



Excellence in K-12 Public Education

Reed Custer Community Unit School District #255

Reed-Custer Community Unit School District 255

Foster Care Transportation Plan

Foster Care LEA-POC

- Lucy Friedl, Middle School Guidance Counselor and the District's Homeless Liaison
- lucy.friedl@rc255.net

LEA Transportation Director

- Matt Peterson, Assistant Superintendent for Operations
- matt.peterson@rc255.net

Foster Care Transportation Plan

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care Point of Contact (POC) is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

The following factors should be considered when developing the Transportation Procedures for a foster care student: Preferences of the child; Preferences of the child's parent(s) or education decision maker; The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socioemotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA; Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and maturity and behavioral capacity.

Potential District Personnel Involved in BID:

Superintendent, Principal, Social Worker, DCFS, Psychologist, Special Education Director, Transportation Director and any other individuals relevant to the circumstances.

If the student has an Individual Educational Program (IEP) or Section 504 plan that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

If the student is an English learner, the district will provide translation support consistent with the child's identified needs.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. District staff on the education team are Superintendent, Principal, Social Worker, DCFS, Phycologist, Special Education Director, Transportation Director.

Dispute Process:

1. Parents must file a complaint with the District Complaint Manager per Grievance Procedure in Board Policy 2:260
2. Investigation by the complaint manager will be conducted reviewing the parents complaint and education decision makers recommendation.
3. The complaint manager will render a decision and notify the parents and education team.
4. If parents are not satisfied with the complaint manager's decision they can appeal to the school board.
5. If an appeal is made to the school board, the parents, complaint manager, DCFS representative will participate in a hearing with the school board in closed session. A decision will be made at that meeting.
6. Ultimately, if there is not an agreement between the parent and the district, DCFS has the final determination of students' placements.

The following factors should be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

District Personnel Involved in plan development:

- Superintendent
- Principal
- Social Worker
- DCFS
- Psychologist
- Student Services Director
- Transportation Director

Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. District staff on the education team are Superintendent, Principal, Social Worker, DCFS, Phycologist, Special Education Director, Transportation Director

Dispute Process:

1. Parents must file a complaint with the District Complaint Manager per Grievance Procedure in Board Policy 2:260
2. An investigation by the complaint manager will be conducted reviewing the parents' complaint and education decision-maker's recommendation.
3. The complaint manager will render a decision and notify the parents and the education team.
4. If parents are not satisfied with the complaint managers' decision they can appeal to the school board.
5. If an appeal is made to the school board, the parents, complaint manager, DCFS representative will participate in a hearing with the school board in closed session. A decision will be made at that meeting.
6. Ultimately, if there is not an agreement between the parent and the district, DCFS has the final determination of students' placements.