placements with fit and willing relatives

Gives preference when making placement decisions to adult relatives over nonrelative caregivers when relative caregivers meet all relevant State child protection standards

Emphasizes adult relatives over nonrelative caregivers when relative caregivers meet all relevant State child protection standards when making placement decisions; the Personal

<p>Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193, was the first law giving legal preference for relatives. It requires criminal background checks for all foster and adoptive parents.</p> <p><a href="https://www.gpo.gov/fdsys/pkg/BILLS-105hr867enr/pdf/BILLS-105hr867enr.pdf">https://www.gpo.gov/fdsys/pkg/BILLS-105hr867enr/pdf/BILLS-105hr867enr.pdf</a></p>
<p>Promote the adoption of children in foster care (amended Title IV-E of the Social Security Act.)</p>
<p>1999 PL 106-169 John H. Chafee Foster Care Independence Program, Title I. Provides funds to states to assist youth and young adults (up to age 21) who are leaving foster care by providing educational, vocational, practical, and emotional services and supports. Title I of the Act gives states the option to extend Medicaid coverage to youth between 18 and 21 years of age, who were in foster care on the 18<sup>th</sup> birthday.</p>
<p>2001 No Child left Behind. Included Title I provisions applying to disadvantaged students. It mandated student assessments in order for federal funding.</p>
<p>2001 Promoting Safe and Stable Families (PSSF) Amendments. Extends and amends the Protecting Safe and Stable families program, provide new authority to support programs for mentoring children of incarcerated parents, and amend the Foster Care independent living program under the Title IV to provide for educational and training vouchers for youth aging out of foster care</p>
<p>2003 Keeping children and Families Safe Act 2003(public Law 108-36), amended Title I and replaced Title II Community Abased family resource and support program with Community-based Grants for the prevention of child abuse and Neglect.</p>
<p>2006 Safe and Timely Interstate Placement of Foster Children Act. To improve protections for children and to hold states accountable for the safe and timely placement of children across state lines.</p>
<p>2008 PL 110-351 Fostering Connections to Success and Increasing Adoptions Act of Also known as the FCA (Fostering Connections Act). This law amended parts B and E of Title IV of the Social Security Act (to connect and support relative caregivers, improved outcomes for children in foster care, provide for Tribal foster care and adoption access, improve incentives for adoption and for other purposes).</p> <p><a href="https://www.childwelfare.gov/pubPDFs/about.pdf">https://www.childwelfare.gov/pubPDFs/about.pdf</a></p>
<p>2010 CAPTA Reauthorization Act of 2010 (Public law 111-320) which amended both Titles I and II</p>
<p>2013 The Uninterrupted Scholars Act (USA)</p> <p>Amended the Family Educational Rights Privacy Act (FERPA) to permit schools to share the education records of children in the dependency system with caseworkers and other officials in the child welfare system. Specifically authorizes schools and school districts to release a student’s educational records to “an agency caseworker or other representative of a state or local child welfare agency, or tribal organization” when the agency or organization is legally responsible for the care and protection of the students. This release is authorized provided that the education records or the personally identifiable information contained in such records of the student will not be disclosed except to an individual or entity addressing the student’s education needs. DCF, acting individually or through a contracted Community Based Care agency (CBC) and an individual case worker of a child in the child welfare system are “legally responsible “for any child for whom the dependency courts of this state have issued an order placing the child in shelter care pursuant to FL 39.402 and/or adjudicated the child dependent pursuant to FS 39.507.</p>
<p>2014 The Patient Protection and Affordable Care Act (ACA) (fully implemented in January) Increases the number of individuals who have access to health insurance, simplifies insurance enrollment, requires that benefits include substance abuse and mental health</p>

<p>coverage, as well as medical services, and promotes innovations to help coordinate the fragmented delivery of care. Includes a targeted provision to require health insurance coverage under Medicaid for youth ages up to age 26 previously in foster care and enrolled in Medicaid.</p> <p><a href="https://www.hhs.gov/sites/default/files/patient-protection.pdf">https://www.hhs.gov/sites/default/files/patient-protection.pdf</a>  <a href="https://www.hhs.gov/sites/default/files/reconciliation-law.pdf">https://www.hhs.gov/sites/default/files/reconciliation-law.pdf</a></p>
<p><a href="#">Preventing Sex Trafficking and Strengthening Families Act of 2014 (H.R. 4980)</a>, requires state child welfare agencies to: ensure that children in foster care age 14 or older participate in the development of, or revision to, his or her case plan which must describe the foster child’s rights. (see link below for the law describing rights of foster care children.  <a href="http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=0000-0099/0039/Sections/0039.4085.html">http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=0000-0099/0039/Sections/0039.4085.html</a></p>
<p>2015 Every Student Succeeds Act (ESSA)  Reauthorizing the Elementary and Secondary Education Act (ESEA), which “ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education.” Retains standardized testing, but gives states more control. Provides for foster care students to remain in the same school when in the child’s best interest; immediate enrollment in school and transfer of school records; and school transportation provisions, when necessary; removes “awaiting foster care placement” from the definition of homeless; requires data collection and reporting; specifies Charter schools receiving Title IV part C funding must ensure inclusion for all students in recruitment and enrollment practices, removing any barriers for foster care youth.</p>
<p>2016 The Child Abuse Prevention and Treatment Act, amended by P.L. 114-22, the Justice for Victims of Trafficking Act of 2015 and P.L. 114-198, the Comprehensive Addiction and Recovery Act of 2016.  <a href="https://www.acf.hhs.gov/sites/default/files/cb/capta2016.pdf">https://www.acf.hhs.gov/sites/default/files/cb/capta2016.pdf</a></p>
<p>2018-The Family First Prevention Services Act reforms child welfare funding streams: Title IV-E and IV-B of the Social Security Act to provide services to families who are at risk of entering the child welfare system. Prevents children from entering foster care by allowing federal reimbursement for mental health services, substance use treatment, and in-home parenting skill training. Improves the well-being of children already in foster care by incentivizing states to reduce placement of children in congregate care.</p>

**Florida State**

<p>Chapter 39 Proceedings relating to Children  <a href="https://www.dcf.state.fl.us/admin/publications/fsp/chapter39.pdf">https://www.dcf.state.fl.us/admin/publications/fsp/chapter39.pdf</a></p>
<p>FS 39.4085 Foster Youth Bill of Rights  <a href="http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=0000-0099/0039/Sections/0039.4085.html">http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=0000-0099/0039/Sections/0039.4085.html</a></p>
<p>F.S. 409.1755 Title XXX Social Welfare One Church, One Child of Florida Corporation Act; Black churches will help find home for black children available for adoption as well as training and reports to the legislature of issues affecting black children.  F.S. 409.1671 Foster Care and related Services; outsourcing  <a href="http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=0400-0499/0409/Sections/0409.175.html">http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=0400-0499/0409/Sections/0409.175.html</a></p>
<p>“Quality Parenting or Children in Foster Care Act” (2013) recognizes the importance of allowing children in foster care the ability to take part in everyday activities without the involvement of case managers, provider agencies or the court system; extends foster care from 18 to 21.  <a href="http://laws.flrules.org/2013/21">http://laws.flrules.org/2013/21</a></p>
<p>Nancy C. Detert Common Sense and Compassion Independent Living Act (2015) provides</p>

that when the court obtains jurisdiction over a child who has been found to be dependent, the court retains jurisdiction until the child reaches 21 year of age; providing exceptions; directing the Department of Children and Families to work in collaboration with the board of governors, the Florida college system, and the Department of Education to help address the need for a comprehensive support structure in the academic arena to assist young adults who have been or remain in the foster care system.

<https://www.flsenate.gov/Session/Bill/2015/496/BillText/c3/PDF>

Chapter 39; revised 7/2016

<https://www.dcf.state.fl.us/admin/publications/fsp/chapter39.pdf>

## ESSA AND FOSTER CARE YOUTH

For the first time ESSA provides key protections for students in foster care to promote school stability and success, and required collaboration with child welfare partners.

Protections for foster care children are included because they are some of the country's most educationally disadvantaged students. Studies show students in foster care experience school suspensions and expulsions at higher rates than their peers not in foster care, lower standardized test scores in reading and math, high levels of grade retention and drop-out, and far lower high school and college graduation rates. The specific protections are:

Remain in the same school when in the child's best interest.

- Children in foster care frequently change schools-when they first enter foster care, when they move from one foster care living arrangement to another, or when they return home.
- Research shows that children who change schools frequently make less academic progress than their peers and fall farther behind with each school change-leading to low test scores, negative academic outcomes, and high drop-out rates. Additionally instability makes it difficult for children to develop supportive relationships with teachers or peers.
- State education agencies must assure that students in foster care remain in their school of origin, unless it is not in their best interest. Federal law already requires child welfare agencies to ensure school stability when it is in the child's best interest; this law creates reciprocal obligations on educational agencies.

Immediate enrollment in school and transfer of school records.

- Children in foster care frequently face delays in school enrollment or are placed in the wrong classes or schools, often due to misisngm, incomplete, or delay school records and documentation.
- Children in foster care can enroll immediately in a new school when a school change is necessary, even if the child cannot produce normally required enrollment documents and school records. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant education records.

School transportation when necessary

- For some students transportation is needed to allow them to remain in the same school. Effective 12/10/16, LEA and CWA must develop plans for providing cost-effective transportation when needed to allow students to remain in the same school.

Point of contact designated within state education agency

- Every state education agency must designate a POC for CWAs. To ensure that the point person has the capacity to resources needed, the individual must be someone other than the state's McKinney-Vento Act Coordinator.
- Having a point person focused on foster care in every state's education agency is vital to effective implementation of the new law. The point person should facilitate efficient communication and collaboration with the state CWA, oversee the rights and protections for student in foster care under the law, identify best practices, and ensure effective implementation at the LEA level and with public charter schools.

Local Educational Agency (LEA) POC

- When the CWA notifies the LEA (typically a school district, but it could also be a charter school or other LEA) that it has a point of contact for the education of children in foster care, the LEA is now required to designate a similar point of contact. This exemplifies the type of collaboration needed to support implementation of the law: both CWAs and LEAs need to designate staff to ensure school stability and support the educational success of children in care.

Removal of "Awaiting Foster Care Placement from the McKinney-Vento Homeless Assistance Act

- POCs in the LEA can help ensure: streamlined communication and collaboration with the CWA and the CWAPOC; smooth implementation of the provisions of ESSA; and, if a school change is warranted, smooth transitions of children by connecting them with their new school communities.
- Because of the addition of these key protections for students in foster care and in recognition of the need for additional resources for students who are homeless, ESSA removes this requirement effective 12/10/16.

Required data collection and reporting

- For the first time SEA will be required to report annually on student achievement and graduation rates for students in foster care. To implement this requirement, education agencies and CWAs will need to work together to ensure effective, appropriate, and confidential data and information sharing between systems.
- Reporting student data by subpopulations can help school districts and states identify trends and use limited resources where they are needed most. Disaggregating student data is also critical to raise public awareness about the educational needs of youth in foster care, increasing support for needed policy and practice changes.

Charter Schools

- States receiving charter school grants under Title IV Part C of the new law must work with charter schools on recruitment and enrollment practices to promote inclusion of all students. This includes eliminating any barriers to enrollment for youth in foster care.

## Foster Care Facts

Youth enter foster care due to experiencing severe abuse and/or neglect as decided by a dependency court case. Family stress factors such as poverty, substance abuse, incarceration, mental illness, death, and homelessness have forced the state to intervene in the lives of families to protect children from abusive and neglectful situations. Foster care provides a temporary living arrangement for reported abused, neglected, and dependent children who need a safe place to live when their parents are unable to take care of them.

Long term goals are critical. Over 1/3 of youth in foster care do not receive a high school diploma or GED by the time they reach 19 years of age, as compared to less than 10% of their peers in a national sample.

Daily attendance is crucial for success. Students in care are two times as likely to be absent from school.

Stability is imperative. 40% of students in care will experience at least 3+ home moves in a year.

Positive behavior supports are important. Students are two to three times more likely to be suspended or expelled from school.

Being trauma informed is paramount. Traumatic events may be at the core of academic or social/emotional difficulties that the student faces.

There are over 400K children in foster care nationwide on any given day. There are nearly 19K youth in foster care in Florida.

As of March 2018, in Broward County, there were 3,397 children served with an average of 2005 children in care.

28% of foster youth are in the foster care system for a period of three or more years.

25% of foster youth switch homes at least five or more times before their 18<sup>th</sup> birthday.

Youth in foster care suffer from PTSD (Post Traumatic Stress Disorder) at a higher rate than returning combat war veterans, and more than half struggle with mental health challenges stemming from the trauma they have endured.

Academically, foster youth face challenges due to home placements and school transitions, lack of basic skills, and emotional upheaval. Access to important socialization opportunities such as extracurricular activities is limited.

Foster youth have significantly higher rates of absenteeism at school than their peers and with each school change a foster youth loses four to six months of academic progress. In terms of longer-term education objectives, foster youth are half as likely as their peers to enroll in college preparatory courses, even when they have similar test scores and grades.

44% of foster youth who spend all four years of high school in care graduate from high school on time as opposed to their peers, 80% of whom graduate on time.

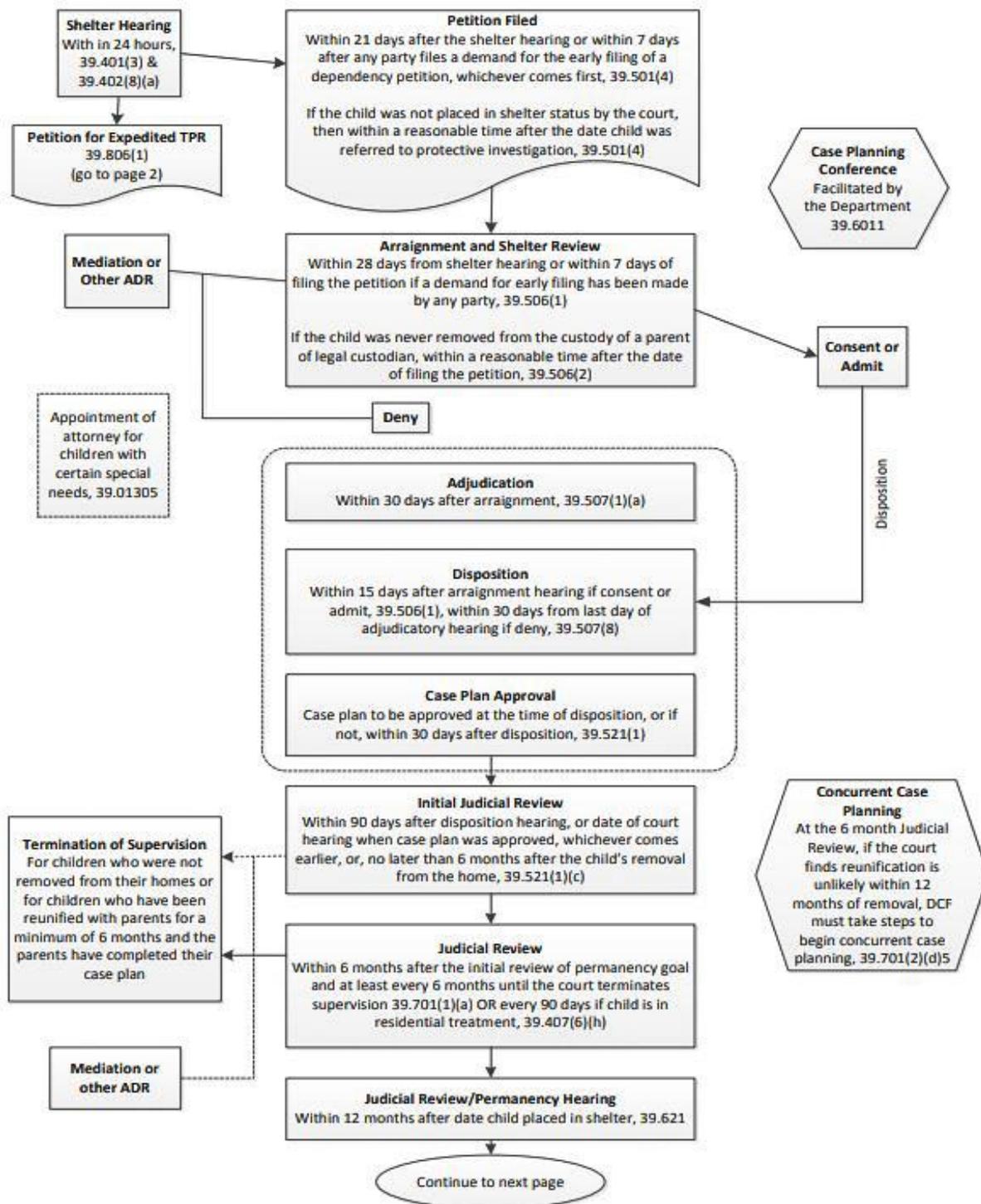
Foster youth fall behind their peers on educational measures such as grades, test scores, and discipline

24% of students in foster care receive special education services.

70% of teens that age out of foster care say they want to attend college, however less than 3% achieve a bachelor degree.

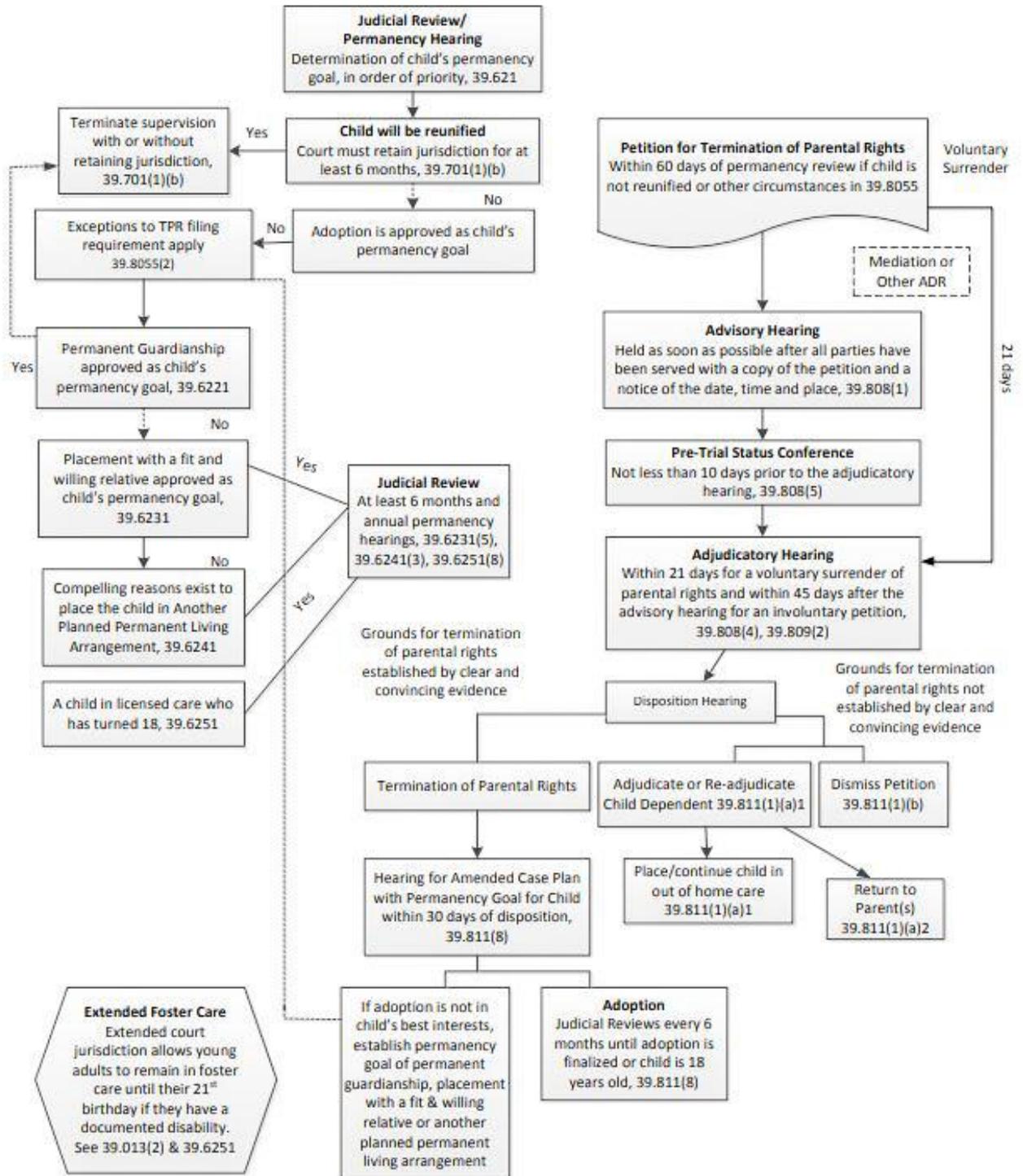
# Dependency Case Progression

## DEPENDENCY CASE MANAGEMENT FLOWCHART



# DEPENDENCY CASE MANAGEMENT FLOWCHART

(continued)



- Abuse Report 180096ABUSE
- Report made regarding suspected abuse or neglect. Call recorded and request made for a Child Protective Investigator to investigate (commence) the case.

• **Initial Removal** The Broward Sheriff's Office, Child Protective investigations Section, is responsible for investigating reports of abuse, neglect or abandonment in Broward County. In most other counties the Department of Children and Families retains this function. When a child is removed from his/her home, ChildNet handles the care and case coordination via their Intake Center, known as SafePlace including the following: the placement, medical screening and any other necessary appointments, and first parental visitation, if permitted. Any prospective relative and /or non-relative caregivers are considered for potential placement. Background checks and home studies must be completed on any prospective placements. It may be necessary for a child to spend time at SafePlace's Shelter, until an alternative placement can be secured. Efforts are made to keep sibling groups together whenever possible. Unfortunately, available foster home placements fall short of the need in our community. **It is anticipated that for most students, continuation in their current school (rather than a temporary move to another school) is in their best interest, especially during this period of time when the child's sleeping location could change rapidly in a short period of time.**

• **Shelter Hearing**

• A shelter hearing is held within 24 hours of a child's initial removal from their home. At this hearing a judge will determine whether the child shall be maintained in state care, placed with an approved relative or other caregiver, or can be returned safely to their home. This is only a probable cause hearing to verify whether or not there were legal grounds to remove the child due to imminent risk of safety to the child. Of particular safety concerns are the court-ordered sanctions with regard to contact with the child by parental or other individuals.

• **Placement in Shelter, Foster Home, Relative or Non-Relative**

• Parents are required to provide names of any individuals, relative and/or non-relative, who may be viable placement alternatives to foster care, and often these placements may be made within a short period of time after removal. The court may also order changes in placement and/or visitation at any subsequent hearings. At a minimum, the court has a hearing on children known to the department every six months. The judge must review the child's educational status/performance as well as address the matter of parent involvement in the educational decision-making processes, at these hearings.

• The Foster Care Student Registration Form (Salmon Form), completed (within 24 to 72 hours) by the Child Advocate (ChildNet) is required for every child in both licensed and unlicensed care attending a BCPS or charter school. The form contains important information regarding the child's placement location and contact information while in care. (see sample). The ChildAdvocate completes this form for any and each child entering care and/or experiencing any changes related to the case. The CA sends the form, court orders, and any other pertinent documents to [fostercare@browardschools.com](mailto:fostercare@browardschools.com) (FC program office email) to be processed (coding of student and authorization for school change). After the forms are processed, they are sent to the school based FCD to ensure compliance in providing educational and behavioral support for the identified student. Questions or concerns related to any child suspected or known to be under the jurisdiction of the dependency courts must be directed to the FC program office.

• **Continuous Case Reviews**

• Case reviews and hearings will be conducted until the case plan is completed upon which the child is returned to the parent. If the case plan is not completed a child may be placed for adoption, may remain in long term foster care, or permanently placed with a relative or non-relative.

## Registration & Withdrawal Procedures

The District Foster Care Program Office will oversee and authorize ALL Registrations/Withdrawals of youth coded Foster Care (Out of Home – placement). Notification of authorized registrations/withdrawals will be emailed to the FCD, IMS/IMT, & Registrar at the school.

### Broward County School to Broward County School

#### *REGISTRATION*

Prior to registering a foster care coded student (student who has been removed from the care of his/her parent due to abuse, neglect, or abandonment and placed in an out of home setting), ensure that you are in receipt of the:

- 1.1.1.1. Email with subject “*Authorization for Registration*” from [fostercare@browardschools.com](mailto:fostercare@browardschools.com).
- 1.1.1.2. ChildNet Staff: Child Advocate, Child Advocate Supervisor, and Educational Specialist will also receive the authorizing email.
- 1.1.1.3. Email is sent with following documents:
  - 1.1.1.3.1.1.1. Salmon Form
  - 1.1.1.3.1.1.2. Court Order
  - 1.1.1.3.1.1.3. Completed School Stability Checklist
  - 1.1.1.3.1.1.4. Other pertinent documents that have been provided.
- 1.1.1.4. As required by statute\*:
  - 1.1.1.4.1.1.1 Student is expected to be enrolled without delay.
  - 1.1.1.4.1.1.2 Enrollment of foster care youth without the regular registration documents (should  
  
that be necessary; ensuring follow up within 30 days). Schools must contact the FC  
  
Program office with any requests for documents not submitted.
- 1.1.1.5 Child Advocate will contact the school to facilitate the completion of the registration and schedule of  
  
the student.
- 1.1.1.6 School must inform Child Advocate or authorized party of school specific registration information  
  
(registration times; school hours; schedule meeting with FCD)
- 1.1.1.7 Anyone list on the Salmon Form with appropriate ID may register the student.

#### *WITHDRAWAL*

Prior to withdrawing a foster care coded student (student who has been removed from the care of his/her parent due to abuse, neglect, or abandonment and placed in an out of home setting), ensure that you are in receipt of the:

- 2.2.2.1 Email with subject “*Authorization for Withdrawal*” from [fostercare@browardschools.com](mailto:fostercare@browardschools.com)

- 2.2.2.2 **ChildNet Staff: Child Advocate, Child Advocate Supervisor, and Educational Specialist will also receive the authorizing email.**
- 2.2.2.3 **Email is sent with following documents:**
  - 2.2.2.3.2.2.1 Salmon Form
  - 2.2.2.3.2.2.2 Court Order
  - 2.2.2.3.2.2.3 Completed School Stability Checklist
  - 2.2.2.3.2.2.4 Other pertinent documents that have been provided.
- 2.2.2.4 **As required by statute\*:**
  - 2.2.2.4.2.2.1 **School stability checklist must document a compelling reason for the student not to remain at the school.**
  - 2.2.2.4.2.2.2 **District Office, School staff, Child Welfare, and other parties MUST collaborate to decide on the best interest school placement.**
  - 2.2.2.4.2.2.3 **Disputes are handled by executive level personnel to reach an agreement.**
  - 2.2.2.4.2.2.4 **Child welfare retains the rights to determine final outcome after dispute resolution.**
- 2.2.2.5 **Anyone listed on the Salmon Form with appropriate ID may withdraw the student.**
- 2.2.2.6 **The district Foster Care Program office may notify the school via email or phone to proceed with the completion of the withdrawal on TERMS, if the caregiver or child welfare staff is unable to physically appear at the school site.**

## SUSPECTED FOSTER STUDENTS NEW TO BROWARD COUNTY SCHOOLS

### *REGISTRATION:*

Foster parents or group home staff may attempt to register these youth. They will not be coded as foster care students in BCPS and will likely have an open dependency case in another county or state. ChildNet may not be supervising the case. Prior to registering the foster care student (student who has been removed from the care of his/her parent due to abuse, neglect, or abandonment and placed in an out of home setting), you must receive authorization to proceed:

- 3.3.3.1 **Call the District Foster Care Office 754 3211 1565 and indicate that you have an out of county foster care student.**
- 3.3.3.2 **Scan and email all documents to [fostercare@browardschools.com](mailto:fostercare@browardschools.com). FC office staff will review documents and will make a determination regarding appropriate school placement.**
- 3.3.3.3 **If the school is appropriate, you will be notified that the office will process the authorization.**

**3.3.3.4 Receive Email with subject “Authorization for Registration” from [fostercare@browardschools.com](mailto:fostercare@browardschools.com).**

**3.3.3.5 ChildNet Staff: Child Advocate, Child Advocate Supervisor, and Educational Specialist will also**

**receive the authorizing email.**

**3.3.3.6 Authorizing email will have the following attached documents:**

3.3.3.6.3.3.1 Salmon Form

3.3.3.6.3.3.2 Court Order

3.3.3.6.3.3.2 Completed School Stability Checklist

3.3.3.6.3.3.3 Other pertinent documents that have been provided.

**3.3.3.7 As required by statute\*:**

3.3.3.7.3.3.1 Student is expected to be enrolled without delay.

3.3.3.7.3.3.2 Enrollment of foster care youth without the regular registration documents (should

that be necessary; ensuring follow up within 30 days). Schools must contact the FC

Program office with any requests for documents not submitted.

3.3.3.8. Authorized caregiver or Child Advocate will contact the school, if appropriate, to facilitate the

completion of the registration and schedule of the student.

3.3.3.9 School must inform Child Advocate or authorized party of school specific registration information, if

appropriate. (registration times; school hours; schedule meeting with FCD)

3.3.3.10 Anyone list on the Salmon Form (or Foster Care Registration Form with appropriate ID may register the student.

## **BROWARD COUNTY SCHOOL TO OUT OF COUNTY SCHOOL**

### ***WITHDRAWAL***

**Prior to withdrawing a foster care coded student (student who has been removed from the care of his/her parent due to abuse, neglect, or abandonment and placed in an out of home setting), ensure that you are in receipt of the:**

**4.4.4.1 Email with subject “Authorization for Withdrawal” from [fostercare@browardschools.com](mailto:fostercare@browardschools.com)**

**4.4.4.2 ChildNet Staff: Child Advocate, Child Advocate Supervisor, and Educational Specialist will also receive the authorizing email.**

**4.4.4.3 Anyone listed on the Salmon Form with appropriate ID may withdraw the student.**

**4.4.4.4 The district Foster Care Program office may notify the school via email or phone to proceed with the completion of the withdrawal on TERMS, if the caregiver or child welfare staff is unable to physically appear at the school site.**

\* ESSA requires that enrollment of these youth is conducted without delay. Pursuant to FS 1003.21 and

1003.22, children who have been adjudicated dependent or are in shelter care are given a 30- day temporary exemption for proof of age, immunizations, and health examinations required for registration.

Court orders typically state “the department retains custody”. It is important that the FCD and front office school staff understand that students who are brought in for either a withdrawal or a registration within 24 hours of being sheltered, must not be allowed to withdraw or enroll the student without contact the foster care program office. In these instances, the Child Advocates are not assigned for approximately two weeks. Our office and the schools can curb many of the school mobility issues of this nature.

Under no circumstances should foster care youth be denied or delayed in registration and/or obtaining a schedule due to lack of documents and/or academic records. Questions or concerns may be directed to the foster care program office 754 321 1557 or via [fostercare@browardschools.com](mailto:fostercare@browardschools.com).

Withdrawals of foster care youth are directed by district policy and must include a school stability communication/checklist, as applicable. If it is determined that a change in school is necessary in the best interest of the child, the CA, foster parent or caregiver shall withdraw the student. The FCD must feedback regarding school stability and must sign off that the School Stability checklist is signed, as applicable.

FCD at the withdrawing school should conduct a soft transition with the FCD of the enrolling school.

In the beginning and end of the school year, it is highly recommended that school staff participate in pre-planning and post planning of the dependent care youth’s academics who reside in licensed group homes, shelters, or shelters.

#### Summer Registration/Withdrawal

The FCD is responsible to ensure that summer staff accepting registrations/withdrawals of foster care youth (to/from their school of origin) ensure that the procedures for registration/withdrawal are followed correctly.

Foster care students may be homeless, but generally speaking are not. Please do not confuse the situations. For any questions/concerns, contact the foster care program office 754 321 1551 or via email: [fostercare@browardschools.com](mailto:fostercare@browardschools.com).

## TERMS Coding

### A03

Demographics must match “caregiver’s” information on the Salmon Form.

Use code 29 in assignment section if student is out of boundary due to removal from home. This code allows for securing transportation to maintain school stability.

### A05:

Enter the caregiver’s information, the child advocate’s information, the child advocate’s supervisor’s information, and court order information as provided on the Salmon Form.

Remove previous information, including the parents.

TIP: Print a copy of the A05 panel information before deleting. Place in the FC Confidential folder.

### A23:

The foster care office staff enters the information on the A23 panel to display active/inactive foster care (DCF) status.

## School Meal Benefits

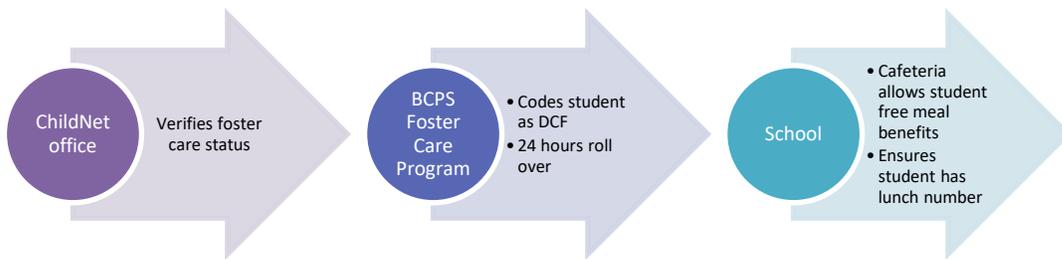
All youth involved in dependency care and are living in out of home placements are eligible for meal benefits.

When coded active foster care, the student is direct certified and is approved for free meals.

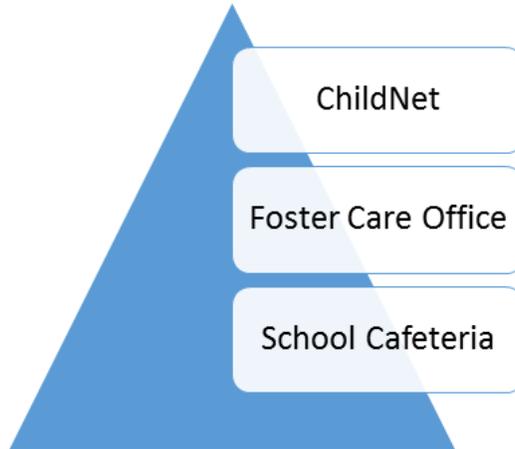
On the A04 screen, the lunch code will reflect “D”. This is the code that automatically certifies the child to receive free meal benefits. (It is also the Medicaid eligible code).

This automatic certification does not apply to children in foster care who are living with the non-offending parent, children who are with family members without dependency court involvement.

If the child is an unaccompanied minor, contact the HEART department to ensure that the child is coded correctly as a HEART program recipient.



New students entering through-out the school year will need to be verified and it may take up to 48 hours for school cafeteria staff to access information once it is entered in our system. ChildNet Case Advocate is responsible to ensure that information is shared with appropriate staff.



FCDs should contact the district program office via email to [fostercare@browardschools.com](mailto:fostercare@browardschools.com) or phone 754 321 1565 (indicate student’s first and last name and date of birth) regarding students entering from out of the county to ensure benefits are applied as soon as possible.

Foster parents interested in breakfast and lunch menus, further information may be obtained on the Food and Nutrition Website: <http://www.broward.k12.fl.us/foodservice/>

## Educational Stability

The school setting is often the one stable environment for youth in care as school provides an important focal point of their existence in which school staff and peers can be established/maintained.

Youth are enrolled in their home boundary school and upon removal that school is known as the school origin. ESSA requires that student in out of home placements be allowed to remain at the school of origin unless there is a compelling reason for removal.

Before any school change is recommended, a conference to include the foster youth, the FCD, the Child Advocate, the foster parent (relative or non-relative caregiver or provider), and/or the parent (as applicable) must be conducted (before withdrawing the youth) to determine if the change is in the best interest of the student. This meeting can be conducted as soon as possible, if there is a remote possibility of the student switching schools. All authorizations for moving schools must be provided by the district foster care program office.

There is typically a meeting referred to as the Family Team Meeting (FTM) conducted within several days, with ChildNet where the CA is assigned.

Child Advocates as stated previously are not assigned immediately. It is crucial that you provide input as to the child's educational impact at all times. Both the Federal Fostering Connections to Success Act and F.S. s. 39.0016 require that when we change a child's home, we should not necessarily change the child's school.

We are required to do a best interest assessment of whether the child should stay in the school he or she was attending immediately prior to our removal to the new home (the "school of origin").

The child's best interest is based on a number of factors, including distance (which implicates travel time), the quality of the current school versus that of the proposed new school, whether the child's needs are being met in the current school versus whether they can be met in the proposed new school. If it is in the child's best interest to remain in the current school, then it is up to the ChildNet to request transportation through the district foster care program office.

In the interim, until the request is completed, ChildNet is expected to transport the student. Requests take anywhere from 2 to 10 days.

If it is not in the child's best interest to remain in the current school, then we are also required to ensure the child is enrolled in the new school immediately (using the dictionary definition, i.e., without delay). The research data shows that every time a student is moved to a new school (I believe this is within the current school year), the student falls behind 4 to 6 months in their educational progress.

Thus the majority of our students in foster care are significantly behind grade level, or achievement level?

Following are a few proposed questions for you to discuss with the Child Protective Investigator or case manager concerning the child's school placement. We should always discuss this issue when we know in advance that a child will be moved, and we should also discuss if the child has already been moved. Please be sure to inquire not only as to the conclusion, but also ask for the information that forms the case manager's (CPI's) conclusions.

1. Where does the child currently attend school? Is this school within the attendance zones for the proposed new placement?

2. Have you (or anyone) spoken to the placement entity about foster homes in the current school zone?
3. Are there any suitable relative [or non-relative] placements available in the current school zone?
4. What does the child think about changing schools?
5. Does the child have any siblings in the current school?
6. Close friends or favorite teachers?
7. Extracurricular activities?
8. If the child will remain in the same school attendance zone, there is no need to inquire further.
9. If the child will need to transfer to another school due to the move, unless we make the decision for the child to stay in the current school, the following additional issues should be explored:
10. How is the child doing in the current school?
11. Does the prospective new school have the academic resources to better meet the child's needs?
12. If the child is in Special Education, is this school meeting the child's needs?
13. Will the proposed new school be able to meet the child's special needs better, about the same, or not as well?
14. Answer by looking at the child's IEP.
15. Is the current school a Title I school?
16. Is the proposed new school a Title I school?
17. If the child has special needs, but is not receiving Special Education services, which school better meets the child's academic and special needs?
18. What does the child think about changing schools?
19. Does the child have any siblings in the current school?
20. Close friends or favorite teachers?
21. Extracurricular activities?
22. How far away geographically is the current school from the (proposed) new placement?
23. How long time-wise will transportation to the current school take each day?
24. What would be the child's total transportation and school hours if the child remains in the current school?
25. How long will the process take to set up?
26. Which school will better support the child's participation in extracurricular activities?
27. What does the proposed foster caregiver think about keeping the child in the current school—will they be cooperative? If not, what are the objections; is there any way we can answer those objections?
28. Have you (or the Case Manager, if speaking with the PI) spoken to the school district liaison about providing transportation to and from the new placement to the current school?
29. Have you discussed with the school liaison whether this child meets the requirements of the McKinney-Vento Act? (Note: this discussion needs to occur as soon as possible, especially for the child who has just been taken into shelter care.)
30. Should you consider finding a pro bono attorney if the school denies "homeless" status?
31. For students in high school: are both the schools on the same type of schedule, i.e., regular or block scheduling?
32. If not, it can be harmful to change schools during a semester; the student may lose credit for time already spent in classes. If the student is presently in an alternative school: what will it take to get the child back into regular school?
33. If the child must move to a new school due to the change in placement, is it possible to wait until the end of a grading period?

In addition to the above questions, utilize the School Selection Checklist for further clarification on whether or not a child should be moved from the School of Origin (SOO).

# School Selection: A Checklist for Decision Making

<p><b>School of Origin Considerations</b></p> <p><b>__Continuity of instruction</b></p> <p>Student is best served due to circumstances that look to his or her past.</p> <p><b>__Age and grade placement of the student</b> Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time</p> <p><b>__Academic Strength</b></p> <p>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school</p> <p><b>__Social and emotional state</b></p> <p>The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave</p> <p><b>__Distance of the commute and its impact on the student's education and or special needs</b></p> <p>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</p> <p><b>__Personal safety of the student</b></p> <p>The school of origin has advantages for the safety of the student</p> <p><b>__Student's need for special instruction</b></p> <p>The student's need for special instruction such as Section 504 or special education and related services, can be met better at the school of origin.</p> <p><b>__Length of anticipated stay in a temporary shelter or other temporary location</b></p> <p>The student's current living situation is outside of the school of origin attendance zone, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</p>	<p><b>Local Attendance Area School Considerations</b></p> <p><b>__Continuity of instruction</b></p> <p>Student is best served due to circumstances that look to His or her future.</p> <p><b>__Age and grade placement of the student.</b> Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.</p> <p><b>__Academic Strength</b></p> <p>The child's academic performance is strong and at grade level, the child would likely recover academically from a school transfer.</p> <p><b>__Social and emotional state</b></p> <p>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</p> <p><b>__Distance of the commute and its impact on the student's education and or special needs</b></p> <p>A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.</p> <p><b>__Personal safety of the student</b></p> <p>The local attendance area school has advantages for the safety of the student</p> <p><b>__Student's need for special instruction</b></p> <p>The student's need for special instruction such as Section 504 or special education and related services, can be met better at the local attendance area school.</p> <p><b>__Length of anticipated stay in a temporary shelter or other temporary location</b></p> <p>The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in his local community.</p> <p>(Adapted from the Texas Homeless Education Office)</p>
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Other factors to consider in advocating for a child's educational stability are indicated below.

1. The permanency goal, plan and target date
2. Safety or other risk factors
3. The student's academic, social and emotional needs
4. Course/credit concerns for high school students
5. Therapeutic services/relationships, such as those provided in EBD programs
6. The previous mobility of the student as well as potential plans for reunification
7. Travel distance and length of bus ride, given child's age/developmental level
8. Ability for continued participation in before or after school activities/clubs
9. Sibling's school placement
10. Student's academic/career goals.

If after determining that the change is in the best interest of the child, it is recommended that the change take place at logical breaks in the school year such as ending of the marking period, semester, or school year.

ESSA specifies that BCPS and ChildNet must work collaboratively to ensure the educational stability of the youth.

School Stability Checklist (click on the link to view the document that is to be completed by the Child Advocate)

<http://www.centerforchildwelfare.org/kb/educsrc/School%20Stability%20Checklist%20for%20Children%20in%20OHC.pdf>

If the child must move to a new school, enrollment in the new school must occur immediately, i.e., the next day, without waiting for records to be transferred.

## School Reassignment

Reassignments for foster care students are processed in the same manner as a typical reassignment in most cases and typically take 15 calendar days to process.

If the reassignment window is closed and if there is a compelling situation that warrants reassignment, the Child Advocate in conjunction with the FCD, foster parents, etc. must discuss the issue of school stability and if determined that the student would benefit from a reassignment, send a letter (via email to [fostercare@browardschools.com](mailto:fostercare@browardschools.com)) to the program Coordinator detailing the specific situation.

The Coordinator will compose a letter on behalf of the student and forward to the student reassignment office. The reassignment procedures must be followed as indicated by board policy.

If foster parents or Child Advocates would like to request reassignments, it is recommended that they go through the foster care office in submitting the application. The office will facilitate sending the application to the demographics office. School Stability must be considered and sign off on by the school.

Schools that are projected to be at 102% or more enrollment capacity are an automatic no for reassignment (case by case may be requested for review). If a school's enrollment capacity is projected at 102% or less, there may be a chance of granting the reassignment.

Foster care students who receive reassignments are **not eligible for transportation**. If there is a compelling situation, email the Coordinator to review the case.

Code 29 – Social Services – is the assignment code indicated on the A03 panel. This code signals that the foster care student's school is out of boundary and that the foster care office provides transportation.

This code is not used for choice reassignment.

Reference the previous section for school reassignments, if necessary.

When meeting with foster care students to plan the next year or movement from one level to another, consult with the Child Advocate, foster parent, and biological parent. See the link below for further information on school reassignment.

<http://www.broward.k12.fl.us/dsa/SchoolChoiceOptions.html>

## Student Transportation

Youth enrolled in their boundary school where their out of home placements are less than two miles are not eligible for district provided transportation.

Youth enrolled in their boundary school where the out of home placements are more than two miles are eligible for district provided transportation that is requested by the school transportation designee.

Youth enrolled in an out of boundary school are eligible for district provided transportation, which the CA requests and submits electronically to the program office staff. The district program office personnel upon receipt of the transportation request completes a "Special Transportation" request to the district transportation department. These requests may take up to 10 days to finalize. In the interim, the CA is responsible for ensuring that the student is transported to and from school. ESSA and the Interagency agreement delineate transportation being provided by the school system and the local child welfare agency collaborating transportation in the interim. BCPS covers the costs of transporting our students. We do not receive funding from ChildNet.

A student enrolled in an out of boundary school and has to be dropped off at an afterschool care center is eligible for a Special Transportation request. Procedures are the same as the above.

ESE foster care students who are eligible for special transportation will be provided the special needs requests based on the IEP. If there is a concern about the pick-up and/or drop off location that needs to be more restrictive, the ESE specialist should be contacted to reevaluate the IEP. Transportation will route the closest, safest spot, as appropriate.

Youth enrolled in magnet programs are eligible for transportation as specified by SB policy and are not considered Special Transportation requests. The school transportation designee is responsible for ensuring transportation is coordinated.

For students who are reunified with his/her parent and will remain at the school may be best served requesting the empty seat bus policy for continued transportation to ensure school stability.

Transportation Contacts:

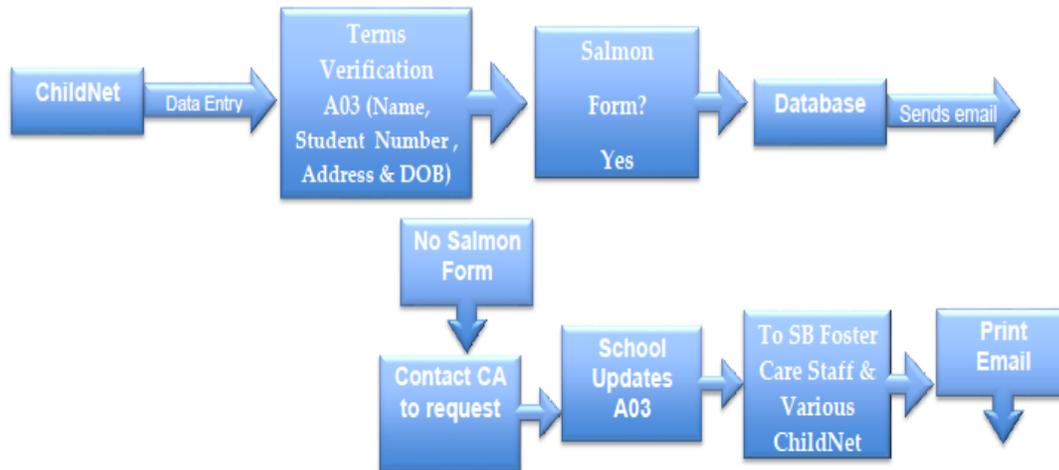
Carolyn Brownlee-Fuller  
754-321-4406  
Fax: 754-321-4435

<b>1001-1268</b>	<b>North</b>	<b>(7)-321-4000</b>
<b>2001-2294</b>	<b>Central</b>	<b>(7)-321-4480</b>
<b>3001-3297</b>	<b>South</b>	<b>(7)-321-4100</b>
<b>4001-4202</b>	<b>CentralWest</b>	<b>(7)-321-4150</b>
<b>5001-5237</b>	<b>NorthWest</b>	<b>(7)-321-4050</b>

**City transportation codes**

CC = Coconut Creek	LH = Lighthouse Point
CO = Cooper City	LD = Lauderhill
CS = Coral Springs	MA = Margate
DA = Dania	MI = Miramar
DF = Deerfield Beach	NL = North Lauderdale
DV = Davie	OP = Oakland Park
FT = Fort Lauderdale	PA = Plantation
HA = Hallandale	PB = Pembroke Pines
HL = Hillsboro Beach	PK = Parkland
HW = Hollywood	PO = Pompano Beach
LA = Lauderdale Lakes	SU = Sunrise
LB = Lauderdale-By-The-Sea	TA = Tamarac
WI = Wilton Manors	

## FOSTER CARE TRANSPORTATION PROCESS



- Enter the information in Transportation's Database
- Print out the record, attach the original ChildNet request and Salmon Form and place in the "pending" folder, by date entered.
- Check pending folder DAILY
- Once receive the email from transportation that has been routed
  - Print record from database
  - Email appropriate ChildNet staff, Foster Care Designee
- Pull original record from pending folder
  - Attach routed record
  - File by NAME in the Student's folder

## Academic monitoring

The FCD has the primary responsibility for coordinating and monitoring the support of and educational interventions for foster youth and to communicate with the CA and/or foster parent or caregiver to ensure student academic progress and social emotional stability.

FCD must conduct quarterly meetings with the foster youth and documented on BASIS, or L panel of TERMS (utilizing the codes following). L panel codes: FC1 Foster Care Child Contact; FC2 Foster Collateral Contact; FC3 Foster Child Record Review.

FCD are expected to utilize professional judgment in maintaining confidentiality when writing comments on TERMS/BASIS as related to the intervention(s) provided to the foster youth.

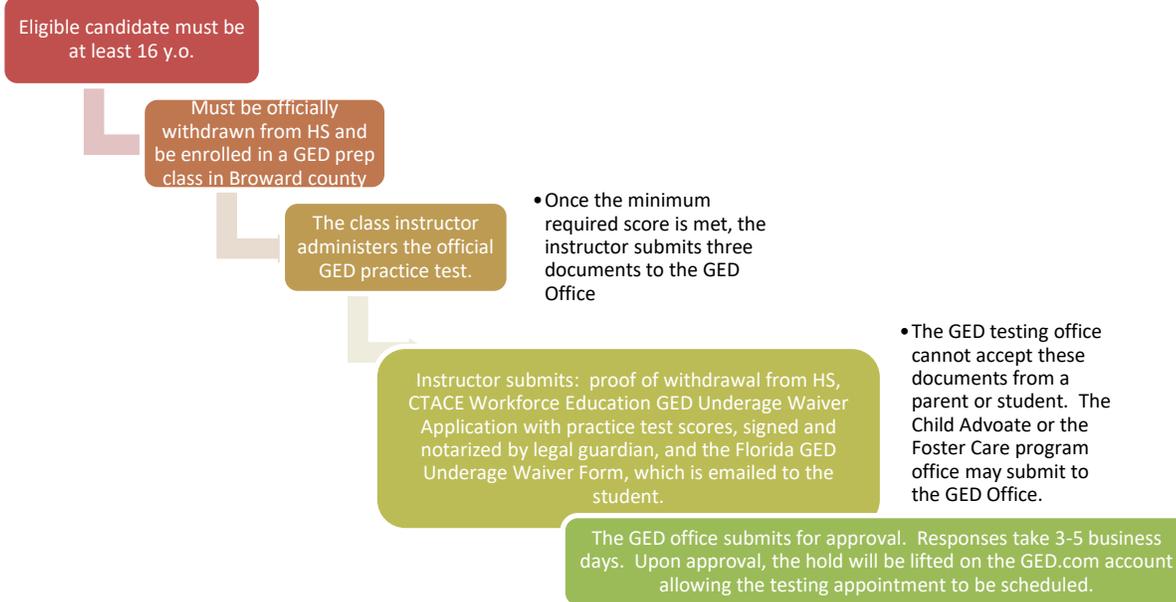
The FCD Checklist is the guiding document for ensuring accountability of meetings and review of academics and social behavioral issues/concerns and must be completed during the year and finalized at the end of each year.

FCD are expected to follow protocols for referring youth to the RtI team as applicable, before behaviors begin to escalate to an unmanageable level. MTSS supports can be implemented with guidance from the district DPI office and the foster care program.

FCD are expected to refer FC youth to the district's family counseling program for short term counseling, as deemed necessary.

# GED Waivers

Requests sometimes are made for students to be assisted with an underage GED waiver. These are requests for a student who is under the age of 18 to take the GED test. The technical schools have a representative that handles these requests at each of their sites as well. The approval process is indicated below.



The foster care program office serves to provide assistance in coordinating requests from ChildNet for GED Waiver.

Additional questions may be directed to Yolanda E. McNeill at (754) 321-7607. A list of GED locations is available at <http://www.browardcommunityschools.com/>.

The CTACE (Career, Technical, Adult and Community Education) office coordinates offers the following programs. They can be reached at 754 321 8400. Tyler Handerson, OSY Job Coach, CTACE can be reached for assistance via office (754) 321 8425 or cell (954) 232 0963 or via email: [tyler.handerson@browardschools.com](mailto:tyler.handerson@browardschools.com). The office contact number is 754 321 8442.

Adult Education	Out of School Youth (OSY) Grant
<input type="checkbox"/> 16+ for GED/Adult ESOL Classes	<input type="checkbox"/> Provides financial assistance (16-24 yrs) enrolled in GED
<input type="checkbox"/> Refer to one of the education sites	<input type="checkbox"/> TABE scores = 9+ R & M. Must provide social security card, BC, Passport, permanent resident card, picture ID
<input type="checkbox"/> Day/Evening classes available, depending on site	<input type="checkbox"/> GED test paid for (\$132)
<input type="checkbox"/> TABE Entry Test = \$10 GED	<input type="checkbox"/> Monthly transportation assistance
<input type="checkbox"/> CASAS Entry Test = \$10 (ESOL)	<input type="checkbox"/> Financial Incentives for active participation, completion & follow up.
<input type="checkbox"/> Registration Fee = \$10	<input type="checkbox"/> Advocate from OSY
<input type="checkbox"/> Tuition (3 terms per year) = \$30	<input type="checkbox"/> Paid work experience

## RtI/MTSS

<http://www.browardprevention.org/mtssrti/>

The foster care program office works with schools to ensure that students who exhibit behavioral, academic, and social emotional difficulties are provided appropriate interventions in the RtI/MTSS process.

FCDs, as best practice, should review each foster care student in RtI to ensure the student is receiving the supports needed. In some cases, students may refrain from displaying overt behavioral concerns and instead may revert to covert ways of coping with the stressors of being in foster care.

Child Advocates, GALs, foster/biological parents, Attorneys ad Litem, and/or therapists/counselors are encouraged to attend RtI meetings related to the foster care student.

Child Advocates have access to a variety of reports that may inform the schools responses for appropriate intervention. The FCD should make every attempt to contact the Child Advocate to request the report within a reasonable amount of time. If those efforts are not productive, contact the foster care office to obtain the reports.

Adrienne Dixon is the district manager for RtI/MTSS in Student Support Initiatives (office of Diversity, Prevention Initiatives DPI). She may be contacted via email for assistance in coordinating RtI at your school, if necessary.

The Foster Care program offices serves to provide guidance on the foster care youth involved in RtI.

## ESE Students

Foster Care students who are also students with disabilities (SWD) must be provided the appropriate supports necessary.

It is imperative that ESE students who are involved in foster care be monitored closely at the school setting.

In many cases, FBAs and PBIPs must be created in order to deal with problematic behaviors. Schools must provide appropriate supports according to IDEA and FAPE.

If a school does not provide the necessary supports as specified in board policy and district guidelines, the judge overseeing the case will assign an educational attorney to ensure that the child is not being denied services.

Helping to prevent due process cases are part of the foster care program office's responsibilities. The foster care program office serves as a support to help schools support the students as needed.

SWD who must be staffed for ESE services and whose parent's rights have been terminated or the parents have been deemed inadequate to make educational decisions must be assigned a Surrogate parent.

The ESE Specialist at the school site can request the assignment of a Surrogate parent from the District ESLS office. The office requires a copy of the court order limiting the parental rights.

## Parental Rights and Responsibilities

According to FL legislation "Caregiver" means the parent, legal custodian, permanent guardian, adult household member, or other person responsible for a child's welfare. "Family" means a collective body of persons, consisting of a child and a parent, legal custodian, or adult relative. "Parent" means a woman who gives birth to a child and a man whose consent to the adoption of the child would be required. If a child has been legally adopted, the term "parent" means the adoptive mother or father of the child. The term does not include an individual whose parental relationship to the child has been legally terminated, or an alleged or prospective parent. "Permanent guardian" means the relative or other adult in a permanent guardianship of a dependent child. "Relative" means a grandparent, great-grandparent, sibling, first cousin, aunt, uncle, great-aunt, great-uncle, niece, or nephew, whether related by the whole or half blood, by affinity, or by adoption. The term does not include a stepparent

According to federal law, the term "parent" means:

a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);

a guardian (but not the State (DCF/ChildNet) if the child is a ward of the State);

an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

except as used in sections [1415\(b\)\(2\)](#) and [1439\(a\)\(5\)](#) of this title, an individual assigned under either of those sections to be a surrogate parent.

### Natural Parents

When a child is in foster care, the parent retains the right and responsibility to be involved in their child's education unless those rights have been terminated or otherwise limited or restricted by the court. The school should be provided with a copy of the court order indicating any limits or prohibitions on parental contact with the student. In particular, cases where the end goal is re-unification, parents should be encouraged to support their child's ongoing education and understand the importance of their involvement, learn how to access needed educational services for their child, and attend parent-teacher conferences and other school meetings.

When it comes to children with an educational disability or a child suspected of such disability, the law is very specific regarding the biological/adoptive parent's role. Unless the court has terminated or limited the parents' educational decision-making rights, the parent must be considered the first choice as decision-maker, regardless of other aspects in their life (ie compliance with case plan, incarceration, etc.) This role includes signing consent for evaluation and ESE placement and being notified of, and invited to, all ESE staffings. When a parent is not willing or able to fulfill this role, another person must then assume this responsibility. What that person is will depend on the child's placement type and other factors.

### Foster Parents

The role of the foster parent in educational matters can be confusing for everyone. For general educational matters, the law in Florida extends the same parental privileges and responsibilities to foster parents as is to natural parents since they are the daily caretaker of the student. The foster parent may enroll students, receive educational information, and provide consent for release of information. Schools will communicate directly with the foster parent when it comes to typical academic/behavioral/health issues (to include attendance, conferences, report cards, or illness). It is imperative that updated contact information is maintained by the school to ensure effective communication. Foster parents should be encouraged to participate in conferences with student's teachers and provide input about grading, attendance, behavior, exceptional student education (ESE) records, and section 504 rights. Students who are enrolled in special education or are identified as possible candidates for special education, a foster parent considered "regular" or "enhanced" may serve as the parent, if the biological/adoptive parents have had their rights terminated, limited by the court, or cannot be located or are unknown. Foster parents whose foster homes are therapeutic or are designated Association for Persons with Disability (APD) foster homes may NOT sign consent for reevaluations or for special education testing.

### Surrogate Parents

A surrogate parent is a person who is appointed to act in the interests of an exceptional student who does not have a parent who can make educational decisions. The surrogate parent works with the school to plan the child's special education services.

A surrogate parent does not take care of the child at home, like an adoptive or foster parent does. A surrogate parent is not financially responsible for the child. A surrogate parent is more like a "school parent" involved only in planning and making decisions about the child's special education.

When a child living in foster care has, or is perceived to have a disability, the need for a surrogate parent must be determined on a case-by-case basis. A surrogate parent acts as the parent when the parent or foster parent may not serve as parent for ESE purposes. There are many important decisions to be made about the education of exceptional students, particularly students with disabilities. It takes a team of people to make these decisions and to plan for the child's ESE services. In fact, there are several steps in the ESE process where a parent's participation or consent is vital. The student may be anywhere from 3 to 21 years old.

Surrogate parents are expected to fulfill the obligations of a biological parent as part of the ESE process such as becoming familiar with the child's abilities, disabilities, needs, services, and goals (This may include observing and talking with the child in school, gathering information from written records, and talking with the teachers); going to meetings and helping the team plan and make decisions about the child's education; signing papers giving consent for special education services; asking the school to change the child's special education services, and attending training sessions.

The surrogate parent's role continues until one of the following circumstances occurs:

The child is no longer eligible for, or in need of, special education services.

The legal guardianship of the child is assigned to a person who is able to assume the role of the parent.

The parent who was previously unknown becomes known, whose whereabouts were previously undiscovered are discovered, or who was unavailable becomes available.

Children residing in any type of congregate care settings, such as shelter facilities and group homes, or residential treatment programs, including

therapeutic and APD foster homes, will require a surrogate if the child is ESE or suspected of having a disability and:  
the court has terminated the parent's rights  
The court has legally determined that the parent does not have the authority, willingness or ability to act as the educational decision maker.  
The parent's whereabouts or identity is unknown; or  
There is a determination of need based on other circumstances.

If a court order is received requesting an assignment of a surrogate parent, the ESE specialist will request the surrogate parent via easy IEP. If there are difficulties or other issues preventing this request, the ESE specialist is expected to contact the program specialist, the district compliance office, or the Foster Care program office for assistance. After the request is made the district compliance office program specialist will review the request and assign a surrogate. The ESE specialist will be notified of the assignment.

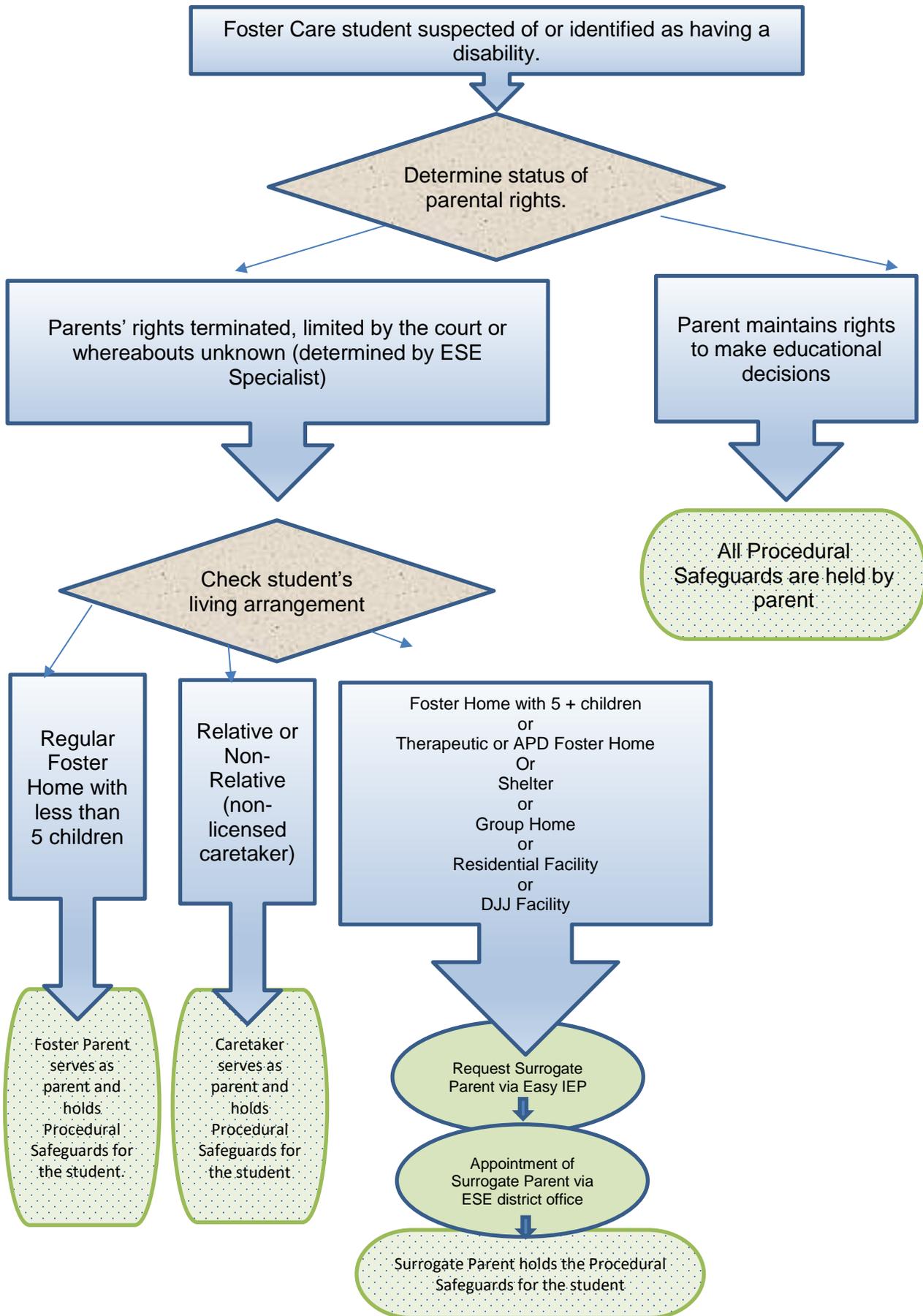
The district's contact for requests for surrogate parents is Nancy Sirkus or Celina D. Williams, Compliance Program Specialists, Exceptional Student Learning Support, 754-321-3400 or 754 321 3410.

A surrogate parent may not be an employee of DOE, BCPS, DCF, ChildNet, or any other public or private agency involved in the education or care of the child. The child's Guardian Ad Litem, if trained as a surrogate, should be given preference to be appointed as the surrogate.

A surrogate parent appointed within one school district is authorized to continue in that capacity within any other Florida school district provided they are willing/able to do so.

\*CA and DCF personnel involved in the care of the student are prohibited from serving as the parent

See flowchart on the following page for a visual representation regarding determination of parental educational decision-making rights for ESE Foster



## Bill of Rights – Children in Shelter or Foster Care

1. To receive a copy of this bill of rights and have it fully explained to them when they are placed in the custody of the department.
2. To enjoy individual dignity, liberty, pursuit of happiness, and the protection of their civil and legal rights as persons in the custody of the state.
3. To have their privacy protected, have their personal belongings secure and transported with them, and, unless otherwise ordered by the court, have uncensored communication, including receiving and sending unopened communications and having access to a telephone.
4. To have personnel providing services who are sufficiently qualified and experienced to assess the risk children face prior to removal from their homes and to meet the needs of the children once they are in the custody of the department.
5. To remain in the custody of their parents or legal custodians unless and until there has been a determination by a qualified person exercising competent professional judgment that removal is necessary to protect their physical, mental, or emotional health or safety.
6. To have a full risk, health, educational, medical and psychological screening and, if needed, assessment and testing upon adjudication into foster care; and to have their photograph and fingerprints included in their case management file.
7. To be referred to and receive services, including necessary medical, emotional, psychological, psychiatric, and educational evaluations and treatment, as soon as practicable after identification of the need for such services by the screening and assessment process.
8. To be placed in a home with no more than one other child, unless they are part of a sibling group.
9. To be placed away from other children known to pose a threat of harm to them, either because of their own risk factors or those of the other child.
10. To be placed in a home where the shelter or foster caregiver is aware of and understands the child's history, needs, and risk factors.
11. To be the subject of a plan developed by the counselor and the shelter or foster caregiver to deal with identified behaviors that may present a risk to the child or others.
12. To be involved and incorporated, where appropriate, in the development of the case plan, to have a case plan which will address their specific needs, and to object to any of the provisions of the case plan.
13. To receive meaningful case management and planning that will quickly return the child to his or her family or move the child on to other forms of permanency.
14. To receive regular communication with a caseworker, at least once a month, which shall include meeting with the child alone and conferring with the shelter or foster caregiver.
15. To enjoy regular visitation, at least once a week, with their siblings unless the court orders otherwise.
16. To enjoy regular visitation with their parents, at least once a month, unless the court orders otherwise.
17. To receive a free and appropriate education; minimal disruption to their education and retention in their home school, if appropriate; referral to the child study team; all special educational services, including, where appropriate, the appointment of a parent surrogate; the sharing of all necessary information between the school board and the department, including information on attendance and educational progress.
18. To be able to raise grievances with the department over the care they are receiving from their caregivers, caseworkers, or other service providers.
19. To be heard by the court, if appropriate, at all review hearings.

20. To have a guardian ad litem appointed to represent, within reason, their best interests and, where appropriate, an attorney ad litem appointed to represent their legal interests; the guardian ad litem and attorney ad litem shall have immediate and unlimited access to the children they represent.
21. To have all their records available for review by their guardian ad litem and attorney ad litem if they deem such review necessary.
22. To organize as a group for purposes of ensuring that they receive them services and living conditions to which they are entitled and to provide support for one another while in the custody of the department.
23. To be afforded prompt access to all available state and federal programs, including, but not limited to: Early Periodic Screening, Diagnosis, and Testing (EPSDT) services, developmental services programs, Medicare and supplemental security income, Children's Medical Services, and programs for severely emotionally disturbed children.

Foster care students should be included in their educational planning, including any decisions regarding changes in school. The extent to which they are involved will be dependent on their age and d their specific needs. They are expected to attend school complete assignments/including homework, comply with the Code of student Conduct and communicate their educational needs. Children receiving ESE services that are 14 and older must invited to their Transition IEPs and are expected to attend.

## Dependency Case Planning

The Child Advocate is responsible for ensuring that school personnel are included in the student's case planning as it pertaining to their education. ChildNet has revised existing policy and procedures to address inclusion of school personnel in the case planning process. School personnel that should be invited include the Foster Care Designee and/or school personnel that are knowledgeable about the child and able to provide relevant educational information to assist with planning,

If school personnel are unable to attend in person, a phone conference will suffice. Additionally, the Child Advocate utilizes the Educational Summary provide by the foster cared program office.

## Comprehensive Behavioral Health Assessments

A comprehensive Behavioral Health Assessment is a report provided through the state for every child removed from his/her home as a result of abuse or neglect as determined by the court. The purpose of this assessment is to provide assistance and recommendations to the courts, and ChildNet to determine the specific service needs of the child and family. The providers in Broward County that are authorized by DCF to conduct these assessments are Camelot Community Care, Kids in Distress, Multicultural Alliance Health Care Solutions, and Smith Community Mental Health Center.

The assessment requires that the evaluator observe the child in a variety of natural settings, including school. Evaluators from these agencies are permitted to observe a student without further consent of the parent/guardian pursuant to the court order placing a child under DCF/ChildNet's supervision.

The evaluator (listed on the District's electronic Behavioral Health Partnerships) should present their agency identification and a copy of the court order. Every effort should be made not to disrupt the student's instruction. Only in cases where the evaluation has exhausted all other opportunities to meet with the child is an interview with the student necessary. Evaluators may also review student records and communicate with teachers or school staff. The district program office staff provides comprehensive academic information to the agencies via electronic requests.

These reports may be requested via the foster care office to provide additional data and information regarding a student who has been referred to the RtI/MTSS process.

FCD and/or School social workers typically review these reports depending on the case in order to plan appropriate school based interventions or make recommendations for more restrictive settings.

### Educational Summary

The Guidance Director of the foster care program office is responsible for gathering educational information related to the student involved in the dependency case.

In some instances, the FCD will be contacted to obtain current information about students in grades K-5.

For all other students (6-12), the information in terms is sufficient to provide a summary.

## Information Sharing

Federal and state laws, as well as school district policy, do not allow for the sharing of a student's educational information without the consent of the parent, or student if the child is 18 years of age or older (FERPA), except in certain identified circumstances.

Under federal regulations (see legislation – Uninterrupted Scholars Act), school districts may share educational records with ChildNet as the local child welfare agency that has legal responsibility for a child's care and protection, without parental consent.

Accordingly, school records may therefore be shared with ChildNet for cases where there is legal jurisdiction over a child; shelter status or adjudication of dependency. Under the law, educational records received by ChildNet can only be re-disclosed to individuals or entities engaged in addressing the student's education needs and are authorized by ChildNet to receive the records.

During a child abuse investigation, limited information about a student's current school and basic demographics may be given to the Child Protective Investigator to assist in the location of the child(ren) in order to conduct eh abuse investigation. Additional information may be disclosed provided it is specific to the allegations of the abuse.

The Foster Care Student Registration Information form and accompanying court order will identify the child's custody (dependency) status.

Foster care students' educational information may be shared with the agencies indicated in the interagency agreement in planning for the best educational outcomes for the students.

Under no circumstances should information be released if a child is under protective supervision (voluntary or mandated) and is still residing with the parent. If information is requested to be release, a signed parental consent must be completed authorizing the release of educational records.

Guardians Ad Litem who are appointed by the courts in foster care cases are authorized to obtain educational information.

If you have questions or concerns about releasing information, please contact the foster care program office, 754 321 1551 or via email: [fostercare@browardschools.com](mailto:fostercare@browardschools.com).

For further information on privacy inquiries, please click on the link below.

<http://www.broward.k12.fl.us/rmt/PDF%20Documents/Privacy%20Rights%20of%20Students.pdf>

## Attendance and Truancy

BCPS electronically forwards the attendance of foster care youth via ChildNet to the CAs. Schools are expected to follow district policies guidelines and procedures to address chronic absences and/or truancy concerns.

School social workers work closely with the Foster Care Designees to intervene regarding attendance issues as soon as possible. Schools should follow the district guidelines and the school's attendance plan for prevention and intervention regarding absences. In the beginning of the school year, school social workers receive a DNE list to verify school enrollment. In some cases, foster care youth may be on the list. Those students must be re enrolled into the school of origin immediately. Contact the foster care program office for further information.

CINS/FINS – children involved in dependency court cases are not referred for truancy. Cases such as these require collaboration with the Child Advocate for possible case staffing at the DCF Interagency Level.

For additional information regarding school attendance, see SB policy 5.5

<http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%205.5.pdf>

## Behavioral/Discipline Concerns

Foster care youth follow the Student Code of Conduct guidelines.

If situations occur that warrant administrative disciplinary referrals/action, the FCD must be consulted with regards to the infraction.

Administrators are expected to consider trauma informed responses to consequences for infractions and should avoid harsh disciplinary practices. Youth in the child welfare system are disproportionately suspended, expelled, and placed in separate disciplinary school or programs. For a variety of reasons such as a history of abuse or neglect. Removal from the home can traumatize children and negatively affect their school behavior. Frequent school and placement changes, social stigma, and missing educational supports can increase the likelihood of acting out. Disciplinary actions taken against children in care can often have far more significant consequences than intended for other students impact their permanency goals. In contrast, supportive and non-exclusionary approaches to dealing with disruptive behavior can help these young people stay in school and improve their educational outcomes.

In January 2014, the Departments of Justice and Education issued new guidance designed to assist states, districts, and schools in developing and implementing policies and strategies that improve school climate and comply with federal law. Research shows that schools can effectively ensure school safety when the school climate is positive and the discipline is non-discriminatory, fair, and consistent. In contrast, exclusionary practices like suspensions and expulsions rob students of classroom time and lead to disengagement and dropping out. Moreover, nationwide data shows racial disparities in school discipline; for example, African American students are suspended or expelled at three times the rate of their white peers.

Schools should employ the following guidance:

- ⇒ Schools should use exclusionary discipline only as a last resort. If students are removed from class, they should receive “meaningful instruction, and their return to the classroom should be prioritized.
- ⇒ Reduce the number of suspensions, expulsions, and arrests by providing targeted supports and interventions with a proven track record of success (like restorative practices – PROMISE Program and Positive Behavioral Interventions and Supports -PBIS)
- ⇒ Provide students with enhanced/increased access to counselors, school psychologists, and school nurses.
- ⇒ Establish clear parameters for school and local police; they should not be involved in “routine” school discipline matters.
- ⇒ Collect and maintain disaggregated data on school discipline and report it publicly.

Children in care often have special challenges that make implementation of recommendations for responses difficult. For example, the prerequisite of a good school climate is trusting relationships with adults in the school. Due to their past traumas, young people in the child welfare system often find it difficult to form trusting relationships, and they often lack caring adults to advocate for them in school discipline and other matters. Some solutions include:

- Schools to designate a trained “single point of contact” staff member who can, among other things, identify preventive educational or behavioral health supports (FCDs, SSWs, School Counselor, Behavior Coach).
- Cross-systems coordination is needed to ensure that the help provided by the CWA complements the help provided at school.
- Especially for children in care, make sure that each child has an engaged decision maker – a parent, a surrogate parent, or other legally authorized person to advocate for the child in the school discipline process and to make sure that student’s rights are protected.
- Be vigilant about the special needs of youth in care in residential placements. Attendance in the local public school is preferable to an alternative school setting and that the positive disciplinary approaches should apply in alternative settings as well. On-site programs should offer meaningful instruction and special instruction for children with disabilities and offerings comparable to those in regular schools. Attention must be paid to ensure a smooth transition back to the regular school.

- Build school staff's capacity to support youth in care. School personnel (including administrators) need training and feedback to respond to student misconduct fairly, equitably, and without regard to a student's personal characteristics such as race, color, or ethnicity. School staff needs to understand the implicit or unconscious biases and the harms associated with using or failing to counter stereotypes that children in care experience.
- SROs should be trained on adolescent development, age-appropriate responses, disability concerns, and conflict resolution and de-escalation techniques. These individuals should be aware of the specific challenges and needs of youth in foster care and trauma informed responses.
- Partnering with child serving agencies, local mental health offices, CWA, and other stakeholders to help schools identify students coping with trauma or with mental health or emotional issues; allow schools to expand interventions offered as part of a school's tiered supports; ensure a continuum of care between school and community based mental health providers and fill the gap when schools lack mental health professionals.
- Written agreements or memoranda of understanding to formalize these partnerships should clarify roles, areas of responsibility, procedures, scope of work, staffing, leadership, and lines of communication. The agreements should address discipline and support that complies with applicable privacy laws.
- Discipline prevention strategies should be evidence-based and data-driven. Schools should regularly collect, review, and analyze information about all discipline incidents. By separately assessing the progress of youth in the child welfare system, schools will be better positioned to address the needs of this highly vulnerable group of students.
- Data sharing is an effective way to monitor the consequences of school discipline across systems and for specific student populations.

School counselors or school social workers should be consulted for recommendations of appropriate responses. Communication among the adults involved with the youth is essential to ensure corrective action and in supporting the youth's behavioral modification.

Foster care youth who exhibit signs and symptoms of trauma responses are the ones who most need the school based supports. Schools must be able to provide school based interventions and assess the effectiveness of those interventions. In cases where a student (K-12) may be best served in a more restrictive setting, the school based interventions will be reviewed to ensure that the school's response was appropriate.

For any questions or concerns about foster care students being referred to Behavior Intervention or one of the centers, contact the foster care program office 754 321 1551 or [fostercare@browardschools.com](mailto:fostercare@browardschools.com).

## Academic Progress - Promotion/Retention

ESSA requires that foster care students are monitored for their academic progress.

FCDs must periodically review these students progress to ensure that they students are on target for promotion/graduation.

Early intervention is critical to ensure their success. Students who are living in group homes and are receiving Tiered interventions or Title 1 services at their schools, may also receive Title 1 tutoring outside. It is important to remember that tutoring is directed specifically for a particular academic skill set.

Students who require homework assistance are not typically referred for tutoring. Communication between the teacher(s) and the guardians is important to address areas of concern.

Every effort should be utilized in order to support foster care student's academics, particularly, ensuring differentiating of the curriculum and assignments.

At the end of the school year, all FCDs will be required to submit the names of their foster care students and their promotion status.

FCDs will also submit the names of the foster care students (ESE and Non-ESE) who are recommended to attend summer programs.

The foster care program office can help to ensure that these students needs are being met during the summer when FCD are not on campus and we can only assist if we know who the children are.

In addition, in decreasing some of the alarming statistics on foster care youth and academic progress, our office can help in monitoring these students and referring to programs, as applicable to meet their needs.

ChildNet also provides tutoring requests via independent contractors for students who require

# Flite Center

<https://www.flitecenter.org/>

## **Our History**

In April 2001, the Broward Child Welfare Initiative – a group of hundreds of business leaders, educators, government leaders, social service providers and private citizens committed to helping reform the foster care system – came together at the state of Florida’s request to meet the challenge of building a better system. They recognized that the system could not cure its problems by itself.

The Community Foundation of Broward and the United Way of Broward County commissioned a strategic planning effort in the fall of 2003 to develop a systemic approach to providing foster care youth with a support system that would help them become productive adults.

The resulting strategic plan recommended a “single-point-of-contact” position that was created in 2006, and housed at the United Way and jointly funded by the Community Foundation.

At the same time, with its long history serving the community – including the creation of lasting legacies in Broward County – The Junior League began working with community members to research what the greatest needs were and where the League could assist. A “One-Stop Resource Center” was selected as their next strategic project, with the vision of the TIL Resource Center increasing youth access to critical services and to enhance the services offered to them.

On July 1, 2008, the Junior League officially assumed the role as the “single-point-of-contact” for the community, making way for the birth of The FLITE Center.

Today the FLITE Center is a centralized facility in Broward County for dependent youth to learn the skills needed for independent living. The topics of concentration include, but are not limited to, the importance of completion of education; government benefits, budgeting and banking; job and vocational training; housing options and other essential skills needed to live independently.

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## **Our Goals**

- Offer youth from the dependency system a single point of access for the services and supports they need for a successful transition into adulthood
  - Act as a centralized facility that reaches out to youth from the dependency system across the entire county
  - Emphasize convenience to minimize the obstacles youth from the dependency system face when attempting to access services
  - Provide liaison services for the broad range of agencies offering youth-oriented programs
  - Promote the safety and wellbeing of all we serve
  - Nurture the vitality, energy, creativity, enthusiasm and determination of the young adults we work with
  - Provide comfortable and constructive opportunities for youth to socialize, bond and develop support networks
-

““Shoot for the moon, even if you miss you’ll land among the stars” -Les Brown. When I think of how much the staff at the FLITE Center aided mw in making me a better person, this quote comes to mind. No matter how many times I fail, and we all know I have my share of failures; you all are always there to remind me that I can do anything.

— Alexis - FLITE Center Youth

## **What We've Achieved**

### **EDUCATION**

- Since the beginning of our College Boost program in 2013, 83 TIL youth have earned their GED.
- 100% enrolled in post-secondary education within a month of earning their GED certificate.
- Our education not only prepares them for GED test taking but it also provides them life skill training.

### **EMPLOYMENT**

- Since June 2016, 123 TIL youth enrolled into our employment program.
- 57 earned full time employment
- 9 earned internships
- 100% of the enrolled TIL youth have been referred to education and other services that lead to stability and self-sufficiency.

### **HOUSING**

- Our Housing coordinator makes on average 400 contacts a month to secure and maintain stable housing for our youth.
- Works with 280 kids per year
- Over 600 leases signed between 2011 - 2015

“Our kids never go homeless, we make sure that our kids have some form of safe housing.

— The FLITE Center

# Positive Pathways

<http://www.myflfamilies.com/service-programs/independent-living/reach/about>

## Mission

The mission of Positive Pathways is to improve post-secondary outcomes and career transitions for foster care youth and alumni through support, resources, networking and determining collective impact.

- **Support:** Positive Pathways helps organizations and individuals determine how they can best serve youth and alumni of foster care.
- **Resources:** Our website and resource guide centralizes resources available to youth and alumni of foster care in Florida.
- **Networking:** Our statewide and regional meetings, and monthly conference calls allow professionals to connect and maximize resources.
- **Collective Impact:** Network members collect quality data to better inform policies and practices that lead toward increased outcomes that benefit youth and alumni of foster care in a holistic way.

## Target Partners

Network membership is open to all interested community members. Our target partners include postsecondary education institutions' staff and campus champions, youth and alumni of foster care, middle and high school guidance counselors, educators and staff, community organizations and other service providers, caregivers and mentors, the Department of Children and Families, the Department of Education, local college access networks, courts, law enforcement and juvenile justice system, career and work force services, housing champions.

Are you a community organization that offers support for youth and alumni of foster care? Become a part of the Positive Pathways Network and make your organization accessible to thousands of youth across the state of Florida **Independent Living and Transition to Adulthood**

Encouraging post-secondary pursuits for children known to the department is of the utmost importance and BCPS, ChildNet, caretakers, and the student must work collaboratively to encourage continued education for as many youth as possible.

Florida statute requires that all children in foster care, beginning at age 13, receive pre-independent living services and must choose an educational goal or career path based upon his/her abilities, needs, and interests. (School counselors not in the role of FCD should communicate results from Navience as applicable to the FCD to share with the CA). These goals/results become part of the student's case plan. Collaboration among the schools, out of home caregiver, CA, and FCD is critical to ensure student post-secondary success.

ChildNet maintains a structured staffing process that includes that participation of the child in an effort to prepare them for independent living or their permanency options. When the child reaches 17, these staffings are conducted quarterly. Areas reviewed are the child's rights, responsibilities and practical matters to support their living goals and plan.

Extended foster care allows youth to remain until he/she has reached the age of 21 or receive financial assistance as they continue pursuing academic and career goals. All youth between 18 and 23 years of age are eligible to receive Postsecondary Education Services and Support (PESS). This assistance provides funding for post-secondary education.

Beginning July 2016, Foster youth who are involved in the delinquency courts may have their records expunge for free due to a \$75 fee waiver as a result of SB 1322 (cost sharing of detention costs). (See W)

## Foster Parent Status

State board rules governing the licensing of foster parents require references for anyone applying to become a foster parent. School personnel may voluntarily provide a reference if the applicant has school-aged children.

Adults interested in becoming foster parents should be directed to ChildNet's foster parent recruitment office at 954 414 6001.

In addition to Foster parents, ChildNet's responsibility is that they are to find the best possible placement for the children removed from their parents.

A relative caregiver or non-relative caregiver must clear a home study in order to have a child placed under his/her custody. In many instances, school staff and/or relatives provide this need.



# FOSTER LOVE, FOSTER A CHILD



Ordinary people in our community do extraordinary things. People like you can make a huge difference in the lives of children, by opening their hearts and homes to children who have been abused, abandoned or neglected.

- ♥ A foster and adoptive parents may be a working parent, married or single, home owner or renter, have children or have never been a parent.
- ♥ Potential foster and adoptive parents must be able to provide a safe, loving home.
- ♥ Foster and adoptive parents receive formal training, support from professional staff and other foster parents.
- ♥ Foster children have access to free medical, dental and child care services.
- ♥ Foster and adoptive parents will receive financial support for children in their care.

**For more information on becoming a foster or adoptive parent, contact ChildNet:**



**Broward • 954-414-6001**  
**Palm Beach • 561-352-2501**  
**childnet.us • facebook.com/childnet**



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## Events

September: Annual Child Protection Summit

November: National Adoption Month

January 21 – January 26, 2018

Children's Week – provide a platform and brings together children's advocates to deliver the message that every child in Florida must be healthy, ready to learn, and able to achieve their full potential.

<http://childrensweek.org/>

May

National Foster Care month

School Board Resolution Reading

BCPS Foster/Adoptive Parent Campaign

TBD Annual EFC Youth Technical Schools Orientation and Tour

## Websites

<http://centerforchildwelfare.fmhi.usf.edu/EducationalResources.shtml>

<https://www.casey.org/>

<https://www.fosterclub.com/>

<http://www.nctsn.org/>

<https://www.childwelfare.gov/fostercaremonth/resources/>

<https://www.acf.hhs.gov/cb/focus-areas/foster-care>

<https://www.childwelfare.gov/>

<https://www.childwelfare.gov/nfcad/?CWIGFunctionsaction=nfcad:main.getResults>

<https://www2.ed.gov/policy/landing.ihtml?src=ft>

<http://fostercareandeducation.org/AreasofFocus/BlueprintforChange.aspx>

# Trauma and the Shool/Classroom



## TRAUMA FACTS for Educators

**FACT: One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.**

**FACT: Trauma can impact school performance.**

- Lower GPA
- Higher rate of school absences
- Increased drop-out
- More suspensions and expulsions
- Decreased reading ability

**FACT: Trauma can impair learning.**

Single exposure to traumatic events may cause jumpiness, intrusive thoughts, interrupted sleep and nightmares, anger and moodiness, and/or social withdrawal—any of which can interfere with concentration and memory.

Chronic exposure to traumatic events, especially during a child's early years, can:

- Adversely affect attention, memory, and cognition
- Reduce a child's ability to focus, organize, and process information
- Interfere with effective problem solving and/or planning
- Result in overwhelming feelings of frustration and anxiety

**FACT: Traumatized children may experience physical and emotional distress.**

- Physical symptoms like headaches and stomachaches
- Poor control of emotions
- Inconsistent academic performance
- Unpredictable and/or impulsive behavior
- Over or under-reacting to bells, physical contact, doors slamming, sirens, lighting, sudden movements
- Intense reactions to reminders of their traumatic event:
  - Thinking others are violating their personal space, i.e., "What are you looking at?"
  - Blowing up when being corrected or told what to do by an authority figure
  - Fighting when criticized or teased by others
  - Resisting transition and/or change

**FACT: You can help a child who has been traumatized.**

- Follow your school's reporting procedures if you suspect abuse
- Work with the child's caregiver(s) to share and address school problems
- Refer to community resources when a child shows signs of being unable to cope with traumatic stress
- Share Trauma Facts for Educators with other teachers and school personnel

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

### What can be done at school to help a traumatized child?

- Maintain usual routines. A return to “normalcy” will communicate the message that the child is safe and life will go on.
- Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate.
- Increase the level of support and encouragement given to the traumatized child. Designate an adult who can provide additional support if needed.
- Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive—consequences.
- Recognize that behavioral problems may be transient and related to trauma. Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.
- Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.
- Give simple and realistic answers to the child’s questions about traumatic events. Clarify distortions and misconceptions. If it isn’t an appropriate time, be sure to give the child a time and place to talk and ask questions.
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child. For example, victims of natural storm-related disasters might react very badly to threatening weather or storm warnings. Children may increase problem behaviors near an anniversary of a traumatic event.
- Anticipate difficult times and provide additional support. Many kinds of situations may be reminders. If you are able to identify reminders, you can help by preparing the child for the situation. For instance, for the child who doesn’t like being alone, provide a partner to accompany him or her to the restroom.
- Warn children if you will be doing something out of the ordinary, such as turning off the lights or making a sudden loud noise.
- Be aware of other children’s reactions to the traumatized child and to the information they share. Protect the traumatized child from peers’ curiosity and protect classmates from the details of a child’s trauma.
- Understand that children cope by re-enacting trauma through play or through their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.
- Although not all children have religious beliefs, be attentive if the child experiences severe feelings of anger, guilt, shame, or punishment attributed to a higher power. Do not engage in theological discussion. Rather, refer the child to appropriate support.

# Social Emotional Learning for Foster Youth

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



### In order to self-regulate a child must:

1. Recognize and identify their own feelings.
2. Connect these feelings to experience.
3. Read the emotional cues of others;
4. Safely express and communicate emotional experiences.
5. Recognize and adjust to shifts of emotions.
6. Return to a comfortable state of arousal. following an emotional experience

# Trauma Triggers

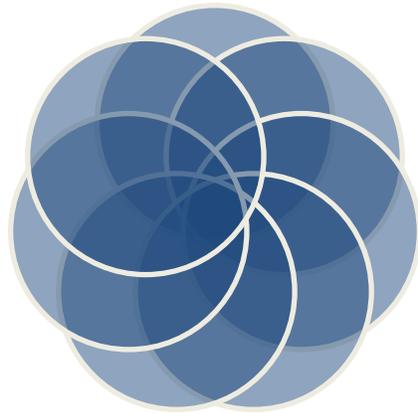
Unpredictability

Pressure

Sensory  
overload

Provocations

Feeling  
vulnerable or  
frustrated



Conflict

Confrontation

## Foster Youth and Resiliency

### Supportive relationships

- Family support (not necessarily biological)
- Having a strong relationship with at least one competent and caring adult
- Feeling connected to a positive role model/mentor

### Peer support

### Competence

- Having talents/abilities nurtured and appreciated

### Self-efficacy

### Self-Esteem

### School and community connectedness

### Spiritual belief

## Trauma Sensitive Classroom

Create Safety

Maintain consistent routines.

Asks "what happened to you" instead of "what's wrong with you"?

Empower students

Set clear limits for inappropriate behavior

Ability to recognize behavior problems

Know your students

Pay attention

Provide an environment built on trust

## De-escalation Strategies

To help calm down from the triggers and become present in reality

- Noticing signs of distress
- Connecting with the student
- Re-directing behavior through providing reasonable choices/options for alternative activities
- After youth is calm, discussion about what happened can take place and, if necessary, consequence can be determined.

## Behaviors to Avoid

- ⇒ Escalation responses
- ⇒ Confrontation
- ⇒ Responding with air of incredulity
- ⇒ Discrediting student
- ⇒ Engage in power struggle
- ⇒ Vilify the thing that is special/important to student
- ⇒ Raising your voice

## Appendix List of Documents

Salmon Form

LEA Checklist

BCPS Foster Care Assurances

ChildNet Protocol for Completing Home Stability

DCF School Stability Checklist

Glossary of Terms



DEPARTMENT OF CHILDREN & FAMILIES, DISTRICT 10 / CHILDNET  
School Registration Information for Foster Care Children

Salmon Colored Form

Date: \_\_\_\_\_  
First: \_\_\_\_\_  
Last: \_\_\_\_\_  
DOB: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Sex: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Assigned School: \_\_\_\_\_  
Name of Caregiver: \_\_\_\_\_  
Caregiver Address: \_\_\_\_\_  
Caregiver Phone #: \_\_\_\_\_  
Child Advocate Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_ Sup. Phone #: \_\_\_\_\_  
Special Needs:  FSE  ESOL  SOCIAL  MEDICAL  EMOTIONAL  
Comments: \_\_\_\_\_

Have parental rights been terminated?  NO  YES (attach court order)

Is there a court order prohibiting/limiting natural parent or other person from contact with student?  NO  YES (attach court order)

Date of last psychological reports?  NO  YES, Date: \_\_\_\_\_  
Date of last psychiatric reports?  NO  YES, Date: \_\_\_\_\_  
Date of last CBHA?  NO  YES, Date: \_\_\_\_\_

Persons authorized to sign non-ESE school consent forms (Code of Conduct, Permission for Field Trips, etc.) include all ChildNet representatives and the caregiver listed above.

Persons listed below are authorized to pick up this child:  
ChildNet Representative  
Caregiver listed above

If you are unable to reach the Child Advocate or Supervisor in an emergency  
Or after hours, please call (954) 414-6000 (Main Office)  
\*If any information changes, please fax data to school ASAP.

6

## Local Educational Agency (LEA) Checklist Related to Ensuring Educational Stability for Children in Foster Care

Use this checklist as a guide to ensure LEAs receiving Title I funds carry out provisions in Sections 1111(g)(1)(E) and 1112(c)(5) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).	
	1. The LEA will designate an LEA point of contact (POC) for students in foster care and report the POC to the FDOE. The LEA POC will collaborate with the appropriate Child Welfare Agency (CWA) to ensure educational stability for students in foster care.
	2. The LEA will develop and maintain a process to identify students in foster care.
	3. The LEA will ensure that children in foster care remain in the school of origin unless there is a determination that it is not in their best interest. LEAs will provide transportation to maintain children in foster care in the school of origin.
	4. The LEA will ensure that, if it is in the best interest of the child to leave the school of origin, the child must be immediately enrolled in the new school even if they do not have the required documentation.
	5. For students in foster care who leave the school of origin, the LEA will ensure that the enrolling school shall immediately contact the school last attended to obtain the child's records.
	6. The LEA will develop and implement clear written procedures for how transportation will be provided, arranged and funded for a child's duration of time in foster care – in collaboration with the appropriate CWA.
	7. All pertinent personnel have been trained on the ESSA requirements relating to educational stability for students in foster care, and the procedures for best interest determination and transportation.
	8. The LEA will provide transportation to maintain children in foster care in the school of origin.
	9. The LEA will ensure that if there are <b>additional costs</b> incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: <ol style="list-style-type: none"> <li>a) the local CWA agrees to reimburse the LEA for the cost of such transportation;</li> <li>b) the LEA agrees to pay for the cost of such transportation; or</li> <li>c) the LEA and the local CWA agree to share the cost of such transportation.</li> </ol>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA'S ASSURANCES OF RESPONSIBILITIES TO  
STUDENTS WHO ARE IN FOSTER CARE**

**Background:** The School Board of Broward County, Florida (hereinafter "The School Board") and The Department of Children and Families Circuit 17 (hereinafter "DCF") have been parties to an Interagency Agreement (IA, for citation purposes only) since the mid to late 1990s. This agreement has always contain language concerning the need to stabilize the education of students in foster care and to allow them to remain in their school of origin, if it is the students' best interest. Through the years other agencies who provide services to children in foster care have become parties to the Interagency Agreement, including: ChildNet, Broward County's community care provider, CareerSource Broward, Agency for Person with Disability and the Department of Juvenile Justice Circuit 17.

**Assurances:** The School Board of Broward County, Florida (hereinafter "The School Board") makes the following assurances in accordance with Sections 1111(g)(1) and 1112(c)(5) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

1. The School Board has designated the Coordinator for Foster Care Service/Courts Liaison as the point of contact for a school/education issues with the School District. This individual collaborates extensively with ChildNet's Educational Services Specialist. Additionally, each school operated by The School Board has a foster care designee that is responsible in part, for the Fostering Student Success program. (IA: 2.08, 2.09, 2.10)
2. The School Board is committed and assures that students in foster care may remain in their school of origin, unless a determination is made that it is not in their best interested. Written procedures have been developed and outline the responsibilities of both the School Board and DCF and/or ChildNet. . (IA: 2.14)
3. As outlines in the Interagency Agreement, ChildNet is responsible for coordinating temporary transportation for students to and from school during the time the School Board's transportation is being arranged. (IA: 2.14e)
4. The School Board has agreed that it will transport students in foster care to their school of origin under the same conditions as it does for all students and according to Florida Statutes, i.e.: the student lives more than two miles from school and/or adhering to any special transportation required by the student's individual education plan (IEP).
5. The School Board agrees that students in foster care should remain in their school of origin, unless determined by a joint committee between the School Board and ChildNet that it is not in the student's best interest to remain in their school of origin, taking into consideration the appropriateness of the educational program in the school of origin and the proximity of the school to the student's current foster care placement.
6. If it is determined that it is not in a foster care student's best interest to remain at their school of origin, they will immediately be enrolled in a new school, even if the student is unable to produce records normally required for enrollment.
7. Any new school in which a foster care student enrolls, school staff will contact the student's previous school and obtain relevant records.



## Circuit 17-Broward County

### Protocol for Completion of the School Stability Checklist for Children in Out of Home Placement

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The following protocol ensures compliance with legal requirements that children who are placed into foster care (due to entering the foster care system or changing out of home placements) remain in their schools of origin, unless it is determined to be in their best interest to change schools.

1. Intake and Placement Staff are responsible for complying with School Stability Checklist Protocol for all children whose initial placements are made through Safe Place. Child Advocates are responsible for complying with School Stability Checklist Protocol for all children for whom they are assigned.
2. If a change in school placement is being considered, the Intake and Placement Director/designee or the Child Advocate will contact the Foster Care Designee at the school to initiate a conversation regarding school placement and the student's best interest. Efforts must be made for all parties to the case to be consulted. This can occur via phone, e-mail, meeting, etc.
3. If changing schools is in consideration, the School Stability Checklist must be used for determining best interest. The School Stability Checklist considers the following:
  - The child's desire to remain in the school of origin.
  - The preference of the child's parent(s) or legal guardian.
  - Whether the child has a sibling(s), close friends, and/or a mentor at the school of origin.
  - Cultural and community connections.
  - The ability to implement a 504 Plan, I.E.P, or other special education services, if applicable.
  - The impact a change would have on academic credits and progress towards promotion.
  - The availability of extracurricular activities important to the child.
  - Course offerings.
  - The child's medical and behavioral health needs.
  - The child's permanency goal and timeframe for achieving permanency.
  - The child's history of school transfers and how they have impacted the child.
  - The length of the commute and how it will impact the child.
4. If it is the child's best interest to remain in the school of origin, the Child Advocate or Intake and Placement Transportation Supervisor/designee will submit a Special Transportation Request via ChildNet's Dispatch Request system for out of boundary busing and arrange transportation for the interim. A School Registration Information for Foster Care Children form (AKA salmon form) must also be completed reflecting the change in placement. The Child Advocate or Intake and Placement Supervisor/designee shall provide the salmon form to the Foster Care Designee and ensure update of the emergency contact information. The salmon form must also be e-mailed to ChildNet's Educational Specialist and the School Board's Dependency Liaison.
5. If all parties are in agreement that it is in the child's best interest to enroll in a new school, the School Stability Checklist must be completed. The School Stability Checklist for all initial placements made through Safe Place shall be completed by the Director of Intake and Placement and or designee to the responsible party. For any child that is assigned a Child Advocate, the Child Advocate and or designee to the responsible party will complete the School Stability Checklist. ChildNet's Educational Services Specialist must be notified prior to the change in school to ensure procedural requirements are met.



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

**Check One:**       Initial Placement                       Placement Change

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

**Purpose:** On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), a 1965 federal law governing education last reauthorized as the No Child Left Behind Act in 2002. Among its provisions, the law now requires states to ensure protections for vulnerable youth in the foster care and juvenile justice systems. These include school stability and transportation, mandatory data reporting, and agency collaboration.

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

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

<b>Best Interest Factors:</b>	
1.	The child's desire to remain in the school of origin.
2.	The preference of the child's parents or legal guardian.
3.	Whether the child has a sibling(s), close friends, and/or a mentor at the school of origin.
4.	The child's cultural and community connections in the school of origin.
5.	Whether the child is suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504), or has begun receiving interventions under Florida's multi-tiered system of supports.
6.	Whether the child has an evaluation pending for special education and related services under IDEA or Section 504.
7.	Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving accommodations and services and, if so, the availability of those required services in a school other than the school of origin.
8.	Whether the child is an English Language Learner (ELL) student and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.
9.	The impact a change would have on academic credits and progress towards promotion.
10.	The availability of extracurricular activities important to the child.
11.	The child's known medical and behavioral health needs.
12.	The child's permanency goal and timeframe for achieving permanency.

## Glossary of terms

<b>LEA – Local Educational Agency (BCPS)</b>
<b>LEAPOC – Local Educational Agency Point of Contact (Nandranie Busjit Bhalai, Coordinator, Foster Care Program/Dependency Courts Liaison)</b>
<b>DCF – Department of Children and Families</b>
<b>POC-Point of Contact</b>
<b>ESSA-Every Student Succeeds Act</b>
<b>CWA-Child Welfare Agency</b>
<b>SEA-State Educational Agency (FLDOE)</b>
<b>FCD-Foster Care Designee</b>
<b>A03: Information must match "caregiver's" information on the Salmon Form. If foster care student is out of boundary, use assignment code 29.</b>

<b>A05: Enter the caregiver's information, the child advocate's information, the child advocate's supervisor's information, and court order information as provided on the Salmon Form. Remove previous information, including the parents.</b>
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<b>A23: The foster care office enters the information on the A23 panel to make active/inactive foster care (DCF).</b>
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