

Overview

School Enrollment and School Stability

This section of the Education Toolkit outlines the laws and strategies advocates may utilize to overcome barriers for homeless youth or those in third-party care to school enrollment and school stability.

School Enrollment

This section outlines key enrollment requirements and procedures for students attending DC Public Schools (DCPS) and PG County Public Schools (PGCPS), procedures for transferring schools, and DC's lottery process for applying to a school other than a child's neighborhood school. It also includes guidance on school uniform policies and responses to violations.

School Stability

Children in foster care are often placed in a new school after they are removed from their family or following a home placement change. Federal law requires that child welfare agencies partner with local education agencies (e.g., DCPS or PGCPS) to ensure that children and youth in care have educational stability. This means CFSA is required to keep a child in the school he or she attended prior to entering foster care or prior to a change in home placement, unless it is not in the child's best interest to remain at that school. Maryland law has further expanded this right to require schools to allow a child to remain at her current school if it is in their best interests. This section discusses local school resources for implementing applicable laws in DC and PG County. It also includes practical resources such as advocacy tip sheets that provide guidance on how to enforce a child's right to school stability.

Legal Resources

Federal Regulations

- Fostering Connections Act: P.L. 110-351
- McKinney-Vento Act: 42.U.S.C. § 11431 *et seq.*
- [Every Student Succeeds Act: 20 U.S.C. § 6301 *et seq.*](#)

DC Law & Regulations

- [5 D.C.M.R. § § E2010 & A5099](#) (incorporating McKinney-Vento)
- [D.C. Code § 16-2312\(k\)](#) (school stability)
- [D.C. Code § 4-1303.03\(b\)\(11\)](#) (school stability)
- [5 D.C.M.R. § B2408](#) (dress code/uniforms)
- D.C. Code § 38-235 *et seq.* (discipline law covering involuntary transfers and uniform/dress code violations)
- 5-B D.C.M.R. § B2408 (DCPS regulations on dress code/uniforms)

MD Law & Regulations

- [MD. Educ Code Ann. § 7-101 \(2014\)](#)
- [COMAR 07.02.11.12](#)

CLC Tip Sheet: Foster Children's Right to School Stability

Historically, children in foster care were placed in a new school after they were removed from their family or their home placement changed. Federal law now requires that child welfare agencies partner with local education agencies (such as DC Public Schools and Prince George's County Public Schools) to ensure that children and youth in care have educational stability. Practically, this means that the Child and Family Services Agency ("CFSA") is now required to keep a child in the school she attended prior to entering foster care or prior to a change in home placement, unless it is not in the child's best interest to remain at that school. Under federal and District law, children in foster care have a right to school stability. Guardians *ad litem* and parents' attorneys have several grounds to help them enforce this important right.

Title IV-E and the Fostering Connections to Success Act

In 2008, Congress passed the "Fostering Connections" Act which requires states to develop a "plan for ensuring the educational stability" for each child in foster care and includes language providing federal funds to states to transport children in care from their home placements to their schools of origin. The law requires that the child's case plan "ensur[es] the educational stability of the child" measured at the "time of each placement" – the word "each" is intended to clarify that the right to school stability applies to the school the child was attending or enrolled in at the time of each placement change.ⁱ

Therefore, under federal law, CFSA is required to develop a "plan for ensuring the educational stability of the child while in foster care" including "an assurance" that CFSA has coordinated with the relevant schools to ensure that the child remains in the school in which the child was enrolled at the time of the initial removal or at the time of any subsequent home placement change, unless doing so is demonstrated to be contrary to the child's best interests.ⁱⁱ

Every Student Succeeds Act (ESSA)

In December 2015, Congress passed the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The provisions of ESSA involving youth in foster care took effect on December 10, 2016 and require State and Local Educational Agencies to work with child welfare agencies to ensure the educational stability of children in foster care.ⁱⁱⁱ

The law creates a presumption that a child removed from their parent should continue to attend their school of origin, unless there is a determination that continuing to attend that school would not be in the child's best interest. If it is not in a child's best interest to remain in their schools of origin, children in foster care are to be enrolled in their new schools without delay and records shared between the schools immediately.^{iv}

The McKinney-Vento Homeless Assistance Act Updates

The federal McKinney-Vento Act, which is incorporated into District law,^v addresses the harm of unnecessary school disruptions by providing children with two important rights: (a) the right to attend their "school of origin;" and, (b) when attending their school of origin does not serve their best interests, the right to enroll *immediately* in a new school, even without regular enrollment papers. The

McKinney-Vento Act covers all “homeless” students. Previously, children “awaiting foster care placement” were covered under McKinney-Vento. The Every Student Succeeds Act (“ESSA”) amended the McKinney-Vento, removing children “awaiting foster care placement” from the definition of “homeless children and youth.”^{vi}

District Law

The DC Council has enacted legislation^{vii} that embraces the importance of school stability in neglect cases. *During the entire shelter care phase*, CFSA and the Family Court must presume that a child should continue to attend her school of origin (i.e. the school the child was attending at the time of removal or, if the removal occurred during the summer or another school vacation, the school the child would have attended).^{viii} The presumption may be rebutted, but only after the Family Court makes a determination that school stability is contrary to the child’s best interests. *During other stages of a neglect case*, the same presumption applies, but CFSA (as opposed to the Family Court) can first make the determination whether it is in the child’s best interest – but only after consultation with other parties to the case.^{ix} Other parties may still seek a Family Court order to protect a child’s school stability under the Court’s dispositional authority.

Maryland Law

Maryland recently enacted legislation that expands Fostering Connections to include a child who is in the custody of, committed to, or otherwise placed by a local department of social services.^x Regardless of where an eligible child is domiciled, the child shall be allowed to remain at the school that he/she was attending if the local department of social services, in consultation with the local school system, determines that it is in the child’s best interests to do so.^{xi} Maryland regulations outline what factors should be considered in determining what is in a child’s best interests.^{xii} It is the local department of social services which is responsible for the cost of transportation.

CFSA Policy

Like DC law, current CFSA policy provides for school stability with respect to the school of origin.^{xiii} The agency must “exhaust all efforts to have the child or youth remain in the school of current enrollment, if it is in the best interests of the child or youth” – even at schools enrolled in *after the time of removal*. CFSA’s policy provides for transportation to the original school while the decision is being made regarding the child’s best interests and thereafter.

How Can I Troubleshoot Problems in my Case?

CFSA’s vision is that school enrollment decisions should be made collaboratively with families and not unilaterally by social workers, and that the value of school stability should be respected. If that is not occurring in a particular case, lawyers for parents and for the child should discuss the issue with the social worker and his/her supervisor. Lawyers should also consider contacting CFSA’s Office of Well Being to resolve school stability problems.

What are my Best Arguments in Court?

If CFSA is seeking to or has recently changed the school placement of your client or your client’s child contrary to your client’s wishes and the child’s best interests, consider making the following

arguments regarding why the change is contrary to the child’s best interests:

1. CFSA has violated the child’s right to attend his/her school of origin as provided by federal and DC law.^{xiv}
2. CFSA has failed to satisfy its obligation under federal and DC law to “ensure” the child’s right to school stability.^{xv}
3. DC law provides that there is a presumption for school stability at the school of origin at all stages of a neglect case.^{xvi}
4. During the shelter care phase, the presumption favoring school stability can be rebutted only if the Family Court makes a determination that school stability is contrary to a child’s best interests.^{xvii}
5. During other phases of a neglect case, CFSA can override that presumption only if it determines that doing so is in the child’s best interests after consultation with other parties.^{xviii} Other parties may seek a Family Court order to override such a determination^{xix} – especially if CFSA has not followed its own policy to exhaust all efforts to have the child remain in his current school (even if not the school of origin) if it is in the best interests of the child,^{xx} or has violated other authorities.
6. Under agency policy, CFSA must provide the transportation necessary to effectuate the child’s right to school stability and fulfill its obligation to ensure the child attends his school of origin.^{xxi} CFSA can receive federal financial support for the cost of this transportation,^{xxii} which lessens concerns that cost makes it difficult for CFSA to meet its legal obligation to foster school stability.

What if the Child’s Best Interest Requires Enrollment in a New School?

Sometimes a new school placement is required – to keep the child safe, to improve his/her academic performance, or because the new foster home is so far away from the child’s school that the commute is untenable and worse than a school disruption. In such instances, the child has a right to immediate enrollment in a new school, without adhering to formal enrollment procedures, as is explicitly set forth in DC law and CFSA policy.^{xxiii}

What if the Child Receives Special Education?

If a child has an Individualized Education Program (“IEP”), special education law provides another layer of protection for her school stability. In many cases, only the child’s educational decision maker (not CFSA) should be changing her school placement and only in accordance with special education procedures. A child receiving special education services may be eligible for special education transportation to her school of origin.

ENDNOTES

ⁱ 42 U.S.C. § 675 (1)(G).

ⁱⁱ *Id.*

ⁱⁱⁱ 20 U.S.C. 6301 et seq.

^{iv} *Id.*

^v 42 U.S.C. §§ 11431-11435. The federal law is incorporated into District law at D.C. Mun. Regs. 5-E, § 2010.

vi *Id.*

vii D.C. law incorporates the language concerning educational stability of children in foster care from the federal law into D.C. Code § 4-1301.02 (3)(G)'s definition of a "case plan." Prevention of Child Abuse and Neglect Amendment Act of 2010, D.C. Code §§ 4-1301.02, 4-1303.03, 16-2312.

viii D.C. Code § 16-2312 (k) (school stability at time of shelter care determination).

ix D.C. Code § 4-1303.03 (b)(11) (presumption of school stability throughout all stages of neglect case, unless contrary to child's best interests).

x Md. Code Ann., Educ. § 7-101 (b)(2)(ii) (West 2014).

xi *Id.*

xii Md. Code Regs. 07.02.11.12.

xiii *See 2011 Quick Reference Guide: Educational Stability for Children/Youth in Foster Care*, Child and Family Services Agency, [http://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/ORG%20-%20Educational%20Stability%20\(final\)\(H\).pdf](http://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/ORG%20-%20Educational%20Stability%20(final)(H).pdf).

xiv 42 U.S.C. § 675 (1)(G) and D.C. Code § 4-1301.02 (3)(G).

xv Prevention of Child Abuse and Neglect Amendment Act of 2010, D.C. Code §§ 4-1301.02, 4-1303.03, 16-2312.

xvi D.C. Code § 4-1303.03 (b)(11).

xvii D.C. Code § 16-2312 (k).

xviii *See 2011 Quick Reference Guide: Educational Stability for Children/Youth in Foster Care*, Child and Family Services Agency, [http://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/ORG%20-%20Educational%20Stability%20\(final\)\(H\).pdf](http://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/ORG%20-%20Educational%20Stability%20(final)(H).pdf).

xix *See id.*

xx *See id.*

xxi *See id.*

xxii *See id.*

xxiii D.C. Code § 16-2320 (a)(5).

CLC Info Sheet: Every Student Succeeds Act (ESSA)

General

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. It reauthorizes the Elementary and Secondary Education Act (ESEA), and replaces the previous version of the law, the No Child Left Behind (NCLB) Act, enacted in 2002. ESSA retains NCLB's focus on annual tests for third through eighth grades, but departs from NCLB's requirements that the federal government directly hold schools accountable for the quality of their education, shifting instead to a focus on ensuring State and local decision makers continue to refine their own systems for school improvement. 20 U.S.C. 6301 *et seq.*

Key Provisions

- ◆ ESSA requires states to set challenging state academic standards in reading or language arts, math and science, and may set such standards for any other subject determined by the state. In addition, states must demonstrate that their academic standards are aligned with entrance requirements for credit-bearing coursework in state public higher education systems, and relevant state career and technical education standards.
- ◆ ESSA maintains a requirement that every state have annual assessments in reading or language arts and math for grades 3-8 and once in high school, as well as science assessments given at least once in each grade span from grades 3-5, 6-9, and 10-12. Some flexibility in assessments is given.
- ◆ ESSA replaces Adequate Yearly Progress (AYP) and ESEA waiver accountability systems with a requirement that states create accountability systems that include long-term goals, regular determinations of interim progress toward these goals, and annual determinations of student performance and school quality – for the school overall and for each subgroup.
- ◆ States must annually identify, and the school district must intervene in, any schools in which any subgroup of students is consistently underperforming.
- ◆ ESSA eliminates the highly qualified teacher (HQT) provision that existed under the No Child Left Behind Act requiring that students from low-income families and students of color not be taught by ineffective, inexperienced, unqualified, or out-of-field teachers at higher rates than their peers.
- ◆ ESSA expands access to high-quality, state-funded preschool for children from low- and moderate-income families.

DC and Maryland ESSA State Plan

- ◆ DC ESSA State Plan: <https://osse.dc.gov/essa>
- ◆ Maryland ESSA State Plan: <http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>
- ◆ Department of Education ESSA Resources: <https://www2.ed.gov/policy/elsec/leg/essa/index.html>

CLC Tip Sheet

School Enrollment and Uniforms

When Must Children Be Enrolled in School in DC?

All children of compulsory school age (ages 5-18) must be enrolled in school in order to access their education, but many times children in foster care have challenges with the enrollment process. Under DC law, it is the responsibility of the parent, guardian (or person who has custody or control of the child) to place a minor child who will be 5 years old on or before September 30th of the current school year in an educational institution (whether it be public, private, independent, or parochial school, or private instruction). See DC Code § 38-202(a).

Out of Boundary Lottery Process & Applications to Specialized High Schools

All DC residents of school age are eligible to enter the Out of Boundary Lottery (now called the My School DC Common Lottery) through the My School DC website. See <http://myschooldc.org>. DCPS and most DC public charter schools are part of the common application and common lottery to simplify this process. First round lottery applications are usually due in early February each year. The lottery applies to PK3 or PK5 programs at any DCPS school, including in-boundary schools. Specialized high schools have additional requirements such as entrance exams, interviews or auditions and their deadlines are typically before the end of the calendar year.

What are Some Common Challenges about School Enrollment in DC?

Legal Custody of the Child: Persons registering a DC student are not required to have legal custody of the child in order to enroll a student in a DC school.

Children in Foster Care: Even if they are missing required documentation, children in foster care are entitled to enroll in a school immediately. For more information on this topic, see the CLC Tip Sheet on School Stability and information on the Fostering Connections Act found in this Toolkit.

What if the Child Receives Special Education?

Schools are not permitted to discriminate against students on the basis of disability in the enrollment process, including whether they have an Individualized Education Program (“IEP”). In most instances this means that schools may not ask about whether a child receives special education services as part of the application.

Uniform Violations

School uniform policies must conform to DC regulations. See 5 DCMR § 2408 *et seq.* A student who fails to abide by a mandatory uniform policy cannot be given an out-of-school suspension or be barred from attending school. Each school implementing a mandatory uniform policy is required to have a bank of uniforms to loan out to non-compliant students and establish other mechanisms to assist students who require financial assistance in obtaining a uniform. Students who require financial assistance in obtaining a uniform shall not be subject to corrective or disciplinary action for non-compliance.

CLC Tip Sheet

DC School Transfers

Children in the District of Columbia transfer schools much more frequently than their peers in other jurisdictions. This is a result of not only the abundance of charter school options in DC, but also the large transient population. DCPS has several transfer policies that you should be aware of in order to aid or prevent your client's school transfer.

Voluntary Transfers

All DC residents are eligible to participate in the My School Lottery each year for Out-of-Boundary Transfers. Most DCPS and charter schools accept students through a common application and lottery system. Some specialized high schools have additional requirements, but still cannot discriminate on the basis of disability. Priority is given to students who live within a school's attendance zone.ⁱ Priority is also given if a student's sibling currently attends the requested school, the student resides within reasonable walking distance of the school, or the school is preferred to the in-boundary school.ⁱⁱ

The Chancellor can grant discretionary transfers. Under current DC law, only the DCPS Chancellor is authorized to grant a discretionary school transfer. The Chancellor may use his/her discretion to determine the duration of the approval based on the best interests of the student and may approve only those transfers that promote the overall interests of the school system.ⁱⁱⁱ

When students' attendance zone changes, they are typically transferred to the school that is in-boundary for their new residence. These transfers are affected by the current principal and must be proposed in writing. Applications for exceptions for seniors and appeals are available and must be provided to the principal prior to the effective date of the transfer.^{iv} Homeless students are exempt from this provision; please see the School Stability Section for more information.

Involuntary Transfers

DCPS can seek to transfer a student against their wishes in certain circumstances. Involuntary transfers should not occur without notice of the reasons for the transfer and the parents/students have the right to challenge the proposal via requesting a hearing. All involuntary transfers shall be approved by the Assistant Superintendent whose jurisdiction encompasses the school recommending the transfer. Parents may challenge the appropriateness of special education placements in a due process hearing pursuant to Title 30 of the DC Municipal Regulations, and, therefore, no separate hearing on the transfer is required under Chapter 5-E.^v

In exceptional circumstances a student may be subject to an immediate involuntary transfer. This type of transfer must result from the student being charged with or accused of a criminal offense and the circumstances are those which the Superintendent or designee believe disturb the peace, health, safety or welfare of the students or staff if the student remains in their original school placement.^{vi} A subsequent review hearing may be requested and an administrative decision will be rendered pursuant to the procedures for disciplinary hearings

ENDNOTES

ⁱ D.C. Mun. Regs. 5-E, § 2109 (High School Selection Transfers).

ⁱⁱ D.C. Mun. Regs. 5-E, § 2106 (Out-Of-Boundary Transfers).

ⁱⁱⁱ D.C. Mun. Regs. 5-E, § 2106.6. *See also* DCPS Discretionary Out-of-Boundary Transfers Policy at https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Discretionary%20Out-of-Boundary%20Transfers%20Policy_UpdatedForm2018.pdf.

^{iv} D.C. Mun. Regs. 5-E, § 2105 (Transfers Due to Change of Address).

^v D.C. Mun. Regs. 5-E, § 2107 (Involuntary Transfers).

^{vi} D.C. Mun. Regs. 5-E, § 2108 (Immediate Involuntary Transfers).

Placements and Detention Facilities for Detained Children in the District of Columbia

Location	Community	Group Home or Shelter Home	Psychiatric Residential Treatment Facility or Residential Treatment Center	Youth Services Center	New Beginnings Youth Development Center	The Correctional Treatment Facility at the District of Columbia Jail	The Psychiatric Institute of Washington
Also known as:	Home or with other family	Shelter homes are often called Family Reunification Homes	“PRTF” or “RTC”	“YSC”	Formerly “Oak Hill.”	“CTF” “Juvenile Block”	“PIW”
Who is placed there and when?	Children at any stage of proceeding or post-commitment to DYRS depending on their assessed risk. The degree of supervision a youth in the community receives may depend on whether they are with CSS or DYRS, and the unit to which they are assigned.	Children can be placed in shelter homes during probation and pre disposition, but are <u>only</u> placed in group homes if they have been committed to DYRS. Group homes sometimes can provide more services than shelter homes (an individual therapist) and be far outside of the District (e.g. Iowa, Utah).	Children and youth committed to DYRS. In very rare circumstances, children on probation where placement in residential is a condition of their probation.	Pre-disposition youth when necessary to protect the community from significant harm or ensure the youth comes back to court.	Post- disposition DYRS-committed youth, up to age 21. DC's only long-term secure facility and youth are placed there for an average of 7-9 months. *Both boys and girls can be placed at New Beginnings. Youth who are awaiting placement are now typically placed at New Beginnings.	Children and youth between the ages of 15-17 who have been charged with crimes as adults. As of Summer 2017, there is a separate unit at CTF for these male youth. Female youth are placed in solitary confinement at CTF. Once a youth turns 18, their subsequent location depends largely on how much time remains on the youth's	Children can be sent to PIW for evaluation if they pose a risk to themselves or others, and for assessment purposes. Children who are experiencing chronic mental health problems may also be sent to the CORE (the longer term) unit at PIW.

						sentence.	
Who is the LEA?	Various, depends on where the student is enrolled in school.	Various, depends on where the student is enrolled in school.	DCPS (pursuant to the August 2016 MOA between DCPS, DYRS, and OSSE)	DCPS	DYRS (Public agency responsible for providing a FAPE to students attending Maya Angelou Academy at New Beginnings).	DCPS	DCPS
What will happen to the child's IEP during placement?	IEP services and school placement should not change unless change is desired by the educational-decision maker.	Same as community, except group homes and shelter homes may need to be specifically instructed to <u>not</u> enroll the child in the neighborhood school for the shelter home or group home before the child is placed there.	The child or youth should be able to receive the same IEP services; however, DYRS can place children in RTCs that do not have a COA from OSSE and cannot provide the DCPS curriculum so in practice this may vary.	The child or youth has the right to have their IEP implemented to the extent that it does not risk the safety of the child or others detained.	Maya Angelou Academy (DYRS is responsible for providing FAPE), and will change the youth's IEP to providing services in a general education setting.	The child or youth has the right to have their IEP implemented to the extent that it does not risk the safety of the child or others.	The child or youth has the right to have their IEP implemented, but as a practical matter children seem to only be receiving a few hours a day of any educational services, and advocacy is generally needed to ensure children receive work packets and are able to continue credit work.
What else do I need to know?	—	Access to clothing, especially for children and youth stepping down from a residential or group home, is	While Court Social Services may push for commitment to DYRS so a child can be placed in residential treatment	Visitors are not allowed to bring cell phones, coats or other items into the YSC facility. If you bring a purse or bag in, you	Attend the team decision making (TDM) and discharge meetings to ensure that you are involved in all stages of	Visitors are not allowed to bring cell phones, coats or other items into the facility. If you bring a purse or bag in, you will	All visitors unaccompanied by service providers must be over 18. If the youth has older (but not adult) siblings, they will

		often an issue.	facility, it is important to note that commitment to DYRS does not mean (and in fact rarely means) a child will be placed in an RTC. There are also other ways to get an RTC funded for a child who really needs it (DMH, HSCSN if the child has it, DCPS).	will need to lock it in a coin-operated locker (and will need to bring your own change).	decision-making regarding placement and services. The TDM happens at level 4 (approximately 4 months into the Model Unit Program) and the discharge meeting happens at Level 6, approximately 30 days before release.	need to lock it in a coin-operated locker (and will need to bring your own change).	not be able to visit with them alone.
Whom should I contact for more information?	--	--	--	Main number: 202-576-8175	Main number: 202-299-3100 or 3200 (or call the PDS office at 202-299-3223)	Main number: 202-698-3000	Main number: 202-885-5600

CLC Tip Sheet

Educational Services for Pretrial Detainees and Sentenced Inmates Incarcerated at DOC Detention Facilities

What is DOC?

The Department of Corrections (“DOC”) is the law enforcement agency in the District of Columbia. The DOC has two correctional facilities—the Central Detention Facility (“DC Jail”) and the Correctional Treatment Facility (“CTF”). CTF is often referred to as the “Juvenile Block,” and houses youth who have been charged with crimes as adults.

What kind of education is required for students housed at DOC facilities?

Students at D.C. Jail receive their education through the Inspiring Youth Program (“IYP”), which is a District of Columbia Public Schools (“DCPS”) program. Students eligible for an Individualized Education Program (“IEP”) under the Individuals with Disabilities Education Act (“IDEA”) should receive special education services from IYP.¹ In addition, students who have already earned a high school diploma or GED can pursue further education options.

The New MOA

- In 2017 DCPS, DOC and the Office of the State Superintendent of Education (“OSSE”) entered into a Memorandum of Agreement (“MOA”) to ensure educational services are provided for students housed at DOC facilities pursuant to the ESSA and the Individuals with Disabilities Education Act (“IDEA”).
- DCPS is the LEA for eligible pretrial detainees and sentenced inmates housed at DOC facilities, including general education students who are still school-aged, and IDEA-eligible students up to age 22. Pretrial detainees and sentenced inmates below age 18 who are suspected of being eligible for services under the IDEA must be also identified and evaluated.
- DOC is required to provide adult basic education (“ABE”)/General Education Diploma (“GED”) programs and other educational supports.
- OSSE is required to ensure that a Free and Appropriate Public Education (“FAPE”) is available to eligible pretrial detainees and sentence inmates by collaborating with DCPS and DOC and monitoring IYP as part of its system of IDEA Part B LEA monitoring.

Further Information:

- The Memorandum of Agreement:
https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/MOA%20for%20Education%20of%20Youth%20Housed%20at%20DOC%20Facilities.pdf

¹ 20 U.S.C. 1400 *et seq.*; 34 CFR Part 300.

Enrollment and School Stability

Resources and Links

- ◆ **Child and Family Services Agency (CFSA) Office of Well-Being School Enrollment Tip Sheet for Children in Foster Care**
 - <https://cfsa.dc.gov/page/office-well-being-school-enrollment-process>
 - This document outlines the process CFSA must follow to ensure the timely school enrollment for youth in care.

- ◆ **CFSA Educational Services Policy (updated February 2011)**
 - [https://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/Program%20-%20Educational%20Services%20\(final\)\(H\)_1.pdf](https://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/Program%20-%20Educational%20Services%20(final)(H)_1.pdf)
 - The purpose of this policy is to provide a clear understanding of CFSA's commitment and role in providing educational stability and equal access to positive academic experiences to young people in foster care system. The goal is to improve educational stability and outcomes for all young people in care. This policy references The Fostering Connections to Success and Increasing Adoption Act of 2008, which requires that child welfare agencies partner with local education agencies (LEAs) to ensure that children and youth in care have educational stability while in foster care. It is anticipated CFSA will update this policy for the 2018-2019 school year.

- ◆ **CFSA 2011 Quick Reference Guide: Educational Stability for Children in Foster Care**
 - https://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/QRG%20-%20Educational%20Stability%20%28final%29%28H%29_0.pdf
 - This guide provides research on educational stability for children in foster care and a brief overview of ways CFSA plans to alleviate educational instability for youth in foster care.

- ◆ **OSSE's Guidance Regarding Graduation Fees for Students in Transitory Housing**
 - <https://dhcd.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Graduation%20Guidance%20October%202012.pdf>
 - This guidance explains the local education agencies (LEA) responsibility to students experiencing homelessness. Specifically, LEAs are required to review policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

- ◆ **OSSE: Educating Homeless Children and Youth: Dispute Resolution Guidelines (updated June 2018)**
 - <https://osse.dc.gov/publication/educating-homeless-children-and-youth-dispute-resolution-guidelines-and-appeals-process>
 - The "Homeless Children and Youth" dispute resolution guidelines address the requirements under the law that each LEA has to resolve enrollment or school placement issues for children experiencing homelessness covered by McKinney-Vento.

- ◆ **OSSE: School of Origin/Transfer Affirmation Form**
 - https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/transfer_affirmation.pdf
 - The above link is the required form for foster care youth who will remain at their school of origin once they come into care.

- ◆ **OSSE: Transitory Services Homeless Children and Youths Program Appeals Form**
 - https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/appeals_form_4_2010.pdf
 - This form allows homeless children to exercise their right to an appeal, when a LEA has denied them the right to attend that particular school.

- ◆ **OSSE: McKinney-Vento Homeless Education Program Liaison List (updated 6/1/18)**
 - <https://osse.dc.gov/service/homeless-education-program-district-columbia-homeless-liaisons-contact-list>
 - This link includes OSSE's list of McKinney-Vento homeless education program liaisons.

- ◆ **Memorandum of Agreement Between OSSE, DYRS, and DCPS Related to Educational Services for Youth Committed to the Department of Youth Rehabilitation Services, 2016**
 - <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/MOA%20for%20Educational%20services%20for%20Youth%20Committed%20to%20DYRS.pdf>
 - The purpose of this MOA is to improve educational outcomes for youth committed to DYRS by minimizing disruption in general and special education services during times of transition between DYRS placements. The MOA explains each party's (OSSE, DCPS, and DYRS) responsibility related to educational services for youth committed to DYRS. This MOA took effect in August 2016 for a one-year term, and on October 10, 2017, all participating agencies exercised the MOA's option year one.
(https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/DYRS%20Summary%20Memo.pdf).

- ◆ **Maryland Department of Human Resources: Access to Education for Children in State-Supervised Care**
 - <http://www.dhr.state.md.us/blog/wp-content/uploads/2012/10/access-to-education-for-children-in-foster-care.pdf>
 - The purpose of this handbook is to help professionals working in Maryland child welfare and educational systems to minimize common barriers to success in school for foster children.

- ◆ **Prince George's County Public Schools (PGCPS) Registration Requirements**
 - <http://www1.pgcps.org/communications/PB-communications.aspx?pageid=217617&id=147067>
 - This website provides detailed instructions on how a student can be enrolled in any PGCPS school.

◆ **PGCPS Administrative Procedures**

- <http://www.pgcps.org/generalcounsel/index.aspx?id=179107> (this website links to PGCPS's Office of the General Counsel's list of all procedures involving students): of note:
 - **Registration and Withdrawal of Students (5111)**: provides a clear understanding of the registration and withdrawal process of all students attending PGCPS.
 - **Homeless Children and Youth School Access and Services (5010)**: provides PGCPS's guidelines and procedures which assure that homeless children and youth have a barrier-free access to appropriate public education and services.
 - **Student Transfers (5110.3)**: provides general guidelines for student transfers in PGCPS.