



**Series :** 100: Case Management

**Policy Name:** Homeschooling of Foster Children

**Policy Number:** 145

**Regulations:** FL Statutes 39.016, and 39.4022, Rule 65C-28.018 F.A.C.

**Origination Date:** 1/20/2016

**Revision Date:** February 1, 2023

**Policy:** It is the policy of Communities Connected for Kids to ensure that children be educated in the best educational setting that meets their needs and with minimal disruption to their education.

**Procedure:**

1. An Educational K-12 Transition MDT staffing must be held as outlined in Policy #319
  - a. Every effort must be made to keep a child in the school of origin if it is in the child's best interest.
  - b. The determination must be made in consultation with the following individuals, including, but not limited to, the child; the parents; the caregiver; the child welfare professional; the guardian ad litem, if appointed; the educational surrogate, if appointed; child care and educational staff, including teachers and guidance counselors; and the school district representative or foster care liaison.
  - c. The MDT may rely on a report from the child's current school or program district and, if applicable, any other school district being considered for the educational placement if the required school personnel are not available to attend the multidisciplinary team staffing in person or remotely.
  - d. The "School Stability Checklist for Children in Out-of-Home Care" form, as outlined in [Rule 65C-28.018, F.A.C.](#), shall be used at each meeting to determine the best interest of the child.
  - e. The plan must include a detailed discussion of all factors considered in reaching the decision to change the child's school including but not limited to:
    - i. The child's desire to remain in the school or program of origin.
    - ii. The preference of the child's parents or legal guardians.
    - iii. Whether the child has siblings, close friends, or mentors at the school or program of origin.
    - iv. The child's cultural and community connections in the school or program of origin.
    - v. Whether the child is suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or s. 504 of the Rehabilitation Act of 1973, or has begun receiving interventions under this state's multitiered system of supports.



- vi. Whether the child has an evaluation pending for special education and related services under IDEA or s. 504 of the Rehabilitation Act of 1973.
  - vii. Whether the child is a student with a disability under IDEA who is receiving special education and related services or a student with a disability under s. 504 of the Rehabilitation Act of 1973 who is receiving accommodations and services and, if so, whether those required services are available in a school or program other than the school or program of origin.
  - viii. Whether the child is an English Language Learner student and is receiving language services, and if so, whether those required services are available in a school or program other than the school or program of origin.
  - ix. The impact a change to the school or program of origin would have on academic credits and progress toward promotion.
  - x. The availability of extracurricular activities important to the child.
  - xi. The child's known individualized educational plan or other medical and behavioral health needs and whether such plan or needs are able to be met at a school or program other than the school or program of origin.
  - xii. The child's permanency goal and timeframe for achieving permanency.
  - xiii. The child's history of school transfers and how such transfers have impacted the child academically, emotionally, and behaviorally.
  - xiv. The length of the commute to the school or program from the child's home or placement and how such commute would impact the child.
  - xv. The length of time the child has attended the school or program of origin.
- f. When assessing for educational transitions for children and youth, the facilitator must capture all factors considered in reaching the decision to change the child's educational setting to include ensuring efforts to coordinate with local educational agencies to provide immediate and appropriate enrollment in a new school, as well as the timing of the proposed school change, and transportation of the child to the new school.
- g. The cost of transportation cannot be a factor in making a best interest determination.
- No prejudice shall be shown against a caregiver who desires to educate at home a child placed in his or her home through the child welfare system.



-No person eligible under this section shall be prohibited from adopting solely because he or she desires to educate the adopted child at home.

Any exception to this policy must be documented in writing by the Chief Executive Officer of Communities Connected for Kids.

DocuSigned by:  
*Carol Deloach*  
Approved: \_\_\_\_\_  
Carol Deloach, CEO

February 1, 2023