



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: August 21, 2014.

Subject: Foster Youth Presentation and Foster Youth Board Policy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: September 4, 2014)
- Conference/Action
- Action
- Public Hearing

Department:
Youth Development Support Services Department

Recommendation:
Foster Youth Services Department presentation and first reading of Foster Youth Board Policy.

Background/Rationale:
SCUSD annually serves approximately 600 foster youth, and approximately 300 at any given time. The purpose of this presentation is to provide an overview of the services provided to foster youth throughout the district, as well as to present for first reading a new Foster Youth Board Policy. The policy will allow SCUSD to formally align to state and federal legislation regarding foster youth.

Financial Considerations:
None

Documents Attached:
Executive Summary

Estimated Time of Presentation : 35 minutes Submitted by: Lisa Allen, Interim Chief of Schools; Stacey Bell , Youth Development Director & Aliya Holmes, Foster Youth Services Coordinator Approved by : José L. Banda, Superintendent
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Board of Education Executive Summary

Department Name Youth Development Support Services

Foster Youth Services Department Presentation & Foster Youth Board Policy

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I. OVERVIEW / HISTORY

The Foster Youth Services (FYS) Department has been serving the unique needs of children in foster care for over forty years. In 1973, SCUSD was one of the first school districts in the state of California to recognize the importance of focusing on the educational needs of foster youth. In 1981, a legislative mandate was created that provided funding for FYS programs in Elk Grove USD, Mt. Diablo USD and San JFY. These four school districts came to be known as the CORE FYS Programs. In 1992, Placer/Nevada Courts Consortium and Paramount USD received funding from the Legislature and were added to the CORE FYS Program. The primary purpose of the FYS Core Programs is to provide advocacy and direct services to support the educational success of foster youth attending school in their districts.

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Statutes of 2013), "foster youth" includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

As a CORE FYS Program, there is an advantage to working within an educational institution. It allows for collaborative work between the school systems, district support services, welfare agencies and community based organizations in order to provide foster youth with a myriad of supports and interventions.

The FYS Department serves an average of 60 foster youth each year with approximately 300 students receiving services at any given point in time. The level of services varies from indirect advocacy to in

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- x ReEntry/School Placement Support
- x Records Recovery

Elementary school age youth

Early Intervention strategies are n5pp(n)-4co(p)4(o)-2(a(t)6(e)-1dt)6(i(n)6(t)4(o)-2(s)2(e)-1(rv)3iac)4(e) oth. Tieo126.1(a-3.9lc)4.1 tistr(o)12 ticeseosterorh(s)6'o dtevoenaold aoce.3(m47(i)4(c)8()1(n(s)243)24(s)4(n)0(n)5)4(s)6(t)is215)1)1)27(342)1)20)6((1546)24)1)6(13855)1)2a)7d)1(s)2)1)4

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- x Housing;
- x Employment Development (One Stop Career Centers, resume writing, career exploration, mock interviews);
- x Financial literacy;
- x Accessing community resources.

Enrollment/Placement Support

FYS collaborates with the Student Hearing and Placement Office to ensure timely and appropriate school placements as well as appropriate and unbiased discipline. Approximately 120 foster youth students are served per year through this collaboration. During the reentry process, students are interviewed and records reviewed in order to determine the most appropriate school placements. FYS staff members also work in tandem with school personnel and administration, attending SSTs, TDM meetings, and IEP meetings. FYS provides individual and group self-advocacy training, including the Independent Living Skills classes that are taught by Foster Youth Services staff.

Case Management

Counseling and case management services are provided to all middle school and high school students. Foster youth receive support in the following areas: partial credits and transcript translation, connecting students to afterschool programs and onsite tutoring services, transition support services, self-advocacy training, Independent Living Program services and other support services as needed. Using the RTI model, youth receive Strategic (Tier II) supports in groups or Intensive (Tier I) supports individually as identified by their needs.

Foster Family Engagement

FYS intentiona

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x Ready, Set, Fly! Program exposes foster youth students 7-s f

Reason (R) (B) (S) (C) (E) (L) (O) (U)

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The proposed FYS Board Policy would ensure the district's alignment with current legislative requirements.

III. BUDGET

The FYS Department receives funding from the FYS CORE Program Grant from the California Department of Education (\$284,942), Title I N or D (\$221,335) and the Sacramento County Independent Living Program (\$45,000). The FYS Department also receives a small grant from Sacramento County

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- staff meetings; distributing department publications including department brochure and updated foster youth legislation pertaining to school enrollment and graduation requirements
- Objective 1.5 FYS staff will scan transcripts & IEP face sheets into Foster Focus database as they are produced.

Outcome measures

- x Foster Focus/copies of records requests
- x JV 535/536 records
- x Training sign-in sheets/agendas
- x Reentry center data

Goal 2: Foster youth will learn to advocate for their own needs.

- Objective 2.1: 95% of identified foster youth 10–12th grade will receive information about California Youth Connection (CYC)
- Objective 2.2: SCUSD FYS ILP staff will identify high school foster youth to participate on the foster youth advisory.
- Objective 2.3: Foster youth advisory group participants will receive training in leadership and decision making skills
- Objective 2.4: 75% of identified foster youth in 7th–8th grade will receive training/instruction on high school requirements and post high school opportunities.

Outcome Measures

- x Training evaluation forms
- x Posttraining

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Objective 3.3: SCUSD FYS staff will ensure that all eligible foster youth receive and/or are referred to tutoring programs that best meets the students' needs

Objective 3.4: All foster youth receiving tutoring services will receive a pre and post test to determine amount of growth gained.

Objective 3.5: Friendship Club will provide support to middle school students. Areas of focus will be social skills development, career exploration, life skills and academics. (a)031(re)-1((a)2)-1(e)04(s)08(m)85.63607(e)315)-1(as [(A)10(re)-1(as)2(

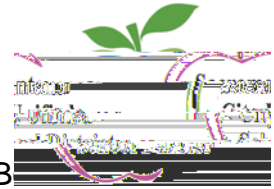
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for students. Counselors, Registrars and Administrators will be asked to develop Administrative Regulations that will offer clear guidelines for counselors and registrars in this area.

VI. RESULTS

SCUSD maximizes its resources through an integrated, comprehensive approach to service provision. With its wide range of support services provided to foster youth, coupled with integrated funding, a strong collaborative network on both the county and community level and ensuring that our services are also in alignment with the SCUSD Strategic Plans, FYS is a strong safety net for foster youth in its district.

FYS works collaboratively with several departments within SCUSD in order to ensure that all foster youth are given the opportunity to take advantage of all programs available that can support their educational needs. For example, with the Expanded Learning Office, foster youth are given priority enrollment into all expanded learning programs for grades K-12 throughout the school year.

The relationships that are built with students are a testament of the work being done and its effect on the student. Many of the FYS staff have been a part of this program for more than 8 years. That means staff are stable and supportive adults in the lives of our foster youth students. These youth view our staff as their supportive adult and know that they can call them at any time should they need assistance.

VII. LESSONS LEARNED / NEXT STEPS

The following activities will support the effective implementation of the Board Policy, and ensure the ongoing development and improvement of the FYS program.

- x The FYS Coordinator/Ed Liaison, in collaboration with the FYS staff, will develop Administrative Regulations for approval by the Superintendent and Cabinet.
- x The FYS Coordinator/Ed Liaison shall work with registrars, counselors and administrators to develop and maintain protocol regarding the issuance of partial credits in SCUSD.
- x FYS Department will continue to focus on Whole Child/Whole Year by continuing to provide foster youth with priority access and intentional engagement into youth development and other support programming.
- x Utilizing Social Justice Youth Development principal of keeping youth at the center, FYS has developed a FYS Youth Advisory Group. This advisory group consists of foster youth student representatives from various school sites who work in partnership with the SCUSD FYS administrative staff. These students and SCUSD FYS will work

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collaboratively to ensure that SCUSD FYS is providing foster youth with the most valuable and effective quality of service so that all students are able to meet their educational goals and become successful as well as give regular feedback to the district regarding progress toward LCAP goals, especially as they relate to foster youth.

- x FYS will continue to pursue strategies to improve academic and behavioral performance and make positive changes in the lives of foster youth
- x SCUSD FYS will continue to look for funding and other ways to support ongoing tutoring

Sacramento City USD

Board Policy

(Education Code 42238.01, 48853.5)

Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), "foster youth" includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

Person holding the right to make educational decisions means a responsible person appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

School climate

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 -Nondiscrimination in District Programs and Activities)

(cf. 0450 -Comprehensive Safety Plan)

(cf. 5131 -Conduct)

(cf. 5131.2 -Bullying)

(cf. 5137 -Positive School Climate)

(cf. 5138 -Conflict Resolution/Peer Mediation)

(cf. 5145.3 -Nondiscrimination/Harassment)

(cf. 5145.9 -Hate-Motivated Behavior)

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(cf. 1020 -Youth Services)

Local Control Accountability Plan (LCAP)

Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

(cf. 0500 -Accountability)

(cf. 5144.1 -Suspension and Expulsion/Due Process)

(cf. 5144.2 -Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6162.51 -State Academic Achievement Tests)

(cf. 6162.52 High School Exit Examination)

Legal Reference:

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WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act