



Foster Care Policy Manual

Office of Federal and State Accountability

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Introduction

Students in foster care can experience significant educational instability, a trend reflected in both national and South Carolina (SC) data. Placement changes often result in school transfers, delays in enrollment, disrupted academic coursework, and loss of access to critical support services. Students in foster care change schools an average of 2 to 3 times per year, with some experiencing more than 5 school changes during their time in care. Research indicates that each school move can result in 3 to 6 months of lost academic progress (National Working Group on Foster Care and Education, 2018). As a result, educational outcomes for students in foster care are significantly lower than for their non-foster peers:

- Only 43.9% of youth in foster care graduate from high school on time, compared to the statewide average of over 84% (SC Department of Education, 2024).
- Foster youth are twice as likely to be suspended or expelled.
- Nationally, less than 3% of youth who age out of foster care earn a college degree by age 25 (U.S. Department of Education, 2020).

To help mitigate these outcomes, the Fostering Connections to Success and Increasing Adoptions Act of 2008 requires child welfare agencies to ensure that children in foster care remain in their school of origin unless, through a best-interest determination, a school change is necessary. If a change is needed, the child must be enrolled in the new school immediately, and educational records must be transferred promptly. The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA) in 2015, mandates that state and local educational agencies collaborate with child welfare agencies to maintain foster youth in their school of origin, provide and fund transportation to the school of origin, ensure immediate enrollment in a new school, with prompt transfer of records, when a change is deemed necessary, and collect and report educational outcomes for students in foster care (20 U.S.C. § 6311(g)(1)(E)). At a state level, South Carolina includes foster care in the state statute for Education, Title 59, CHAPTER 38-10. This law contains provisions similar to those in ESSA, which are included in the Education Bill of Rights for Children in Foster Care (2010 Act No. 214, Section 2, June 7, 2010).

Educational stability is a powerful protective factor for students in foster care. When students remain in the same school environment, they are:

- 68% more likely to graduate on time (Casey Family Programs, 2021)
- Retain critical relationships with peers, teachers, and counselors
- Experience lower rates of behavioral incidents and higher academic engagement

Most recently, in November 2024, the U.S. Department of Education updated its [Non-Regulatory Guidance](#) to help schools and agencies better implement these protections. This manual is designed to be a resource for South Carolina's education and child welfare systems, offering practical guidance on legal compliance, interagency collaboration, and best practices. Education can and must be a stabilizing force for our students.

Definition

The Title I educational stability provisions in ESEA section 1111(g)(1)(E) apply to all children in foster care enrolled in schools in an SEA. Additional requirements in ESEA section 1112(c)(5) apply to children in foster care attending schools in LEAs receiving Title I subgrants. Consistent with Title IV-E of the Social Security Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. (45 C.F.R. § 1355.20(a)). Under this definition, “foster care” includes, but is not limited to, placements in:

- Foster family homes
- Foster homes of relatives (also known as “formal kinship care”);
- Group homes
- Emergency shelters
- Residential facilities
- Childcare institutions
- Preadoptive homes

Points of Contact for Educational Agencies

Each State Educational Agency (SEA) must designate an SEA Point of Contact (POC) to oversee the implementation of the State responsibilities under the Title I educational stability provisions. The SEA POC may not be the same person as the State Coordinator for the Education of Homeless Children and Youths program under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (ESEA section 1111(g)(1)(E)(iv)). Both Title I and Title IV-E require coordination between educational and child welfare agencies, so designating POCs in each agency will help facilitate a successful, sustainable collaboration.

State Point of Contact

The SEA POC oversees the implementation of the state responsibilities under the Title I educational stability provisions. The state child welfare agency, the Department of Social Services (DSS), also has appointed a state-level contact. The federal guidance provides the roles and responsibilities of the SEA POC, including:

1. Coordinate with State Level DSS to issue joint statewide guidance supporting the implementation of Title I educational stability provisions.
3. Facilitate data sharing with child welfare agencies.
4. Review data and issue state-specific guidance that supports the educational experience and academic achievement of students in foster care.
4. Monitor local educational agencies (LEA) to ensure compliance with Title I educational stability requirements.
5. Provide regular professional development and technical assistance to LEA POCs and other relevant staff
6. Engage in ongoing professional development related to supporting students in foster care.

7. Maintain an up-to-date list of LEA POCs and DSS education POCs

Local Point of Contact

A LEA should consider the time and expertise needed to complete the expectations of the LEA Foster Care POC when assigning this vital role. However, there is nothing in the guidance or law that prevents the LEA's McKinney-Vento Liaison from also holding this role. The guidance details the roles and responsibilities of LEA POC:

1. Must collaborate with local DSS offices to implement the Title I educational stability provisions. (ESEA section 1112(c)(5)).
2. Develop policies and procedures that layout the local Best Interest Determination (BID) process.
3. Document outcomes of the BID meeting and following processes
4. Resolve disputes related to BID processes and school of origin transportation.
5. Facilitate the transfer of records and ensure immediate enrollment when students in foster care change school placements (*within 2 business days in state statute*)
6. Provide training to school-based staff on the needs of students in foster care, including immediate enrollment annually.
7. LEAs receiving Title I subgrants must collaborate with DSS to implement the Title I educational stability provisions, including transportation, which includes a transportation policy for students in foster care.

Supporting students in foster care requires a comprehensive, coordinated approach that addresses both students' unique educational needs and the complex systems that surround them (see Figure 1). This manual will help explore these elements and ultimately show how to help students in foster care succeed.

Figure 1. *Elements for a Strong LEA Foster Care Program*



Collaboration

The Title I, Part A educational stability provisions require each SEA to collaborate with the State child welfare agency to ensure students in foster care maintain educational stability. (ESEA section 1111(g)(1)(E)). Effective coordination between education and child welfare agencies is a key factor in supporting students in foster care's academic success. When the SCDE and DSS prioritize strong interagency collaboration, students are more likely to experience improved educational outcomes. This includes dedicating sufficient time, staffing, and resources to ensure active and sustained engagement from all agencies.

The SCDE and DSS hold quarterly meetings to lead in this critical requirement. State and Local collaborative practices are vital to fostering student success in foster care. With this in mind, the SCDE Foster Care Team has specified some guiding principles that highlight a collaborative model that can be viewed [here](#). It is suggested that each LEA and Local DSS County office would find meaningful ways to work in partnership and engage in joint policies and procedures. Regular training and meeting opportunities at the local level are strongly encouraged to establish a local cross-agency team to improve stability, outcomes, information sharing, and engagement.

Department of Social Services

The Department of Social Services (DSS) maintains a designated state-level contact, as well as regional education specialists who support the implementation of policies and help address local challenges. At the local level, DSS offices are encouraged to work closely with local school districts to develop systems that remove barriers to enrollment, attendance, and academic progress, while promoting consistency and stability in students' educational experiences. To be effective, collaboration must be treated as a core responsibility with resources allocated to support joint efforts across all levels. Local agencies should establish regular meetings for collaboration, define clear, decision-focused criteria for school placement and transportation, and coordinate joint training and technical assistance.

- Create a structured timeline (e.g., monthly or quarterly meetings) for local education agencies (LEAs) and local DSS agencies to review implementation of Title I educational stability provisions, address emerging issues, and evaluate progress toward shared goals.
- Develop and document specific factors and procedures to guide joint decisions—such as school of origin determinations and transportation planning that prioritize the best interests of the student and ensure consistency across cases. These factors should be role-specific rather than person-specific to proceed, regardless of who is implementing the procedures.
- Organize recurring professional development opportunities for education and child welfare staff that focus on shared responsibilities.

Community-Based Organizations and External Partners

To effectively support students in foster care, education and child welfare agencies should collaborate with a wide range of community partners. These partnerships can enhance services, promote stability, and address the complex needs of students involved in foster care. Potential partners may include:

- Legal professionals such as judges, guardians ad litem (GAL), educational advocates, court-appointed special advocates (CASAs), and attorneys
- Community-based organizations that assist families engaged with the child welfare system
- Service providers offering support, including public health agencies, behavioral health professionals, and mental health organizations
- Advocacy groups focused on education or child welfare concerns
- Parent mentor or caregiver support networks
- Tribal leaders and representatives, particularly when working with Native American/Alaska Native students and families

School of Origin

The “school of origin” (SOO) is defined as “the public school a student is enrolled in when they enter foster care or when they change foster care placements.” A student must remain in their school of origin for the duration of their time in foster care, unless a determination is made that it is not in their best interest to remain in that school. In addition, this guidance seeks to offer other clarifications that are highlighted here on how to apply SOO:

1. This provision applies to feeder schools.
2. A student who has never been enrolled in a public school has no SOO and should be immediately enrolled in a new (residential) school, even without the records usually required for enrollment.
3. LEAs are encouraged to allow students to remain enrolled at their SOO through at least the end of the school year and provide transportation, if a student exits foster care before the end of the school year.
4. On page 17, Question E-5, it was encouraged to include “any public school the student has attended previously” in the SOO conversation during the BID. As DSS and Local Educational Agencies (LEAs) work collaboratively to support educational stability, staff should explore schools where the student has been recently enrolled and establish meaningful connections. Student input should be prioritized in these discussions. If challenges arise during the implementation of this clarification, stakeholders should follow the dispute resolution process outlined in this guidance document.

Best Interest Determination (BID)

Meeting the requirements of the Fostering Connections Act and ESSA, a BID must be completed for documentation that must be maintained in the child welfare case file for

every student, documenting the best-interest determination for educational stability. This process should be completed when (i) a student enters the custody of the child welfare agency and/or (ii) a placement change may be necessary. DSS is required to alert LEAs when a student enters care, because without a BID, it is difficult for districts to know whether a student has entered foster care or is changing schools.

Fostering Connections and ESSA require that every student remain in their school of origin unless a determination is made that it is not in their best interest. The decision as to what is in the student's best interest will be made at a collaborative meeting. A collaboration, including the local DSS, LEA, the Student and others, must take into consideration all factors relating to a student's best interest when determining whether remaining in his/her school of origin is in the student's best interest (see Table 1). These factors can include the appropriateness of the current educational setting and the proximity of placement. (ESEA section 1111(g)(1)(E)(i)). At a minimum, a representative from the SOO, a DSS caseworker, and the educational surrogate (if applicable) must participate in a BID meeting. Others with insight into the student's best educational interest are strongly encouraged to participate. A BID process should be student-centered and context-specific. If a stakeholder cannot participate in the BID process, a [form](#) can be completed to ensure their valuable insight is included in the BID.

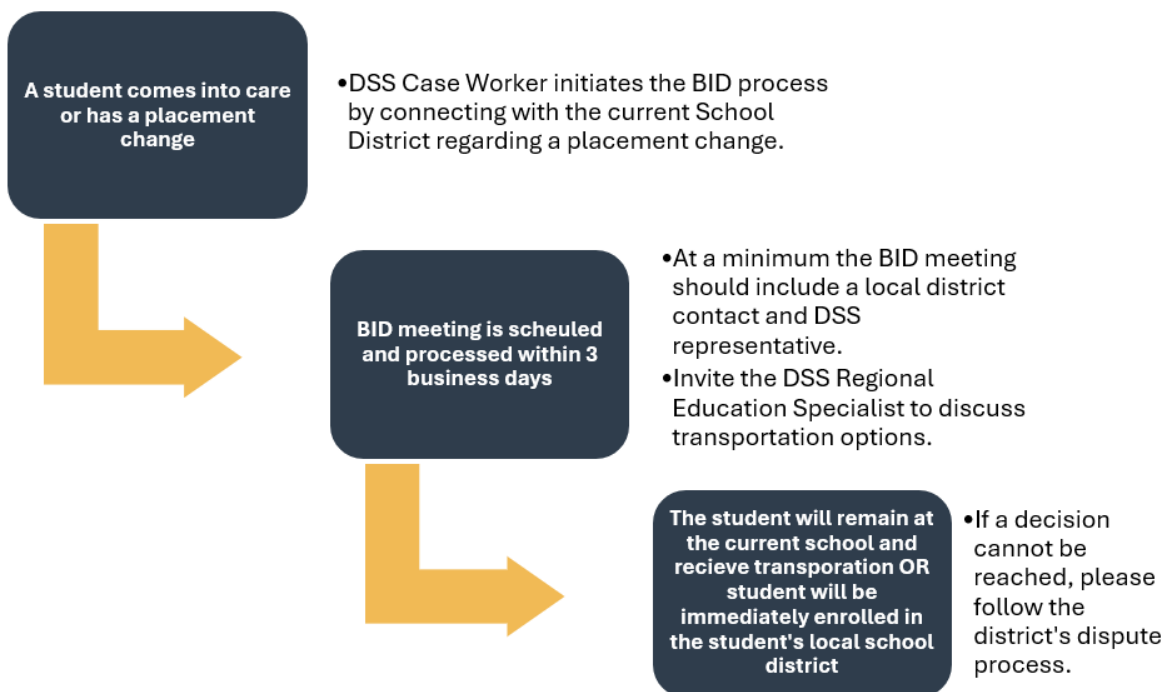
Table 1. *Potential Participants in the BID Process*

Participants from the LEA	Participants from DSS	Additional Participants
• LEA POC • Teachers and school leaders/administration • Coaches and mentors • School Social Workers • School Counselors • School-based mental health professionals • Multilingual staff members, if relevant • Special education staff members and providers, if relevant • LEA representatives from the IEP team, if applicable • LEA POC from the potential receiving school district (This is extremely helpful for students with an IEP).	• Student's DSS Caseworker • Regional Educational Specialist • Local child welfare agency POC • Local County DSS Office Representative	• The student • Parents • Current and future caregivers • Education attorney, Student's attorney, CASA • GAL • Mental health professional • Translator • Group Home Contact

Initiation of the BID meeting is the responsibility of the local DSS caseworker. The LEA should maintain and follow documented policies and procedures when conducting this process (see Figure 2). The caseworker should collaborate with the LEA to schedule a BID meeting prior to the student entering custody or a placement change and collaborate with the district to invite the potential placement district if a move is likely. If a student has an IEP or a Section 504 plan, the relevant school staff member(s) are encouraged to be invited to and participate in the best-interest determination process. If the student is a Multilingual Learner (ML), appropriate educators may also need to be involved in the best determination process. The USED Non-Regulatory Guidance states the BID meeting should take place within three school days. To the extent feasible and appropriate, the student must remain in their school of origin while this determination is being made. (ESEA section 1111(g)(1)(E)(i)). If the student does not remain at the current school, a copy of the BID should be given to the new school of residence upon enrollment. As a general rule, a student should not be withdrawn from a school until a BID is completed. This document can help the receiving school gather information to serve the student better. Additionally, a copy of this document should be retained at the school of origin for auditing purposes.

While the convenience and cost of transportation to the school district cannot be a deciding factor, the distance of the commute and its impact on the student's education and/or special needs may be considered during the best interest determination meeting.

Figure 2. *BID Flowchart Overview*



School of Origin Transportation

School-of-origin transportation refers to the provision of transportation services for children in foster care to and from the school they attended at the time they entered foster

care or experienced a change in placement. This requirement, outlined in Section 1112(c)(5)(B) of the ESEA, is designed to promote educational stability by allowing students in foster care to remain in a familiar school environment despite changes in their living situations. Ensuring consistent access to the SOO helps support academic success and emotional well-being during times of transition. To facilitate this process, school districts must maintain clear policies and procedures, developed in collaboration with the local department of social services, to ensure timely and effective implementation. SEAs are responsible for monitoring LEAs' transportation procedures and ensuring they are effectively implemented. Policies should be renewed annually and include the following items, along with any specific local matters that need to be addressed.

- Who oversees coordinating?
- How will disputes be resolved?
- Details on how a student's transportation must be "promptly" received, within three business days.
- Define transportation additional costs as the difference between what a District otherwise would spend to transport a student to their assigned school and the cost of transporting a child in foster care to their school of origin, and how additional costs will be covered.
- List of potential low-cost transportation options.
- Age and developmentally appropriate transportation options and address safety precautions for students.
- Outline collaboration with county/region-wide partners, including other districts and DSS, to establish inter-LEA transportation procedures.
- How the LEA will provide transportation for the student to meaningfully participate in other school activities that occur outside the regular school day, including extracurricular activities.
- Noting that the school of origin transportation requirements apply regardless of whether an LEA provides transportation for students who are not in foster care.
- Requirements that apply to charter schools considered to be a LEA by the SEA.
- Funding specifics: certain federal funds may be used to support additional school of origin transportation costs, including Title IV-E funds, Title I funds, and IDEA funds if transportation is listed as a related service on the student's IEP, or in cases where a student does not have an IEP but an "incidental benefit" is provided to a nondisabled student in foster care.

As a reminder, 'additional costs' incurred in providing school of origin transportation are the difference between what an LEA would otherwise spend to transport a student to their assigned school and the cost of transporting a child in foster care to their school of origin. A LEA's transportation procedures must address any additional costs incurred in providing school-of-origin transportation. LEAs and local DSS Offices are encouraged to annually review and revise their transportation procedures, which will be reviewed during a LEA's consolidated monitoring. A sample document is available [here](#) to help guide districts on items to consider.

Immediate Enrollment and Records Transfer

Students in foster care represent one of the most vulnerable student subgroups. The ESEA Section 1111(g)(1)(E) states that the enrollment of a child or youth in foster care must not be denied or delayed because documents normally required for enrollment have not been provided. A student in foster care has the right to be enrolled in school without delay (see Table 2). While DSS is responsible for providing pertinent information needed for school attendance, such as medical records, the absence of this information cannot be used to prevent or delay the student's enrollment. If there are questions regarding a student's involvement in the foster care system, please reach out to the LEA Foster Care Point of Contact and/or the DSS Regional Education Specialist for clarification.

Table 2. Definition of Immediate Enrollment

What does “Immediate” mean?	What does “Enrollment” mean?
According to the US Department of Education, immediate enrollment means that a student in foster care should be enrolled and attending the new school “as soon as possible” (less than 3 days)	Enrollment means that a student is attending classes, participating fully in school activities, and their educational needs met.

School districts should reduce barriers by:

- Removing policies and procedures that have barriers for students in foster care.
- Developing an enrollment protocol and ensuring that all enrollment personnel are informed of it.
- Collaborating with Local DSS to establish clear protocols for student enrollment and transportation.
- Evaluating LEA practices: Determine the average length of time it takes between when students attempt to enroll and when they are participating fully in school, and create processes to shorten this time, if over 3 business days.

To minimize educational discontinuity and to ensure that a student can fully participate in coursework and extracurricular activities at their enrolling school, the school of origin is required to provide relevant records to the enrolling school within two business days or less, following the request for a record transfer (SECTION 59-38-10, B(3)). The enrolling school should request all records typically required for enrollment, as well as records relevant to that student's prior academic experience. Such records might include:

- Immunization records
- Academic transcripts
- Class enrollment history, including any advanced or remedial courses
- Attendance records
- An Individualized Education Program (IEP) or 504 plan, Individualized Language Acquisition Plan (ILAP) if applicable
- Other records necessary or required by the receiving district

Ways to streamline this process include:

- A district procedure that details staff connecting with the DSS Caseworker or Foster Parent at registration to eliminate the need for additional trips to the school
- Accept previous school records directly from caregivers or DSS staff
- Contact the previous school for assistance with quick placement decisions
- Generate school records for students whose records are damaged or missing

Dispute Resolution

The foster care dispute resolution process addresses issues and concerns for students in foster care when such matters cannot be resolved through regular provisions under the Every Student Succeeds Act (ESSA), Title I, Part A (specifically 20 U.S.C. § 6311(g)(1)(E)). This process ensures that disputes are handled promptly while maintaining educational stability for students in foster care. For disputes related to special education services, refer to the [Special Education Dispute Resolution](#) process.

The dispute resolution process applies to three primary categories: school placement based on the student's best interest, school enrollment procedures, and transportation arrangements. Under ESSA provisions, students in foster care must remain in their school of origin (SOO) unless a best interest determination (BID) indicates that attending a different school would better serve the student's needs. While consensus among all parties is preferred when making best interest determinations, disputes may arise when concerns cannot be resolved through collaborative discussion (see Table 3).

1. **Placement Disputes:** When disagreement exists regarding what constitutes the student's best interest, the student must remain enrolled in and continue attending their school of origin to prevent unnecessary disruption and limit school transfers during the dispute process.
2. **Enrollment Disputes:** When a dispute involves immediate enrollment after completion of a BID, the student must be immediately enrolled in the new school district while concerns are addressed through this process.
3. **Transportation Disputes:** For disputes regarding transportation cost or availability, both the LEA and DSS must provide transportation for the student during the dispute resolution period.

Table 3. Dispute Levels

Level 1: Local	Level 2: State
A Level 1 dispute involves disagreements related to school placement, enrollment, or transportation for a student in foster care. At this stage, the dispute is addressed by the LEA's Foster Care Point of Contact in coordination with the appropriate Regional Educational Specialist.	If the issue cannot be resolved at Level 1, the dispute should be elevated to Level 2. At this level, the matter is reviewed by the SCDE's State Foster Care Point of Contact in collaboration with the DSS State Education Advocate, including a Foster Care State Dispute Team.

*Disputes may be initiated by a SOO or receiving school LEA Foster Care POC, caregiver, educational decision maker, and/or group home provider, etc., at Level 1. In these cases,

the concerned party should contact both the Education and DSS contacts at the appropriate level of dispute. If these contacts are unknown, they can be found on the SCDE Foster Care [website](#).

Depending on the dispute type, a notice of the right to remain enrolled and attending the school of origin while the dispute is being resolved should be documented and executed. Similarly, a notice of immediate enrollment or transportation provisions should be shared throughout the dispute process with the local Foster Care POC and the DSS Regional Educational Specialist. The local Foster Care POC must convene a meeting with the DSS Regional Education Specialist to discuss the dispute. This meeting must be completed within five business days, including a written explanation of the result. If the dispute cannot be resolved, it will be reviewed at the state level (Level 2). If the issue progresses to Level 2, the Level 1 process will be evaluated against these requirements.

Responsibilities of the LEA Foster Care POC throughout the Dispute Process

1. Receipt and Notification
 - Log receipt of the dispute, including date and time
 - Review the dispute form documenting the reason for the dispute
 - Forward a copy to the Foster Care POC's immediate supervisor and district superintendent
2. Initial Contact (Within 2 Business Days):
 - Connect with the DSS Regional Education Specialist to discuss the dispute
 - Involve others at the LEA or DSS level, reflective of the LEA Local Level process for dispute resolution.
3. Convene Meeting (Within 2 Business Days):
 - Convene a meeting with the LEA, DSS Regional Education Specialist, to discuss and attempt to resolve the dispute
4. Decision and Documentation (Within 3 Business Days):
 - Complete a decision within five business days of initial receipt
 - Provide written notice of the decision to all parties
 - If unresolved, proceed to Level 2

At Level 2, the matter is reviewed by the SCDE's State Foster Care POC, in collaboration with the DSS State Education representative, and the Foster Care State Dispute Team (which would include legal counsel for both agencies). The student will remain enrolled throughout the Level 2 process. Appropriate information and interviews will be collected during this time. A meeting including the staff members mentioned above will be held, and a written decision will be shared with the Local LEA within eight business days. For a more specific detailed explanation of the dispute the full policy can be found [here](#).

Academic Success

According to [the South Carolina Code of Laws, Section 59-38-10](#), all school districts must:

“Consider maintaining a child in foster care in the same school if it is in the child’s best interest or facilitate the immediate enrollment of a student located within the district or area served by the district’. Additionally, districts must “accept credit, full or partial, regarding coursework satisfactorily completed by a child in foster care while attending a public school, nonpublic school, or nonsectarian school in accordance with state and district policies or regulations.” This state law reinforces the expectation that districts proactively develop systems to maintain educational stability, evaluate prior coursework, and facilitate the awarding of credits—even when traditional documentation is incomplete.

When reviewing educational data for students in foster care across South Carolina, they had a 43.9% graduation rate (2023-24). In efforts to improve outcomes for our students in foster care, DSS and the SCDE have collaborated to give guidance to School Districts on how to navigate these unique situations.

[State Regulation 43-274 VII\(B\)](#) allows local school districts to make exceptions to the 120-hour attendance rule for students with approved excessive absences. These decisions should be made on a case-by-case basis. LEAs should create absenteeism policies that account for special circumstances, especially for students who do not meet minimum attendance requirements due to factors beyond their control. Students in highly mobile situations should be carefully evaluated, and alternatives to the 120-hour requirement should be considered when appropriate. Students in foster care who experience unstable placement transitions often face the risk of recurring absences, missed instruction, loss of academic credits due to inconsistent coursework, or differing district schedules from across the state. Credit transfer and instructional time guidance to address these challenges include:

1. DSS and LEAs should collaborate and utilize the [Stability Protocol](#), when appropriate, to guide ways to help maintain a middle or high school student’s academic progress. When a placement is temporarily disrupted, this discussion should occur during the best-interest determination meeting.
2. Utilize proper administrative coding for students who are temporarily completing asynchronous assignments while remaining enrolled in the school of origin. Districts have options to document the student’s participation during this time.
3. Review transcripts promptly upon enrollment, and schools must evaluate the incoming student’s transcript and academic records. This review helps determine what coursework has been satisfactorily completed and identifies any gaps due to interrupted education.
4. If a transcript analysis reveals a loss of instructional time, the student may qualify for seat time recovery programs (in-person or virtual), credit continuation through online learning platforms, and/or partial credit based on the District’s [mastery/proficiency](#)-based system.

While the principles outlined in ESSA and SC Regulations are federally and state-mandated, implementation may vary by district. LEAs are encouraged to establish clear, student-centered procedures that address:

- Following the BID and Immediate Enrollment timeline guidance
- Offering virtual or blended learning opportunities for credit recovery
- Transcript evaluation timelines
- Collaborations with foster care points of contact, school counselors, and attendance coordinators

LEAs should ensure that policies reflect flexibility, fairness, and a commitment to graduation success for students in foster care facing educational instability.

Additionally, to increase academic success, LEAs should explore opportunities to prevent dropouts and encourage career and technical programs that have been shown to improve student engagement and provide clear pathways to employment. These programs can bridge the gap between classroom learning and real-world skills, providing students with practical experience across various fields.

Internal Champions for Students in Foster Care

Additionally, school staff play a critical role in breaking down barriers and ensuring that students in foster care have access to academic success. The following guidance outlines how administrators, counselors, social workers, mental health professionals, and teachers can collaborate to stabilize students. Some examples include intentional follow-up on attendance, facilitating credit recovery, and advocating for flexible solutions. While this is not an exhaustive list of ways to support, it is a great place to start.

District and School Administration

- Establish a school-wide understanding that foster care students deserve dignity, privacy, and the same opportunities as all students
- Ensure all staff understand the confidentiality requirements surrounding foster care status
- Foster an inclusive environment where foster students feel welcomed and valued
- Prioritize immediate enrollment and records transfer when foster students arrive mid-year
- Schedule regular check-ins to monitor academic progress and social-emotional well-being
- Use data to identify gaps in services and outcomes for foster students
- Participate in multi-agency team meetings when appropriate
- Collaborate regularly with the LEA Foster Care POC

School Counselors

- Review transcripts promptly upon enrollment and identify gaps caused by placement changes.
- Communicate graduation requirements clearly to students and caregivers, reducing anxiety and confusion.

- Coordinate seat-time recovery options (virtual or in-person) and credit continuation plans.
- Advocate for partial credit opportunities based on mastery or proficiency when full seat time isn't possible.

School Social Workers

- Serve as a connector between DSS and the school to ensure timely sharing of placement and attendance information.
- Collaborating in the BID process.
- Helping document circumstances that justify exceptions to the 120-hour rule under State Regulation 43-274 VII(B).
- Support families and caregivers in navigating district policies and accessing resources for stability.
- Address barriers to attendance, such as transportation or scheduling conflicts related to court or DSS appointments
- Provide educational reports and recommendations for permanency planning

School-Based Mental Health Professionals

- Conduct comprehensive assessments to identify resiliency needs and trauma symptoms
- Provide input on how stress and trauma from placement changes may affect attendance and engagement.
- Offer strategies to maintain student participation during transitions, including asynchronous learning plans.
- Collaborate with educators to create supportive environments that reduce disciplinary removals and promote consistent attendance.
- Work closely with teachers to implement consistent behavioral and emotional support strategies
- Maintain communication during placement changes to provide continuity

Teachers

- Foster a classroom environment where all students feel valued, respected, and safe
- Maintain confidentiality about students' foster care status
- Use inclusive language that acknowledges diverse family structures
- Be a consistent, reliable presence in the student's life
- Advocate for appropriate academic services and accommodations
- Recognize that trauma can affect learning, behavior, attention, and social skills
- Advocate for the student's educational rights and best interests

Attendance

Educational agencies are strongly encouraged to consider the unique experiences of students in foster care and to develop strategies to increase school attendance for this

student population. To ensure access to education and appropriate support for students in foster care, school districts should review the following practices:

1. Facilitate information sharing with DSS Case Managers by establishing procedures that allow for the timely and confidential sharing of attendance records (and additional records when appropriate) with a student's foster care case manager. This enables coordinated efforts to support the student's consistent school participation.
2. Review and revise attendance policies for unintended negative consequences for students in foster care.
 - Conduct regular reviews of district attendance policies and practices to identify and revise any elements that may have a disproportionate impact on students in foster care.
 - Eliminating punitive measures that do not account for the unique challenges these students may face.
3. Use disaggregated data to drive interventions like monitoring chronic absenteeism by student groups, which should include students in foster care.
 - Use this data to inform targeted interventions, develop supportive strategies, and track the effectiveness of efforts over time.
4. While such obligations are sometimes unavoidable, districts are encouraged to work collaboratively with DSS to minimize educational disruptions whenever possible by scheduling appointments outside of instructional time. Students in foster care may occasionally need to attend court hearings or appointments with child welfare professionals during the school day, but this should be limited to situations that cannot be otherwise scheduled after school hours.
 - DSS Case Workers should minimize educational disruptions due to required appointments.

Supportive Learning Environments

School districts play a vital role in fostering positive school environments for students in foster care. It is critical to create supportive learning environments and apply discipline practices that are fair, consistent, and responsive to individual student needs. Disciplinary removals, such as suspensions, should be used only after other appropriate interventions have been considered, such as:

- Build awareness of child welfare-related behaviors by providing training for educators and administrators to help them recognize behaviors that may be linked to a student's experiences within the child welfare system. Equip school staff with strategies to respond to these behaviors in a supportive and constructive way.
- Identify need for evaluation and understand legal protections to ensure that school personnel are aware of behaviors or circumstances that may indicate a need for

evaluation under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Staff should understand the discipline protections afforded under these laws and how to apply them appropriately.

- Provide guidance on how stressful experiences can affect the behavior of our students in foster care. This might include offering professional development to help school personnel understand how ongoing stress or frequent life disruptions may influence student behavior. Include strategies for creating classroom environments that promote consistency, safety, and engagement.
- Before initiating disciplinary action, connect with school staff to review the student's circumstances.

Students in foster care are eligible for supports under other Federal programs, including the [National School Lunch Program](#), the [FAFSA Simplification Act](#), and career and technical education programs like [Perkins V](#). Students in foster care are categorically eligible for free school meals without submission of a free and reduced-price household application. Unlike other students who must submit household income information, foster children can be automatically enrolled in free meals based solely on documentation of their foster care status.

Alternative learning environments, including [alternative schools](#) and virtual learning programs, may serve as options for students in foster care when these settings align with the student's individual needs and circumstances. However, such placements should only occur after careful evaluation confirms that the supports and resources available through these programs serve the student's best interest. LEAs must examine their policies and procedures governing alternative school placements to identify and eliminate any barriers that might disproportionately affect students in foster care. Regarding virtual education, BID participants should conduct thorough reviews of online programs to verify they are evidence-based and maintain rigorous standards. Documentation must demonstrate a reasonable probability of student success before enrollment in any virtual program.

Supports and Services: Department of Social Services

The Administration for Children, Youth, and Families (ACYF) has designated 14 categories to support a student in foster care to reach adulthood with success. The Department of Social Services has services and supports that provide growth in:

1. Successful Transition to Adulthood Needs Assessment
2. Academic Support
3. Post-Secondary Educational Support
4. Career Preparation
5. Employment Program/ Vocational Training
6. Budget & Financial Management
7. Housing Education & Home Management
8. Health Education & Risk Prevention
9. Family Support & Healthy Marriage Education
10. Mentoring

11. Supervised Independent Living
12. Room and Board Financial Assistance
13. Education Financial Assistance
14. Other Financial Assistance

Funds from the State John H. Chafee Foster Care Program support these categories. Connect with your Local DSS Office to collaborate on ways to clarify these available services for students in foster care. For more information, DSS has a [booklet](#) that provides additional guidance and guidelines for the program.

Students with Disabilities

When a student in foster care with an Individualized Education Program (IEP) experiences a change in placement, careful consideration must be given to the best-interest determination (BID) for school enrollment. The following guidance is intended to assist the BID team, in navigating this process. There are unique barriers faced by students with disabilities, who comprise a significant percentage of students in foster care (33% in the 2024-25 school year). Students in foster care with disabilities who change schools should receive appropriate special education services and modifications at their new school, with the Least Restrictive Environment.

Understanding “Change of Placement” in Different Contexts

- a. **Foster Care Definition:** In child welfare terms, a “change of placement” refers to a change in the child’s living arrangement or home address (e.g., from one foster home to another, or from a foster home to another facility)
- b. **IDEA Definition:** Under the Individuals with Disabilities Education Act (IDEA), a “change of placement” refers to a change in the educational program or services provided to a student with a disability. This may include changes in the type, setting, or intensity of services.

It is important to note that a change of home address due to a foster care placement does not, in itself, require a change in the student’s educational placement under IDEA. The academic team must still ensure that the student continues to receive services that are comparable to those in their current IEP. When a student with an IEP experiences a placement change, the BID process should include at least one representative from the IEP team who is familiar with the student to address key BID considerations (see Table 4). This individual can provide [information](#) from other IEP Team representatives who cannot attend the meeting. This additional member of the BID team is important since 33% of students in foster care are also students with a disability (school year 2024-25).

The [IDEA](#) defines “parent” to include the following persons: student’s birth or adoptive parent, who is presumed to be the parent under IDEA, unless they do not have legal authority to make educational decisions for the child; the foster parent; a guardian generally authorized to act as the student’s parent or to make educational decisions for the student; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual

who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with 34 C.F.R. § 300.519.
(20 U.S.C. § 1401(23); 34 C.F.R. § 300.30)

Table 4. BID Participant representing the student's IEP

School psychologist	Speech-language pathologist (SLP)
Board Certified Behavior Analyst (BCBA)	General education teacher
Special education teacher	Special education teaching assistant
Any related services professional (e.g., occupational therapist, physical therapist, etc.)	LEA representative/building or district administrator

This list is not exhaustive due to the student's individualized needs, and not everyone may be involved; however, all individuals who provide input should be familiar with the student.

Additional items to consider:

1. Continuity of Services
 - a. Will the new school be able to implement the IEP as written?
 - b. Are comparable services available at the new school?
 - c. Is there a risk of regression or disruption to learning due to the transition?
2. Availability of Comparable Services
 - a. Under IDEA, the receiving school is required to provide comparable services to those outlined in the student's existing IEP until the new IEP team convenes and adopts or revises the plan.
3. Transportation and Accessibility
 - a. Can transportation be arranged to maintain the student in their school of origin if it is in their best interest?
 - b. It may be permissible to use transportation that is provided using IDEA funds in cases where an "incidental benefit" is provided to a nondisabled student in foster care as a result of special education and related services provided under IDEA to students with disabilities.
4. Role of DSS case manager in the transition process:
 - a. Contact the [Special Education Director](#) in the district to obtain contact information for an IEP team representative to attend the BID process
 - b. Ensure all educational records are collected for seamless transition between schools/districts.
5. Role of representative of the IEP team member familiar with the child in the transition process
 - a. Describe the child's strengths and weaknesses
 - b. How has the child handled other transitions (e.g., substitute teacher, change in school day, etc)
 - c. Is there a strong positive or negative relationship with adults and peers in the current setting?

Multilingual Learners, McKinney-Vento, and Department of Juvenile Justice

Students in foster care often belong to additional populations that require intentional supports to ensure educational access and success. These include multilingual learners (ML), students experiencing homelessness under the McKinney-Vento (MV) Act, and students involved with the juvenile justice system.

Public schools must ensure MLs can participate meaningfully and equally in educational programs under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA). School stability provisions for ML students may include involving translators and considering language needs during the BID process and the provision of transportation. To meet their obligations under Title VI and the EEOA for all ML students, LEAs must:

- Identify and assess all potential ML students in a timely, valid, and reliable manner.
- Provide ML students with a language assistance program that is educationally sound and proven successful.
- Sufficiently staff and support the language assistance programs for ML students.
- Ensure that ML students have equal opportunities to participate in all curricular and extracurricular activities meaningfully.
- Keep ML students in the same environment as their English-speaking peers whenever possible.
- Ensure that ML students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services, that their language needs are considered in these evaluations and delivery of services, and that they are provided with both the language assistance services and the disability-related services to which they are entitled.
- Meet the needs of ML students who opt out of language assistance programs.
- Monitor and evaluate ML students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level core content, exit ML students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
- Evaluate the effectiveness of an LEA's language assistance program(s) to ensure that ML students in each program acquire English proficiency and that each program was reasonably calculated to allow ML students to attain parity of participation in the standard instructional program within a reasonable period of time.
- Ensure meaningful communication with parents and foster parents who have limited English proficiency (LEP).

For more information, reference the [Multilingual Learner Program Guiding Principles](#).

There are circumstances in which a student in foster care may also be eligible for services under MV, including when a student runs away from their foster caregivers or when a natural disaster displaces a student and their foster caregivers. Districts and DSS are

encouraged to establish a transition process for school-of-origin transportation when a student exits MV and enters foster care. The McKinney-Vento local liaisons determine whether a student is eligible for MV services on a case-by-case basis because lacking a fixed, regular, and adequate nighttime residence is a fact-specific, local determination. Foster care and MV staff are encouraged to collaborate to connect students to programs, share information, and coordinate with community-based providers.

When a student enters foster care and is no longer eligible for the MV program, the BID may still support the student's continued attendance at their school of origin. In these cases, it is essential to ensure a smooth transition from MV-funded transportation to Title I-provided transportation for students in foster care. Transportation procedures should have a clear, defined outline regarding how this transition will occur. These procedures should prioritize continuity and minimize disruption by, for example, maintaining the same mode of transportation and preserving the student's existing transportation schedule. LEAs must ensure that the transition does not result in missed instructional time and that the student experiences as little disruption to their routine and stability as possible.

For youth in Foster Care who are also involved with the Department of Juvenile Justice (DJJ), districts are encouraged to implement processes that support educational continuity. This would include prompt record transfers and coordination of supports. In some cases, students in foster care may also be eligible for services under Title I, Part D, which funds educational and related services for students who are neglected, delinquent, or at-risk. For example, if a student in foster care is adjudicated into a correctional program receiving a Title I, Part D subgrant, that student may be served under the Title I, Part D program. Additionally, Title I, Part D funds may support services for at-risk youth in local schools, which would also be subject to the Title I educational stability provisions, including interagency collaboration across these systems.

It is critical to ensure stability, access, and success for these vulnerable students. It is important to note that some LEAs have a policy where students exiting DJJ must attend the LEA's alternative school program. The SCDE Foster Care Team would advise the local LEA to evaluate each student and to use alternative settings only when necessary and in the best interest of a student in foster care.

Preschool-Age Students

Preschool students in foster care are eligible to receive Title I services on the same basis as other students who attend a Title I school. If a District offers a public preschool education, it must implement the Title I educational stability provisions for children in foster care in preschool, including ensuring that a child in foster care remains in their preschool of origin, unless a determination is made that it is not in the child's best interest. (See ESEA section 1111(g)(1)(E)).

Funding

While the ESEA does not include a dedicated funding stream specifically for improving academic outcomes for students in foster care, LEAs may use a portion of their Title I, Part A subgrant to support the implementation of Title I educational stability provisions. Districts are encouraged to use a separate Title I Part A Set-Aside for this purpose. Educational and child welfare agencies are encouraged to explore how other federal programs can be used to address the unique needs of students in foster care and support their academic success. The following federal programs are available for agencies to leverage to enhance services and improve outcomes for this student population. For more clarification, see the [Non-Regulatory Guidance](#) pages 52-62. Please note that some Federal program funds may only be used to support eligible students.

- Title I, Part A of the ESEA
- Title IV, Part A of the ESEA
- 21st Century Community Learning Centers Program (Title IV, Part B of the ESEA)
- Full-Service Community Schools Program of the ESEA
- Title IV-E of the SSA

Data Collection for Informed Decision Making and Reporting Requirements

Educational and child welfare agencies are encouraged to use data strategically to improve programming and academic outcomes for students in foster care. While the ESEA does not include specific data-related requirements under the Title I educational stability provisions, other federal education and child welfare laws do call for the collection and use of data for this population. By establishing regular data-sharing practices while remaining fully compliant with federal student privacy laws, agencies can better coordinate services, monitor progress, and identify areas for improvement. LEAs can track academic progress over time for both individual students in foster care and a cohort of all students in foster care. Data-driven program implementation to track the progress of students in foster care over time, improve service delivery, and guide cross-system collaboration. With that in mind, districts could track student-level (1-7) and programmatic-systems data (8-12) to improve outcomes for students in foster care:

1. Demographic information
2. Current living placement
3. Academic performance data, including standardized test scores and grades
4. Special education status, IEPs, and Section 504 plans
5. School records, including course history and credits
6. Attendance and truancy
7. Discipline
8. Outcomes of BIDs, such as the frequency of school changes
9. Transportation logistics and costs associated with maintaining the school of origin.
10. Enrollment timelines, including the average time taken to enroll students in schools fully
11. Measures of educational disruption

12. Feedback on technical assistance provided to support Title I educational stability implementation.

SEAs and LEAs must include student achievement and high school graduation rates disaggregated by student groups, including students in foster care, on state and local report cards. [EdFacts](#) now includes foster care enrollment counts for LEAs that receive Title I subgrants. DSS must include certain education records as part of a child's case plan and is required to submit certain data to the Adoption and Foster Care Analysis and Reporting System (AFCARS) twice a year. This includes:

- The names/addresses of the student's educational providers
- The student's school record and grade-level performance
- Student's current level of schooling
- The highest grade completed
- If the student has/had an IEP or IFSP

Foster Care Desk Monitoring-End of the Year (EOTY) Survey Overview

The SCDE's Foster Care Team utilizes a survey to collect information on key implementation areas of the Every Student Succeeds Act's Title I, Part A foster care provisions. Survey responses will help identify areas where additional guidance may be needed to improve educational stability for students in foster care. This survey will be sent out each end of April/beginning of May to gather the data from the most recent school year, and responses are due July 31. Each school district must complete the survey each year (at minimum once every 3 years) to fulfill the desk-monitoring responsibility of the Foster Care State Program Office. For an example of possible survey questions, see Table 5.

Table 5. Sample Questions for the EOTY Survey

How many students did your LEA have in Foster Care this past school year?	Did your LEA participate in any school placement Best Interest Determination (BIDs) during this past school year? How many?
Which activities has your LEA participated in this school year to help ensure educational stability for students in foster care?	If you participated in school placement Best Interest Determinations (BIDs), approximately how many students in foster care remained in their school of origin?
Which methods has your LEA used to connect or engage with students in foster care this school year?	What were the most frequent reasons students in foster care enrolled in a new school district this school year?
What activities has your LEA provided to help accelerate learning and close learning gaps for students in foster care this school year?	When a student in foster care is enrolling in your LEA, how long does it typically take for a student to be enrolled? (Enrollment means fully participating in school and school activities)
How does the LEA ensure enrollment within 3 business days?	What are some of the typical reasons for a delay in enrollment?
What area(s) of funding does your LEA utilize when providing transportation for students in foster care?	Approximately how many students in foster care have you arranged, provided, or funded transportation for since the beginning of this school year to remain in the school of origin?
How many students incurred ADDITIONAL transportation costs for your LEA?	How much of a challenge was identifying youth in foster care in your LEA?

How much of a challenge was ensuring that best interest determinations (BIDs) are collaborative?	How much of a challenge was providing, arranging, and/or funding transportation?
How much of a challenge was ensuring educational stability for your students in foster care during the last school year?	

Identification, Data Sharing, and Privacy

Educational agencies are encouraged to collaborate with child welfare agencies and develop interagency data-sharing routines to identify students in foster care. The guidance lists factors to consider when developing interagency data-sharing agreements, including data elements, exchange frequency, data use, and third-party access. Under the Family Educational Rights and Privacy Act (FERPA), an educational agency generally may not disclose education records or personally identifiable information (PII) to a third party unless the student's parent provides written consent. However, there are exceptions to FERPA that may permit education agencies to disclose PII of a student in foster care without a parent's consent, including disclosing PII to another school for enrollment purposes and, pursuant to the Uninterrupted Scholars Act (USA), to a DSS representative legally responsible for a student's care to address a student's educational needs.

The USA limits the purpose for which the information can be used. The child welfare agency must use the information solely to address the student's educational needs, not for other case management purposes. School Districts should establish clear policies and protocols for the sharing of student PII. If the above explanations do not cover the proposed disclosure, other FERPA exceptions may apply. These exceptions include obtaining parental consent, a court order or subpoena, a health or safety emergency exception, and a [child abuse reporting distinction](#). Additional FERPA exceptions are not detailed in this document, as they fall outside the foster care-specific parameters. Please refer to the Student Privacy Policy Office [website](#). Districts should document disclosures and consult with legal counsel when questions arise. The USA exception is narrow and only applies to students in foster care. If a School District needs to verify a student's foster care status, contact your DSS Regional Education Specialist. Please review this SCDE [handout](#) for more information.

Foster Care is included in the [Enrollment Survey](#) as a foster care screener. The purpose of the Enrollment Survey is to serve as a consolidated identification tool for the four federal programs, including McKinney-Vento Education of Homeless Children and Youth, Title I, Part C Migrant Education, Title III, Part A Multilingual Learners and Immigrant Children and Youth, and Foster Care. Identification of these student subgroups is an imperative step to increasing access to educational opportunities and providing appropriate services and support. If a student is listed anything other than NA in Table 6, the LEA must still verify that the student is in foster care and officially code them in PowerSchool (see Table 6). See the [Student Information System Data Entry Manual](#) for more clarification.

Table 6. Foster care screener options

NA-Student is not in Foster Care	The student is not in a foster care placement
FFH - Foster Family Home	A student may be living in a foster home.
FHR - Foster Home of Relative (formal kinship care)	A student may be living with a relative.
PAR - Biological Parent(s)	A student may be living with biological parents.
GRH - Group Home	A student may be living in a group home.
RSF - Residential Facility	A student may be living in a residential facility.
OTH - Other	The student's living situation is not determined.

Foster Roster

Additionally, the SCDE and DSS have developed the Monthly Foster Roster and continue to explore new avenues for data sharing. The Foster Roster is a monthly data file produced by the SCDE Office of Research and Data Analysis (ORDA) from August through April each school year. It is based on information from DSS and includes a list of students identified in foster care. The DSS data is received at the beginning of each month with a reporting lag. For example, August data is distributed in September and so on. Once received and processed, the files are submitted for approval to the SCDE's Offices of Federal and State Accountability and Finance. After approval, they are uploaded to the Advanced Data Transfer (ADT) system for secure district access. District Technology Coordinators and Foster Care POCs are responsible for handling these files and ensuring student privacy during transmission and use.

The purpose of the Foster Roster is to help school districts accurately identify students in foster care to ensure appropriate services, coding in PowerSchool, and coordination with nutrition and accountability staff. The file itself is not intended for direct upload into PowerSchool. Instead, student entries must be independently verified with the district's DSS contact, as the roster is created using a match based on limited data fields such as names and dates of birth. Once a student's foster status is confirmed, they should be coded as "Foster Home = yes" in PowerSchool (see figure 3) and, where applicable, flagged for nutrition services in accordance with appropriate protocols. Students should remain coded as foster for the entire school year if they were identified at any point during enrollment. If discrepancies are found or a student is missing from the roster, districts should securely share corrected information through the ADT system, as email is not a secure method and should not be used to transmit personally identifiable information (PII). Here is more information on the [Foster Roster](#), including a PowerPoint and recorded training.

Figure 3. PowerSchool coding a student in foster care

Foster Home	S_SC_STU_X	Foster Home	Indicate if resided in a foster home in the current school year	Blank – No Y – Yes
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Glossary

Foster Care: 24-hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.

Local Education Agency (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts are LEAs. Public Carter schools are treated as LEAs.

School of Origin (also referred to as Home School): the school the student was enrolled in when first placed in foster care. If a student’s foster care placement changes, the school of origin is the school the student is enrolled in at the time of the placement change.

Best Interest Determination (BID): A meeting that discusses the factors when making decisions about a student’s appropriate educational placement. Initiation of the BID meeting is the responsibility of the local DSS caseworker. The caseworker should collaborate with the LEA to schedule a BID meeting prior to the student entering custody or a placement change and invite the potential placement district if a move is likely.

Individualized Education Plan (IEP): This document ensures that a student with a disability identified under the Individuals with Disabilities Education Act (IDEA) receives services, supports, and accommodations that promote academic success and access to the learning environment.

Behavior Intervention Plan (BIP): This plan outlines actions to improve or replace a student’s behavior. The plan is based on the results of a functional behavior assessment (FBA), which identifies what causes the behavior.

Individualized Language Acquisition Plan (ILAP): Is a legally binding document that provides information about an ML (Multilingual Learner) and the support they must receive to have “meaningful and equal access to the curriculum.” The ILAP guides best practices and allowable accommodations.

504 Plan: A plan developed to ensure that a student with a disability identified under the law attending an elementary or secondary educational institution receives accommodations that support academic success and access to the learning environment.

Permanency Plan: The court must approve a plan for achieving permanence for the student and order one of the following permanent plans: reunification with parents, extension or modification of the placement plan for the purpose of reunification, TPR and adoption, relative or non-relative custody or guardianship, or another planned option.

References

- [Fostering Connections to Success and Increasing Adoptions Act](#)
- [Every Child Succeeds Act \(ESSA\) Reauthorized the Elementary and Secondary Education Act of 1965](#)
- [Ensuring Educational Stability and Success for Students in Foster Care: Non-Regulatory Guidance, November 2024](#)
- [S.C. Code Ann. § 59-38-10](#)
- [Legal Center for Foster Care & Education](#)

Appendix: Important Documents and Forms

Best Interest Determination Form: <https://ed.sc.gov/policy/federal-education-programs/title-i/title-i-part-a-foster-care/best-interest-determination-forms/>

BID Input Form: <https://ed.sc.gov/policy/federal-education-programs/title-i/title-i-part-a-foster-care/best-interest-determination-input-form/>

Immediate Enrollment: <https://ed.sc.gov/policy/federal-education-programs/title-i/title-i-part-a-foster-care/immediate-enrollment-of-child-in-foster-care-form/>

LEA Foster Care Points of Contacts: <https://ed.sc.gov/policy/federal-education-programs/title-i/title-i-part-a-foster-care/foster-care-point-of-contact-list/>

DSS State and Regional Contacts: <https://ed.sc.gov/policy/federal-education-programs/title-i/title-i-part-a-foster-care/scdss-child-welfare-regions/>

State Level Contacts

SCDSS Statewide Education: Shana Charles, shana.charles@dss.sc.gov

SCDE Foster Care Point of Contact: Kimberly Humphrey, khumphrey@ed.sc.gov