

**Alabama Education Stability for Foster Students
Magic City Acceptance Academy Plan FY '23**

LEA Student in Foster Care Overview
Number of Students in Foster Care SY 2021 - 2022 (Enrolled for Previous School Year): 2
Number of Students in Foster Care SY 2022 - 2023 (Currently Enrolled): 4
List Agencies in Collaboration: Department of Human Resources - Marquita Smiley & Sharon McGinnis Magic City Acceptance Academy- Nikki Matthews & Whitney Zeigler
Policy Review and Revision (Describe how each agency in collaboration reviewed policies and the revisions made to policies as a result of reviews.) Magic City Acceptance Academy's Mental Health Coordinator & Director of Prevention and Student Services meet with school leadership to review and revise the FY 22 Foster Care Plan. This draft was then submitted via email to Marquita Smiley, Jefferson County Department of Human Resources. The DHR and LEA met on Oct 17, 2022 to review the final draft & sign the Foster Care Plan.

Describe Collaboration and Coordination with Agencies (Include a list of team members, positions, signatures, and agencies.):

Collaboration via email, phone, Google Docs. All members have signed documents digitally and/or in person.

Member Names	Position	Agency	Signature
Michael Wilson	Superintendent	Magic City Acceptance Academy	
Patton Furman	Principal	Magic City Acceptance Academy	
Nikki Matthews	Director of Prevention & Student Support	Magic City Acceptance Academy	
Whitney Zeigler	Mental Health Coordinator,	Magic City Acceptance Academy	
Aric Weidenbach	School Counselor	Magic City Acceptance Academy	
Dannielle Blanks	School Counselor	Magic City Acceptance Academy	
Marixa Coward	Registrar	Magic City Acceptance Academy	
Marquita Smiley	Quality Assurance Coordinator	Jeff. Co. DHR	

LEA Points of Contact

- Whitney Zeigler: wzeigler@mcaabhm.org 205-961-3204 ext 115
- Nikki Matthews nmatthews@mcaabhm.org 205-961-3204 ext 212

Physical Address: Magic City Acceptance Academy, 75 Bagby Drive, Homewood, AL 35209

DHR Points of Contact:

- Marquita Smiley: Marquita.smiley@dhr.alabama.gov (205) 423-4479
- Sharon McGinnis sharon.mcginnis@dhr.alabama.gov 205-4323-4516

Physical Address: Jefferson County DHR, 2001 12th Ave North, Birmingham, AL 35234

2 C. F. R. §§ 200.331(d), 200.328(a); 34 C.F.R. §76.770; ESSA SECTION 1111(1)(e)

- LEAs must implement the Title I educational stability requirements of children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin, to obtain relevant academic and other records. Describe procedures for implementing the above provisions.

Magic City Acceptance Academy's Foster Care Policy implements the Title I educational stability requirements of children in foster care, including ensuring that:

- A student in foster care will remain at the school of origin, unless it is determined that remaining in the school of origin is not in the student's best interest.
- If it is not in the student's best interest to stay in his or her school of origin, the student is immediately enrolled in the new school even if the student is unable to produce records normally required for enrollment.
- The new (enrolling) school should immediately contact the school of origin to obtain relevant academic and other records.

Implementation of above Provision, the school will:

- collaborate with state and tribal child welfare to implement the Title I educational stability provisions.
- provide training to registrars, counselors, social workers, school administrators, and other key individuals regarding the procedures for enrolling & transferring foster care students.
- work closely with child welfare agency counterparts to tailor procedures to the unique local context as well as to the child's best interest.

ESSA Section 1111(g)(1)(E)(i) –

A description of how the LEA in collaboration with the local child welfare agency will ensure that in determining whether it is in the child's best interest to remain in his or her school of origin, and LEA takes into consideration all factors relating to a child's best interest.

Description of how the LEA will work with child welfare agencies to develop a clear policy or protocol on how to make best interest determinations including making every effort to gather meaningful input from relevant parties, in addition to required child welfare and school representatives, in deciding what school placement is in a child's best interest. Include a description of protocols in this description.

On a case by case basis and timely manner, Magic City Acceptance Academy will work collaboratively with DHR and other relevant parties (such as the child, foster parents, biological parents when appropriate, education decision maker, other relatives for their perspective) to gather meaningful input to help determine whether it is in the best interest for a student to remain at the school or return to their school of origin, or another school. The school will confirm that the best interest determination is consistent with the child's case plan.

Best interest determination factors include, but not limited to, the following:

- *The child's preference*
- *The views of the parents or the person with education decision-making rights*
- *The child's attachment to school and staff*
- *The placement of the child's siblings*
- *The availability and quality of services in the current and potential schools to meet the child's education and social/emotional needs*
- *School climate/safety*
- *The impact of a school transfer, including the commute & time of the year*
- *The child's special needs; student is identified as a student with a disability under IDEA or 504 or receiving EL service*

Possible Supporting Documentation for Best Interest Determination:

- *Report cards*
- *Progress reports*
- *Test Scores*
- *Attendance Data*
- *IEP or 504 Plan*
- *Emails from individuals consulted during the best interest determination process.*

ESSA Section 1112(c)(5)(B) Description of transportation protocols and procedures to include how additional costs for transportation will be calculated and funded as well as a policy for LEAs to resolve best interest disputes and interagency disputes related to transportation costs. Description must include how transportation and transportation costs will be monitored. (Include LEA and welfare responsibilities for providing transportation.)
Description of Dispute Resolution Policy

Foster Care transportation protocol statements:

- Transportation needs will be determined on an individual basis as determined by the school's foster care liaison, school operations director, DHR, and other relevant parties.
- The cost of transportation will not be a factor in determining the child's best interest.
- The school will work collaboratively with DHR and any other relevant parties, to determine the best transportation plan on an individual basis
- MCAA has a contract with STS and provides all student bus transportation, however, bus routes availability is limited.
 - If current bus routes align with students needs, there will be no additional cost to provide foster care transportation
 - If the transportation plan indicates additional transportation needs, the school will work with DHR and other parties to determine the

additional cost and funding source for each individual.

- Transportation and transportation cost will be monitored via PowerSchool attendance records, receipts, invoices, purchase orders, and contractual service agreements.
- The school will utilize the process outlined in the Foster Care Dispute Resolution for transportation as needed to resolve best interest disputes and interagency disputes related to transportation cost.

ESSA Section 111(g)(1)(E)(ii)-(iii) Describe protocol for a child in foster care to be immediately enrolled in a new school.

Upon notification by DHR and/or foster parents, the enrollment process begins within the first 24 hours.

- Enrollment must not be denied or delayed.
- The enrolling school must immediately contact the student's school of origin or last school enrolled to obtain the needed records and documentation.
- The school of origin or last school enrolled should immediately transfer those records.
- The enrolling school will work with DHR case workers and foster parents to obtain necessary records as soon as possible.
- The school should also ensure that children in foster care are regularly attending and participating in school by monitoring students' attendance via Powerschool.
- Educators & administration will support students and their family to ensure all educational needs are being met.