

Tuolumne County Foster Youth Services (FYS) Coordinating Plan

Demonstration of Need

The Tuolumne County Superintendent of Schools (TCSOS) Office currently serves eight elementary districts, two unified high school districts, three charter schools, and one TK-12 unified school district. Most school districts are single-school districts serving a polarized socio-economic group of students. More than 55% of the students countywide qualify for free and reduced lunch and over 10% of children live in poverty. 5% are classified as homeless. A recent homeless census indicated children were not accurately included in counts, so beginning January 2017, TCSOS will coordinate efforts to have the 50 students who are homeless and enrolled in Tuolumne Schools included in the count. The trend in Tuolumne County indicates a consistent increase in the number of children who are subjected to abuse and neglect. There was an 87% increase in reported cases between 2010 and 2014.

Child Abuse and Neglect Reports: 2010 - 2014

	Number				
	2010	2011	2012	2013	2014
Tuolumne County	770	812	792	848	890

Definition: Number of abuse and neglect reports for children under age 18.

Data Source: [As cited on kidsdata.org](http://kidsdata.org), Webster, D., et al. California Child Welfare Indicators Project Reports, UC Berkeley Center for Social Services Research (May 2015).

In 2014, 154 children were identified as living in foster care. Tuolumne County exceeds the state average of substantiated cases of child abuse/neglect with a 2014 rate near 20% with a state average of 8.7% (kidsdata.org). Over the last 10 years, the TCSOS Superintendent has served on the local Systems of Care Policy Council along with the Tuolumne County Chief Probation Officer and the Director of Human Services Agency. Professional development on AB 490 requirements has been provided annually to the school site Foster Youth Liaisons, with an increase in professional development occurring in 2015-16. In the 15-16 school year, CALPADS identified 60 foster youth (FY) attending school in the county or placed in foster care outside of the county. In-county FY placement was distributed over 9 LEAs. The FY population is evenly divided between elementary school and middle/high schools. In the 2015-16 school year, the Tuolumne County Superintendent of Schools Office received a state grant to develop, implement, and monitor FY services to LEAs. In that year, the following accomplishments were made:

1. Each LEA identified a FY liaison. Those liaisons received continuous professional development throughout the year on a variety of topics related to FY. Liaisons became familiar with FY rights, learned advocacy for FY, became immersed in trauma informed practices, and became engaged in the continuity of care for FY.
2. All LEAs, CWS, and Probation entered into agreements to gather and share data via the Foster Focus database. This will become effective in Winter 2017. Until that time, liaisons have been working with registrars to help accurately identify

- FY in order to assist with delivery of services.
3. A comprehensive, robust Foster Youth Services Plan that meets the needs of foster youth has been developed and is monitored by the County FY Coordinator. Progress toward goals is shared at all FY Council meetings.
 4. Districts have been supported as they have learned how to leverage LCFF and other funds in order to provide FY services and ensure AB 490 compliance. The low numbers of FY per district means that the district LCAPs did not need to mention foster youth as a sub-group; however, the work of the FY Council has resulted in all LEAs providing actions and services in their LCAPs that support FY.
 5. As the new juvenile detention facility comes on-line, the partnership formed between CWS, Probation, and school staff has resulted in a system of support that pays special attention to the needs of at-risk students, especially FY.

Executive Advisory Council Composition

The Foster Care Advisory Council will meet bi-monthly and be chaired by the TCSOS Foster Youth Coordinator. Membership includes county agency representatives, current and former foster youth, representatives from Columbia Community College, foster family representatives, and other community members. The purpose of the Foster Care Advisory Council is to discuss services to foster youth by improving coordination, planning, and communication and cooperation among youth service agencies; identifying gaps and clarifying perceptions and expectations among the county agencies and community; setting priorities for interagency projects; implementing collaborative programs, public and private, to meet the needs of foster youth. Beginning with the 2016-17 school year, foster youth who are currently attending Columbia College will attend Council meetings to provide perspective and advice on how to meet the needs of transitioning FY. The calendar of meetings is found on Attachment A.

Tuolumne County Foster Youth Council

Name	Organization	Position
Cathy Parker	TCSOS	Associate Superintendent, Co-Chair
David Naranjo	TCSOS	Foster Youth Coordinator, Co-Chair
Walter Moberg	Tuolumne County Children Shelter	Foster Parent
Michelle Clark	Child Welfare Services	CWS Program Manager
Cori Allen	Child Welfare Services	Deputy Director, CWS
Cinnamon Rigmaiden	Tuolumne County Probation	Deputy Probation Officer
Bob White	ATCAA	Director
Cary Guland	Headstart	Director
Angela Vandergrift	Summerville Elementary School	District Liaison
Diana Turner	Bellevue Elementary	District Liaison
Janet Blaum	Twain Harte School	District Liaison
Jennifer Torres	Foothill Leadership	District Liaison
Julie Koozer	Sonora, Cassina & Ted Bird High Schools	District Liaison
Kristen Tidwell	Gold Rush Charter School	District Liaison
Shina Forsyth	Tuolumne Learning Center	District Liaison
Laura Nelson	Soulsbyville School	District Liaison
Lauretta Carr	Columbia Elementary School	District Liaison

Nickie Lamm	Columbia Elementary School	District Liaison
Ryan Dutton	Tioga High Schools	District Liaison
Steve Sweitzer	Summerville High School	District Liaison
Terri Bell	Curtis Creek Elementary	District Liaison
Tracy Webster	Sonora Elementary	District Liaison
Wynette Hilton	Tenaya Elementary	District Liaison
Mark Dyken	Jamestown Family Resources Center, JES	District Liaison & TCSOS Liaison
Linda Downey	Tuolumne County Probation	Probation Chief
Marrisa Lupo	Teen Works, ATCAA	Executive Director
Stephanie Alder	Columbia College	Foster Youth Coordinator
Natalie Gray	ICES	Infant Children Support
Willow Thorpe	Infant Child Enrichment Services (ICES)	Director
Denise Combs	Tuolumne County Behavioral Health	Mental Health Clinician
Lisa Edwards	MotherLode Job Training	Program Manager
Pam Vlach	TCSOS	SARB Director
Diana Carpenter	Me Wuk Tribal Social Services	Social Worker
Jordan Muldar	TCSOS	Special Education Coordinator - SEPLA
Joelle Kewish	Tuolumne County Probation	Supervising Probation Officer
Rob Egger	Don Pedro High School	District Liaison

Facilitating Service Delivery and Sustainability

The TCSOS FY Coordinator and FY Liaison will work with school district liaisons and CWS staffs to assess the individual educational needs for foster children, identify the appropriate educational resources, link the child to needed services, and monitor the child's progress or continued needs including tutoring & academic support services. The Coordinator and Liaison will work in this process to ensure all school records including 504s, Behavior Support Plans, and IEPs follow the student to the new enrollment. This practice was put into place during the 2015-16 school year and continues into this current year. The County FY Coordinator, Liaison and School FY Liaison attend Community Resource Team (CRT) meetings sponsored by CWS every Monday. Implementation of the transportation provisions under ESSA is of utmost importance. Currently, efforts are underway to refine hastily implemented MOUs with CWS to clarify transportation requirements. The County FY Coordinator will provide training to LEAs, CWS, and Foster Parents to ensure the best interests of FY are the priority in developing transportation MOUs. The County FY Coordinator will provide facilitation between parties who are in disagreement in order to maintain positive working relationships between agencies and Foster Parents. Due to potential issues, a standard MOU will be provided to LEAs after collaboration between CWS and TCSOS which will refine and outline best practices. It is the intent that all LEAs will adopt this standard MOU in order to standardize practices across the county.

In order to provide effective services, the FY Coordinator will continue to collaborate with Sacramento County Office of Education to implement Foster Focus. The Coordinator will train school district, CWS, and Probation staff in order to facilitate the local match of students to establish an accurate count of foster youth, monitor attendance, transitions, and behavior. The agreements took longer to process due to county government legal review; however, now that agreements are in place, TCSOS will swiftly work toward implementation.

The FY Coordinator, CWS, and the Dean of Columbia College's Student Access and Success Initiative Committee will meet individually with high school age youth to determine future educational goals/plans for each youth. FYS will partner with Mother Lode Job Training to offer employment workshops specifically geared to FY and provide assistance in developing career pathways. FYS will also work with the high schools districts to ensure compliance with AB167 and ESSA..

FY returning from a juvenile detention facility will meet with Probation staff, the FY Coordinator, and school district liaisons to be assessed for current academic ability, complete a career interest survey for computer guided awareness program, and have all former academic placement records requested, evaluated, and applied to their current setting. In preparation of the spring 2017 opening of the Tuolumne County Juvenile Detention Facility, the FY Coordinator, CWS, and Probation will continue to refine protocols for providing services for FY entering juvenile hall.

The FY Coordinator and County Liaison will direct additional services provided by community organization toward FY and their families. Many community organizations are already providing services needed by FY. Through this effort, those services will be directed to FY case-by-case. Services include:

- ATCAA: Family Learning & Support Program
- Center for a Non Violent Community (CNVC): Provides violence education for school-age children.
- Infant/Child Enrichment Services (ICES) – Home visiting services for families at-risk.
- Los Promotores de Salud: A peer program that provides Spanish-speaking educators to assist the Hispanic community with presentations and services focusing on providing behavioral health services.
- Mentoring Works Program: Matches adult mentors to a one-on-one relationship with children ages 7-17 identified as at-risk.
- YES Partnership: Community-wide coalition dedicated to support Tuolumne County youth and families by providing a variety of services.
- Me-Wuk Education Services and Mental Health Services: Provide support for at-risk children identified as being Me Wuk. Includes foster youth placement services for those children.

Local Control Accountability Plan Planning and Development

Under the LCFF/LCAP, LEA's are required to plan actions and services to increase educational outcomes for Foster Youth. The low number of FY in each district does not make Foster Youth a required sub-group in any school district. Nevertheless, it has been determined to be in the best interest of FY students to encourage and support districts to specifically address the educational needs of FY in the LCAP. In order to support this district work, FYS staff will work with districts to provide them data via Foster Focus to identify local needs. FYS Staff will work with the County LCAP Coordinator and district liaisons to provide information and training to the Advisory members, foster youth, foster parents, caregivers, social workers, probation officers, and other community partners on how to be actively involved in their respective LEA LCAP process. The needs of FY and how to develop goals and services to specifically

address their needs is a standing item on the monthly LCAP development meetings held monthly with all LEA LCAP teams.

The County LCAP & FY Coordinator will provide technical assistance to districts to encourage them to include language in their LCAPs:

- that demonstrates the collaboration between the FYS, CWS, probation, and the district around the data sharing.
- allows for better quality service delivery by districts by including information such as a child's education rights holder.
- that ensure that accurate enrollment and IEP information is entered in CWS/CMS for every child using data collected.
- to use Foster Focus to track efforts in minimizing changes in school placement, providing education-related information to county welfare agencies, and track responses to court requests for information for specific children.

Policy and Protocol Development

With the emerging Foster Youth services currently provided in Tuolumne County, the FY Coordinator will work diligently with the Advisory Council to implement procedures and policies consistent with best practices as outlined in the Foster Youth Education Toolkit developed by the Alliance for Children's Rights in partnership with the CDE, Child Welfare Council. (Appendix B) These tools were used to develop common intake procedures at each of the sites in addition to establishing protocols for communication. In addition to the developing county-level program, FYS will continue to assist districts in developing local foster youth education plans that effectively leverage existing services with TCSOS FY services. FYS staff along with advisory members will facilitate workshops and training on a variety of topics including AB490 compliance, educational advocacy, ESSA (especially around transportation) and effective communication. Special trainings and will be provided to education staffs at the school site level about foster youth with special needs including SST, IEP, 504, and appeals process. FYS staff & district liaisons will work with foster parents to help them navigate and advocate for their foster child in the educational setting. Foster Focus will be used to coordinate data collection for purposes of reporting outcomes.

Coordinating Transition to Career and College Programs

FYS staff, along with the Advisory Council members, will facilitate workshops and trainings on a variety of topics including CTE pathways that include articulated agreements with Columbia College. Middle College options located at all three high schools will be presented to FY as a method in which dual enrollment and certification pathways can be explored. Barriers to attending college will be identified and FYS, district liaisons, Columbia College representatives, and CWS staff will collaborate to help FY overcome obstacles to successful post-secondary school attendance, including transportation assistance, increasing access to instructionally related materials, and mentor/tutoring assistance. The TCSOS Advisory Committee Co-Chair will also serve as an advisory member on the Columbia College Student Access and Success Initiatives Committee in order to connect resources to FY. FY and Advisory Council Members will provide tours to Columbia College, local CSU, and UC colleges in order to

explore college options. Foster Focus will track participants who successfully transition to postsecondary education and identify all students who are eligible to participate in events intended to encourage postsecondary attendance.

Prioritizing Service Coordination

Identification of FY students through accurate and timely data collection is critical to provide meaningful services. The FYS Coordinator will work closely with CWS, district liaisons, and Probation in order to refine protocols for data collection in order to identify and prioritize serves. Foster Focus will also assist in identifying where priority students are living, how many are in each living arrangement, and with which foster family they reside. The mobility of children in foster care continues to remain high and is a challenge despite the collaborative efforts around data sharing. The most effective strategy to improve educational outcomes for this at-risk population is to teach self-advocacy skills, including their educational rights. Supporting FY in taking an active role in their educational plans and needs will assist in accurate prioritizing of services. The TCSOS FY Liaison and district liaisons will assist foster youth in evaluating their educational records and needs. In addition, FYS will provide trainings for school district staff to help them work with foster youth in order to develop self-advocacy skills. (Appendix C)

Program reporting

CDE will provide counties with annual reports that will include data points from CALPADS for foster youth that will be used to evaluate programs. Foster Focus will allow FYS to work with school liaisons to focus on specific students who need assistance in meeting benchmarks, track services provided to students, and generate reports for accountability purposes. FY Liaisons at each schools site will work closely with the county Liaison to ensure CALPADS data is accurate.

Contact Information:

Cathy Parker
Associate Superintendent, Educational Services
175 Fairview Lane, Sonoma, CA 95370
cparker@tcsos.us
(209)536-2073

Attachment A: Calendar

<u>Tuolumne County Foster Youth Council</u> <u>2017 Meeting Schedule</u>		
<u>Date</u>	<u>Time</u>	<u>Location</u>
September 23,, 2016	10:30 AM	TCSOS, 175 South Fairview Lane, Sonora, Room 217
February 6, 2017	10:00 AM	TCSOS, 175 South Fairview Lane, Sonora, Room 217
April 24, 2017	10:00 AM	TCSOS, 175 South Fairview Lane, Sonora, Room 217
May 22, 2017	10:00 AM	TCSOS, 175 South Fairview Lane, Sonora, Room 217
June 12, 2017	9:00 AM	TCSOS, 175 South Fairview Lane, Sonora, Room 217

Receiving Foster Youth

- ☐ Request Records Date: _____
- ☐ Identify Educational Rights Holder Name: _____
- ☐ Contact Probation and or Social Worker for assistance Date: _____
- ☐ Notify Probation/Social Worker after three attempts if unsuccessful Date: _____
- ☐ Educational Rights Holder Appointment Request Letter (form)
- ☐ Contact Educational Rights Holder Date: _____
- _____
- ☐ School of Origin Notification Letter (form)
- ☐ Conduct Intake Date: _____
- ☐ Foster Youth Initial Education Intake Form (form)

High School only

- ☐ Assess for partial credit from transferring school Date: _____
- ☐ If missing, send Receiving School Partial Credit Request Letter Date: _____
- ☐ Evaluate for AB167/216 Date: _____
- ☐ Send AB167/216 Graduation Eligibility Notification Letter Date: _____

Transferring (Sending) Foster Youth

High School only

- ☐ Award partial credit Date: _____
- ☐ If missing, send Receiving School Partial Credit Request Letter Date: _____
- ☐ Once Records Request is received, send records Date: _____

Date: _____

Student _____ Date of Birth _____

Ask the youth and/or the person enrolling the youth in school to provide the following information. Note that disclosure is not required but may entitle the youth to additional rights and services at school.

Section 1. Youth in Foster Care

Note to School District: If the answer to any of these questions is “YES,” there is a high likelihood the youth is in foster care and should be treated as a foster youth and afforded all their related education rights until proven otherwise.

- | | |
|--|--|
| Is the youth a foster child? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the youth receive visits from a child protective services social worker? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the youth live in a group home? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the youth regularly attend court to discuss who they will live with? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the youth have an attorney or other court representative who helps determine who they will live with? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Does the youth have a Tribal Representative? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Section 2. Youth Potentially in Foster Care

Note to School District: If the answer to any of these questions is “YES,” there is a possibility the youth is in foster care and further investigation should be undertaken to determine their foster care status and/or whether they are entitled to any rights (e.g., partial credits, AB 167/216 graduation) based on their prior status. Further investigation can include verifying with your data match and local child protective services office.

- | | |
|--|--|
| Has the youth ever been in foster care? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If so, when was the case closed? _____ | |
| Does the youth live with someone other than their parents? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Date: _____

To: Educational Rights Holder _____
Address _____
Probation Officer _____
Social Worker _____

RE: Education Rights Holder Appointment Request

Student _____ Date of Birth _____

Dear _____,

Please be advised that, _____ a foster youth that you work with,
recently enrolled in _____. Following the youth's enrollment in our
school, we determined that we were:

- ☐ Unable to identify and/or locate the youth's education rights holder. Please provide the name and contact information for the youth's education rights holder at your earliest convenience.
- ☐ Unable to successfully contact the youth's education rights holder.
(if checked please fill out information below)

We attempted to contact _____, the person we believe is the youth's current education rights holder.

Dates of attempted contact: 1. _____ 2. _____ 3. _____

We therefore request your assistance in working with the juvenile court to appoint a new education rights holder who can make education decisions for the youth, including decisions regarding school enrollment, AB 167/216 graduation, and/or special education.

We would greatly appreciate if you could also forward to our school proof of the appointment of the education rights holder, such as a JV-535 form, juvenile court minute order, or adoption or guardianship order.

If you have any questions, please contact me at _____. Thank you in advance for your assistance.

Sincerely,

Date: _____
To: Educational Rights Holder _____
Address _____
RE: Student _____
Date of Birth _____

Dear Education Rights Holder,

We recently attempted to contact you regarding _____ because the student recently moved to a new home placement.

The student no longer lives within the boundaries of _____ which was the school the student was attending prior to moving. However, as a foster youth, the student has a right to continue attending this school if you believe it is in the student's best interest. Cal. Educ. Code §§ 48853, 48853.5.

As the student's Education Rights Holder, you have the responsibility to determine whether it is in the student's best interest to remain in their school of origin or if they should transfer to the new local public school. Factors you may wish to consider include:

1. the distance between the student's new home and the school they were attending
2. the quality of the previous school and the new local public school
3. timing of the transfer (beginning of the semester or mid-semester).

At this time, this student is currently enrolled in:

- ☐ The school the student was attending before changing home placements.
- ☐ The new local public school based on their new home address, pending your decision regarding whether the student should return to their previous school.

Please contact us immediately so we may discuss the pros and cons of transferring schools and whether you think it is in the student's best interest to continue attending the same school they were attending before moving to their current home.

Thank you,

Date: _____

Student _____ Date of Birth _____

The youth and/or person enrolling the youth in school should fill out this intake form to the best of their ability upon enrollment.

Caregiver and Education Rights Holder

Who does the youth live with?

_____	_____	_____
Name	Relationship	Phone number

Who has the legal right to make education decisions for the youth? (Leave blank if you are not sure)

_____	_____	_____
Name	Relationship	Phone number

Other Contacts

Does the youth have a...

Social Worker

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Probation Officer

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Legal Representative

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Court Appointed Special Advocate

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Mental health provider

_____	_____	_____	_____
Name	Organization	Phone Number	Email
	Name	Organization	Phone

Number Tribal Representative

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Other

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Other

_____	_____	_____	_____
Name	Organization	Phone Number	Email

Extracurricular activities

_____	_____	_____
_____	_____	_____
_____	_____	_____

☐ **IEP**

☐ **504**

☐ **Expulsion**

High School Only

Attach withdrawal grades from previous school: ☐ Yes ☐ No Date Requested _____

Partial credits awarded: ☐ Yes ☐ No Date Requested _____

Overview of the Law

Foster youth who transfer high schools after their second year may graduate by completing minimum state graduation requirements if, at the time of transfer, they cannot reasonably complete additional local school district requirements within four years of high school.

Who Qualifies: AB 167/216 graduation applies to any youth in foster care or on probation who is either removed from their home under Cal. Welf. & Inst. Code § 309 or subject to a petition under Cal. Welf. & Inst. Code § 300 or 602, regardless of where they live.*

Transfer Schools After Second Year: To determine whether a youth completed their second year of high school, schools must use either the length of enrollment or the number of credits earned, whichever method will make the youth more likely to be eligible.

Graduation Options: (1) Accept the exemption and graduate using minimum state requirements. (2) Reject the exemption and graduate using school district requirements. (3) Remain in high school a 5th year to complete all school district requirements. Youth have a right to remain in high school for a 5th year even if they turn 19 years old. (4) Acknowledge eligibility but defer decision until a later date. Regardless, youth graduate receiving a normal high school diploma.

Length of Eligibility: Once a youth is found eligible, they remain eligible, even if they transfer schools again, return to their biological parents' care, or their court case closes.

Reconsideration: If a youth is found ineligible for AB 167/216 graduation when they transfer schools, they can request that the school reconsider the

decision at any later time.

Notification Requirements: The new school district must determine whether a foster youth is eligible to graduate under AB 167/216 within 30 days of the youth's transfer into a new school. This determination, as well as the impact of AB 167/216 graduation on admissions to a four-year university, must be provided in writing to the youth, their ERH, and social worker/probation officer within 30 days of enrollment. The legal duty to determine eligibility and provide notification still exists, even if a school district missed their 30 day notification timeline and even if a youth's case is later closed.

Who Decides: Only the ERH or a youth who is over 18 years old can determine whether graduating under AB 167/216 is in the youth's best interest. An ERH can change their decision of whether or not to graduate under AB 167/216 at any time prior to the youth's graduation.

Military Service: AB 167/216 diplomas constitute normal high school diplomas and should allow students to fall into priority enlistment categories for Military Service.

NOTE: Additional resources for youth transitioning out of foster care or off probation (e.g., housing, employment, finances, college) can be found on our website: KnowB4UGo.org

AB 1166 (effective 1/1/16), Cal. Educ. Code § 51225.1.

*AB 167/216 graduation applies to any school operated by a school district, including adult schools.

Best Practices for Determining AB 167/216 Eligibility

STEP 1

Upon receiving notification of a foster youth's enrollment in your school, gather complete transcripts, including partial credits, from all high schools the youth has attended.

****If it appears that a student was not properly awarded partial credits by a previous school based on enrollment dates, attendance records, and check-out grades, send the Receiving School Partial Credit Request Letter. If you have any difficulties obtaining partial credits for the youth, contact your school district's AB 490 Liaison for assistance.**

STEP 2

Determine whether a youth completed the second year of high school, based on length of enrollment or credits earned, whichever makes a youth more likely to qualify for AB 167/216 graduation. Cal. Educ. Code § 51225.1(c).

STEP 3

Conduct a graduation analysis according to your school district's graduation requirements to determine whether the youth can reasonably complete additional local graduation requirements within four years of high school. See Eligibility & Credit Checklist and Eligibility Calculation Formula.

STEP 4

If the youth cannot reasonably complete additional local graduation requirements, conduct a second credit analysis using state graduation requirements to determine which AB 167/216 classes the youth must complete.

STEP 5

Within 30 days of the youth's enrollment, provide written notification of the youth's eligibility for AB 167/216 graduation to the youth, their ERH, and social worker/probation officer.

****Notification must outline (1) the youth's right to remain in high school for a 5th year, depending on the ERH's decision; and (2) the potential impact of AB 167/216 graduation on college admissions. See AB 167/216 Eligibility Certification Letter.**

STEP 6

If a youth's ERH or a youth over 18 decides it is in the youth's best interest to graduate under AB 167/216, ensure the youth is enrolled in the appropriate courses to complete state graduation requirements.

Review the AB 167/216 Graduation: Eligibility & Credit Checklist to determine which classes the youth needs to complete to graduate under AB 167/216.

AB167/216 State Graduation Requirements

Math	
Algebra 1/Mathematics 1	10
Other Math	10
Science	
Biological Science	10
Physical Science	10
Social Studies	
World History	10
US History	10
American Government	5
Economics	5
Visual/Performing Arts, Foreign Language, or Career Tech Education	10
Physical Education	20
Electives	0
TOTAL	130

Date: _____

To: Educational Rights Holder _____
 Address _____
 Probation Officer _____
 Social Worker _____

RE: Student _____ Date of Birth _____
 Current High school _____ Date of Enrollment _____

Foster youth in California have special rights to help them remain on track for high school graduation. Under Assembly Bills 167/216 ("AB 216"), foster youth who are off track for high school graduation, and transfer after their second year of high school, may be eligible to graduate by completing the minimum state requirements if they are not reasonably able to complete all school district requirements by the end of their fourth year of high school. This includes completing 13 year- long courses. Students who graduate under AB 216 do not have to complete additional school district requirements, which generally range from 80-120 credits.

We have determined, and hereby certify, that the above named student
☐ does ☐ does not ☐ has already been certified to meet all requirements for AB 216 graduation.

The above named student has the following graduation options:

- ☐ Graduate by completing state requirements and accept AB 216 eligibility. Please note that there are advantages and disadvantages to graduating under AB 216. While a student may graduate with classmates and receive a regular high school diploma, they may sacrifice important learning opportunities that are necessary to succeed in higher education and employment. **Students who graduate under AB 216 may not be eligible to apply directly to a California State University (CSU) or University of California (UC) school.**
- ☐ Attempt to graduate high school at the end of the 4th year by completing all school district graduation requirements. Students may attempt to accomplish this by concurrently enrolling in a community college, continuation school, or independent study program.
- ☐ Remain in high school for a 5th year, and complete all additional school district graduation requirements. The right to a 5th year of high school applies even if the student will be 19 years old during that additional school year. The student will be allowed to remain at the local high school and will not be required to transfer to a continuation school, independent study program, or adult school to complete the 5th year.

 School Official Signature Date

Please make sure to keep a copy of this certification letter for your records. It can be used at any future school to verify that the student is already certified as AB 216 eligible. The above named student retains the right to graduate under AB 216 even if they transfer schools again or their foster care/probation case closes before they receive their high school diploma.

Once the student's ERH has determined which graduation path to take, please notify us by checking the appropriate box below and returning this form. Please note that the school district cannot allow a student to graduate under AB 216 without receiving this document. An 18 year old student or their ERH can change their decision regarding graduating under AB 216 at any time until the student receives their high school diploma. Please note that regardless of whether or not a student elects to graduate under AB 216, a student has the right and obligation to attend school until age 18, with limited exceptions.

If you have any questions or concerns about AB 216 graduation, please contact the student's counselor.

- ☐ Graduate under AB 216 in 4 years
- ☐ Graduate under school district requirements in 4 years
- ☐ Graduate under school district requirements in 5 years
- ☐ Acknowledgment of eligibility but deferring decision until a later date

 Educational Rights Holder or 18 year old student Signature Date

Overview of the Law

Foster youth who transfer schools mid-semester have a right to receive full or partial credits, based on seat-time, for all work satisfactorily completed before transferring schools. Upon receiving notification that a foster youth is transferring schools, a sending school must issue check out grades and full or partial credits on an official transcript. The receiving school must accept all check out grades and credits, apply them to the same or equivalent courses, and immediately enroll foster youth in the same or equivalent classes as they were enrolled in at the sending school. In order to comply with the law, school districts must issue partial credits pursuant to their own calculation method or use the Partial Credit Model Policy. Cal. Educ. Code §§ 49069.5, 51225.2.

Calculation/Conversion Table

# OF CLASS PERIODS ATTENDED PER SUBJECT	# OF CREDITS EARNED	
	5 CREDITS/GRADING PERIOD	1 CREDIT/GRADING PERIOD
7-13	.5 Credits	0.1 Credits
14-20	1.0 Credit	0.2 Credits
21-27	1.5 Credits	0.3 Credits
28-34	2.0 Credits	0.4 Credits
35-41	2.5 Credits	0.5 Credits
42-48	3.0 Credits	0.6 Credits
49-55	3.5 Credits	0.7 Credits
56-62	4.0 Credits	0.8 Credits
63-69	4.5 Credits	0.9 Credits
70+	5.0 Credits	1.0 Credit

Partial Credit Calculation Guidelines

Length of Class Period

Class periods lasting 89 minutes or less count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or more count as 2 class periods.

Credits Per Grading Period

The calculation formula provides for the awarding of either 1 or 5 credits per course for each grading period because most school districts statewide utilize these credit scales. The Calculation/ Conversion Table can be used when youth transfer between school districts using different scales. The receiving school should convert the number of credits earned to match their own system and update the youth's official transcript accordingly.

Alternative Schools

If a foster youth is enrolled in an alternative school setting (e.g., continuation school, independent study program, or adult school), that school must issue credits according to this partial credit model policy or its approved credit plan adopted pursuant to California Education Code Section 51225.3(b), if such plan provides for the awarding of partial credits.

For the full Partial Credit Model Policy Implementation Manual and more information visit kids-alliance.org/partialcredits. Created by CDE, CWC, CSBA, CWDA, County of Los Angeles Department of Children and Family Services, Sacramento County Office of Education, Seneca Family of Agencies, and ACR

Sending School Procedures

STEP 1

Gather a list of all classes the youth is currently enrolled in and the corresponding graduation requirements. Inform each teacher of youth's impending transfer and anticipated last day of attendance.

STEP 2

Ensure teachers issue final grades based on all work completed as of the youth's last day of actual attendance.

****A foster youth's grades may not be lowered because of absences caused by placement changes. If a youth was not properly disenrolled on their last day of actual attendance, the registrar/counselor should ensure that teachers do not penalize them for these additional absences.**

STEP 3

Gather the youth's daily attendance record for each class and total the number of periods attended per class.

STEP 4

For each class in which the youth was receiving a passing grade, use the Calculation/Conversion Table to determine how many credits were earned based on the number of class periods attended and the length of each class period.

STEP 5

Complete the Student Withdrawal Report, including the partial credit log, and add all grades and credits earned to the youth's official transcript within two business days of transfer.

STEP 6

Complete and forward the Student Withdrawal Report and official transcript to receiving school within two business days of receiving school's request for record.

Receiving School Procedures

STEP 1

Request all records from sending school within two business days of a foster youth's enrollment.

STEP 2

Review Student Withdrawal Report and official transcript to determine whether sending school issued partial credits and check out grades for all classes in which the youth was enrolled.

STEP 3

If missing any check out grades or partial credits from any high school attended by the youth, send the Receiving school Partial Credit Request letter to that school.

STEP 4

If partial credits were issued by a sending school using a different credit scale (e.g., 1 credit per grading period, rather than 5 credits), use the Calculation/Conversion Table to convert those credits to align with the receiving school's credit scale.

STEP 5

When transferring all grades and credits earned from previous high schools to the receiving school district's official transcript, include all check out grades and partial credits issued by the sending school, applying them to the same/equivalent courses.

**If the sending school considered a class as satisfying a state graduation requirement, the receiving school must apply the partial credits to the same/equivalent course.

STEP 6 Enroll youth in the same/equivalent classes as those attended at the sending school. Same class means the exact same class. Equivalent call means tha class meeting the same graduation requirement. If unclear as to which class is equivalent, contact the sending school's registrar and ask for clarification. The receiving school may request a syllabus for any such class.

STEP 7

At the end of the current grading period, once final grades are posted, calculate the remaining partial credits owed based on the number of periods attended per class after the youth's enrollment at the receiving school. Add all grades and credits earned to the youths' official transcript.

Date: _____

To: Registrar/Counselor _____

School _____

Address _____

RE: Check Out Grades and Partial Credits Request

Student _____ Date of Birth _____

Dear Registrar/Counselor,

Please be advised that, _____, a foster youth, recently enrolled in _____ . Following the youth's enrollment, we send a records request to _____ . on _____. After reviewing the student's records, it appears that your school did not include check out grades and partial credits on the official transcript provided to our school.

Pursuant to Education Code Sections 48853.5 and 49069.5, sending school districts have a responsibility to award partial or full credit to foster youth for all work satisfactorily completed while in attendance, enter them onto an official transcript, and forward the updated transcript to the student's new school within 2 business days. In order to ensure that we enroll the student in the appropriate courses, we request that you work with the student's previous teachers and your school's registrar to determine the appropriate check out grades and partial credits.

Please compile, complete and forward to our school an updated transcript for the student, which includes all check out grades and partial credits. We look forward to working with you to ensure that the student receives the support he/she needs to succeed in school.

If you have any questions, please contact me at _____ or your district's Foster Youth Liaison. Thank you in advance for your assistance.

Sincerely,

School Registrar/Counselor



Tuolumne Countywide Foster Youth Services Program Application
Tuolumne County Superintendent of Schools

TUOLUMNE COUNTY FOSTER FOCUS SYSTEM

INTERAGENCY AGREEMENT AMONG:

TUOLUMNE COUNTY SUPERINTENDENT OF SCHOOLS

TUOLUMNE COUNTY SCHOOL DISTRICTS

TUOLUMNE COUNTY JUVENILE COURT

**TUOLUMNE COUNTY DEPARTMENT OF SOCIAL
SERVICES THROUGH ITS CHILD WELFARE SERVICES
DEPARTMENT**

TUOLUMNE COUNTY PROBATION DEPARTMENT

TUOLUMNE COUNTY SELPA

Purpose and Scope of the Interagency Agreement

The Foster Youth Services program of the Tuolumne County Superintendent of Schools (TCSOS FYS) has partnered with other Tuolumne County school districts, county agencies and organizations to create a web-based information sharing network. This system is known as Foster Focus. It is designed to improve the educational outcomes of foster youth by gathering and transferring education, placement, and education related health records.

School districts and placing agencies benefit from Foster Focus, in that they have access to information that is otherwise difficult to obtain. Schools and districts are able to identify all students in their school or district who are currently supervised by the Juvenile Court and in out-of-home care (whether adjudged dependents or delinquents). Additional information available includes (but is not limited to): the name and contact information of the child's social worker or probation officer and person holding education rights; health (including immunizations) and education records (prior school placements, special education eligibility, test scores, etc.).

This Foster Focus Interagency Agreement ("Foster Focus Agreement") outlines the specific Foster Focus system access allowed to each party to the agreement and the procedures and safeguards required for the system's use.

Period of Agreement

This agreement will be effective from the date it is signed by all parties and will be in force until June 30, 2017. This Agreement is automatically renewable for five years at the end of each one year term, unless the parties agree otherwise in writing.

Confidentiality

Only those individuals authorized by the signatory agencies to use Foster Focus will be given access to information in Foster Focus. All agencies shall comply with relevant State and Federal law and other applicable local rules which relate to records use, security, confidentiality, privacy, dissemination and retention/ destruction. This includes (but is not limited to) the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and the California Welfare and Institutions Code.

In furtherance of this purpose, each entity will require each individual employee who will be a user of Foster Focus to both review and sign a TCSOS FYS Confidentiality Agreement (Attachment A) as a condition for using Foster Focus. Each entity further agrees that in no event will its employees be given access to information from Foster Focus or to the system itself without a properly executed and current Agreement being on file with TCSOS FYS.

Data Exchange Agreements

Local Educational Agencies (LEAs): Each school district will provide, pursuant to established procedures, an electronic copy of the following information for all students in foster care within the district for each day school is in session: the names and addresses of education providers; the child's grade level performance; attendance records; disciplinary history (including suspensions and expulsions and reinstatement conditions); start date and leave date; current class schedule; home language survey results; educational testing scores; Individualized Education Program (IEP), Student Study Team (SST) and Section 504 (Rehabilitation Act of 1973) information; behavioral intervention plans; psychological-educational reports; information related to additional special education programs or other services offered to or utilized by the child and any reports related thereto; and any notations by the educator in regard to the child. The format for submission will be pursuant to established procedure.

Student records will be matched to records for dependent and delinquent foster youth using a combination of data elements to ensure accurate matches before being processed and sent to TCSOS FYS for inclusion in the Foster Focus system (criteria identified in Attachment B).

Tuolumne County Department of Social Services through its Child Welfare Services Department, : Tuolumne County Department of Social Services (DSS) through its Child Welfare Services Department (CWS) agrees to provide accurate up-to-date data from the Child Welfare Services/Case Management System (CWS/CMS) pursuant to established procedures, appoint an administrator to work with TCSOS to ensure that only appropriate employees through its CWS users are given access to the Foster Focus system and authorize, as appropriate, DSS through its CWS staff who require access to the confidential information in Foster Focus.

Tuolumne County Probation: Probation agrees to provide accurate and up to date information on the placement and status of wards placed in out of home care (pursuant to established procedures), appoint an administrator to work with SCOE to ensure that only appropriate Probation users are given access to Foster Focus System and authorize, as appropriate, Probation staff who require access to the confidential information in Foster Focus.

Tuolumne County Juvenile Court: The court agrees to provide accurate and up-to-date information in regards to the educational rights of youth in care, pursuant to established procedures.

Tuolumne County SELPA: Pursuant to Tuolumne County SELPA's established procedures for providing information on a student's special education status [including the date of the Individual Education Program (IEP), primary disability, primary service, date of the triennial, and the residing school district] the Tuolumne County SELPA agrees to provide current information on the special education status of the youth in care.

Ownership and Maintenance of Foster Focus System

It is the understanding of the parties that TCSOS owns the software and other intellectual property rights that constitute the Foster Focus system.

TCSOS FYS will maintain Foster Focus utilizing data downloaded from CWS/CMS and all Tuolumne County School Districts as well as information provided by Probation. Foster Focus will display education and health information for foster youth in the dependency and delinquency systems and in out-of-home care. TCSOS FYS will ensure that all schools and school districts have access to this information in order to identify foster youth they are currently serving and that CWS and Probation have access for the purpose of case management.

Implementation

Training will be provided to all stakeholders on implementation of the Interagency Agreement by their respective agency. Stakeholders having difficulties with implementation may contact the Tuolumne County Superintendent of Schools Foster Youth Services at (209) 536-2074. They will facilitate communication so that solutions can be explored for incorporation into updates.

Internal methods and monitoring

All agencies shall develop internal policies and procedures to implement this agreement to the maximum extent possible and monitor self-compliance, including compliance with all relevant laws.

Indemnification

Each party hereto agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents, or employees to the full extent required by law. If a claim, demand, damage, loss or other liability arises out of the concurrent acts or omissions of more than one party, those respective parties are each jointly and severally liable to all other parties.

Entire agreement

This Agreement represents the entire Agreement and understandings of the parties hereto.

Termination

Prior to the expiration date of this Agreement, a party to this agreement may terminate their participation in this Agreement without cause at the end of a school year by providing 30 days' written notice of the intent to terminate upon all parties pursuant to the 'Notice' requirement in this Agreement. Upon termination of their participation in this Agreement, if a party retains information received under it, any subsequent use, storage and access to such information will continue to be subject to the terms and conditions of this Agreement.

AUTHORIZED REPRESENTATIVES AND SIGNATORIES

Administration of the Interagency Agreement:

Each party identifies the following position to serve as the authorized administrative representative for that party. Any party may change its administrative representative by notifying the other parties in writing. Any such change will become effective upon the receipt of such notice in writing by all other parties to this agreement.

Tuolumne County Department of Social Services, through its Child Welfare Services Department Position Title: <i>Dan Connolly</i> <i>Human Services Agency Director</i>	Tuolumne County Probation Department Position Title:
Tuolumne County Office Of Education: Position Title:	Tuolumne County Office of Education SELPA: Position Title:
Tuolumne County School Districts: Position Title:	

Amendments to this agreement

This Agreement may not be amended in any way except by a written document signed by an authorized representative of all parties to this Agreement. Parties to this Agreement are identified below in the "Signatories to Agreement" section below.

Governing law

This Agreement will be deemed to have been made and shall be governed by, construed, interpreted and enforced in accordance with the laws of the State of California. It is agreed by the parties hereto that unless otherwise expressly waived by them, any action brought to enforce any of the provisions hereof or for declaratory relief hereunder shall be filed and remain in a court of competent jurisdiction in the County of Tuolumne, State of California.

Compliance with applicable laws

All responsibilities identified in this Agreement shall be performed in accordance with applicable Federal, State and local laws, rules, regulations, and policies.

Notice

All notices, requests, demands and other communications made to parties under this Agreement shall be in writing and delivered personally or sent by United States first class mail, postage prepaid, to the addresses set forth in the "Signatories to Agreement" section below.

Non-assignment

This Agreement shall inure to the benefit of, and be binding upon, the parties hereto. None of the rights, privileges, interests, duties or obligations created by this Agreement is assignable by a party without the prior written consent of the all remaining parties.



Foster Youth Services Coordinating Program of Tuolumne
Foster Focus Confidentiality Agreement

As an **employee** of _____, the undersigned may have access to confidential communications and foster youth information currently or previously in, or to be entered into, the *Foster Focus* system, maintained by the Tuolumne County Superintendent of Schools' (TCSOS's) Foster Youth Services Coordinating Program (FYSCP). In consideration of said relationship and in consideration of the granting of access to *Foster Focus*, the undersigned agrees as follows:

1. For the purposes of this agreement, "confidential communications and foster youth information" shall be considered to include any and all information defined as such under federal and state law contained in *Foster Focus* at any time, or information accessible to the undersigned for the purpose of entering all or any part of the information into *Foster Focus*.
2. Confidential information shall be accessed only as necessary to perform legitimate FYSCP related job duties.
3. Confidential information shall be handled carefully and with due diligence to protect against such information inadvertently being disclosed.
4. Confidential information shall not be divulged, copied, released, sold, loaned, reviewed, transmitted, altered or destroyed except as authorized by FYSCP.
5. The undersigned's login identity, password or other access codes shall be safeguarded to avoid their unauthorized use by others. The undersigned agrees to be responsible for all activities undertaken using his or her login, password or other access codes.
6. The undersigned agrees not to divulge his or her password to others.
7. The undersigned agrees to immediately request a new login identity and password if there is reason to suspect that another person may have access to his or her login or password.
8. The undersigned understands and agrees that the obligations under this agreement will continue after termination of employment with the agency identified above and/or after access to *Foster Focus* has terminated.

I understand revealing confidential information is a violation of FYSCP policy and law, and could result in civil, criminal, or adverse employment action and/or termination of my relationship with SCOE.

_____ Applicant's Name (print)	_____ Signature
_____ Title (print)	_____ Phone
	_____ Date

As the applicant's supervisor, I hereby authorize the above-named employee to access *Foster Focus* for the purpose of performing authorized FYSCP partnership duties subject to the terms of this agreement. (Please complete the following:)

Circle access to be granted: **M T W Th F** from (time) _____ to _____ or 24/7.

This employee may access *Foster Focus* from ☐ one computer or ☐ multiple computers.

Please set expiration date of this agreement for ☐ 6 months ☐ 1 year ☐ None, until further notice (check one).

I agree to notify TCSOS when this employee's employment terminates or his/her work assignment changes to non-FYSCP activities.

_____ Applicant's Supervisor's Name (print)	_____ Signature
_____ Title (print)	_____ Date

COE or Agency Approval-Signature and date

Tuolumne Countywide Foster Youth Services Program Application
Tuolumne County Superintendent of Schools

ATTACHMENT B

Criteria for Selection of Data Elements

Each party will designate one contact person in the agency who will have authority to approve access for all other users in the agency and who will ensure that users sign the Confidentiality Agreement. This person will also authorize the level of access for each user by indicating on the Confidentiality Agreement whether the user will have the access which allows creating records, updating records or only reading information in the record.

Information Available to each Party to this Agreement

Tuolumne County School Districts will have access which allows users to see a foster youth's placement agency information including the agency name, address, and current placement worker; demographics; residential history; school placement history; education related health information including immunizations; other education information including test scores, grade point average, attendance information, IEP date, disability, other IEP related information; contact information for the person holding educational rights, Independent Living Program worker, Instructional Case Manager, attorney, Court Appointed Special Advocate; services provided and case notes made by Foster Youth Services; and access to documents stored for the student.

Tuolumne County Department of Social Services through its Child Welfare Services Department will have access to records only for children placed by this agency. For these children DSS through its CWS department will see the placement agency information including the agency name, address, and current placement worker; demographics; residential history; school placement history; education related health information including immunizations; other education information including test scores, grade point average, attendance information, IEP date, disability, other IEP related information; contact information for the person holding educational rights, Independent Living Program worker, Instructional Case Manager, attorney, Court Appointed Special Advocate if one is assigned.

Tuolumne County Probation will have access that allows users to see the records only for children placed by this agency. For these children, Probation will see the placement agency information including the agency name, address, and current placement worker; demographics; residential history; school placement history; education related health information including immunizations; other education information including test scores, grade point average, attendance information, IEP date, disability, other IEP related information; contact information for the person holding educational rights, Independent living Program worker, Instructional Case Manager, attorney, and Court Appointed Special Advocate.

Tuolumne County Juvenile Court will have access to records for children under its supervision placed by either DSS through its CWS department or Probation. For these children the Court will be able to see school placement history; education related health information including immunizations; other education information including test scores, grade point average, attendance information, IEP date, disability, other IEP related information; contact information for the person holding educational rights, Independent Living Program worker, Instructional Case Manager, attorney, and Court Appointed Special Advocate if one is assigned.

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Tuolumne County Department of Social Services through its Child Welfare Services Department



Craig Pedro, Tuolumne County CAO

Date: 9-2-16

APPROVED AS TO LEGAL FORM

COUNTY COUNSEL
COUNTY OF TUOLUMNE

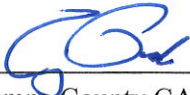

CODY M. NESPER

9/1/16
DATE

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Tuolumne County Probation Department



Craig Pedro, Tuolumne County CAO

Date: 9-2-16

APPROVED AS TO LEGAL FORM

COUNTY COUNSEL
COUNTY OF TUOLUMNE



CODY M. NESPER

9/1/16
DATE

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Bellevue Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Big Oak Flat-Groveland Unified School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Columbia Union School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Curtis Creek Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Foothill Leadership Academy

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Gold Rush Charter School

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Jamestown Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Sonora Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Sonora Union High School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Soulsbyville Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Summerville Elementary School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Summerville Union High School District

(insert name), (title)

Date: _____

SIGNATORIES TO THE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused this Tuolumne County Foster Focus System Interagency Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Twain Harte School District

(insert name), (title)

Date: _____

Exhibit A

The table below lists all of the fields and field descriptions that the new Foster Focus Business Objects 2.0 extracts from CWS/CMS. The fields that are new in this version are indicated in red text. Most of the new fields are optional but if your county decides to modify the report to exclude any of the fields, you need to make sure that the modification does not "break" the report.

This BO report is designed to extract records for all children in CWS/CMS who have an open court case. The records for children with an open court case but not placed in out-of-home placement, will not include any residence information. Records for children who are not in out-of-home placement will have a status of "Active-other" in Foster Focus.

Column	Description	BO 2.0 Optional Fields
AttorneyEndDate	The date the attorney was removed from the case. Will always be null as if there is a date here in CWS/CMS the record is excluded by CPS and not sent to FF. New in BO 2.0.	X
attorneyFirmName	The name of the current attorney's firm. New in BO 2.0	X
AttorneyFirstName	The first name of the attorney currently assigned to the case. New in BO 2.0	X
AttorneyLastName	The last name of the attorney currently assigned to the case. New in BO 2.0	X
AttorneyPhone	The phone number of the attorney currently assigned to the case. New in BO 2.0	X
AttorneyStartDate	The date the attorney was assigned to the case. New in BO 2.0	X
CaseCurrentCaseload	Social Worker's Unit Code.	X
CaseCurrentStaffEmail	The email address of the primary social worker or probation officer.	
CaseCurrentStaffFirstName	First name of current primary social worker or probation officer.	
CaseCurrentStaffLastName	Last name of current primary social worker or probation officer.	
CaseIDNumber	Unique CWS/CMS Case Identifier.	
ChildClientParentRtLimitCode	Only used by counties still using versions of the BO report older than 2.0. Indicates (y/n) whether the parent's right to make education decisions for the child has been limited.	
childClientParentRtLimitCode	The name of the field was corrected in BO 2.0. Indicates (y/n) whether the parent's right to make education decisions for the child has been limited.	
COHPStartDate	The current out-of-home placement date. This field is null for children living at home or in a non-foster care placement but with an open court case.	*
CourtHearingDt	The date of the next court hearing where education issues may be taken up. New in BO 2.0	
CPEPlacementCount	Placement Count. The total number of out-of-home placement this child has experienced.	X
CWSSupervisorEmail	The email for the supervisor of the current social worker or probation officer. New in BO 2.0	
CWSSupervisorFirstName	The first name of the supervisor of the current social worker or probation officer. New in BO 2.0	X
		X

Exhibit A

Column	Description	BO 2.0 Optional Fields
CWSSupervisorLastName	The last name of the supervisor of the current social worker or probation officer. New in BO 2.0	X
CWSSupervisorPhone	The phone number of the supervisor of the current social worker or probation officer. New in BO 2.0	X
FocusAge	The child's age on the day the record was submitted.	
FocusBirthDate	The child's date of birth	
FocusClientIdentifier	Unique identifier for the child from CWS/CMS.	
FocusFirstName	The child's first name	
FocusGender	The child's gender	
FocusLastName	The child's last name	
FocusMiddleName	Child's middle name. New in BO 2.0	
FocusNameSuffix	The name suffix of the child. (Jr, III, Sr.). New in BO 2.0	
FocusPrimaryEthnicity	The child's primary ethnicity	
FocusPrimaryLanguage	The child's primary language	
FocusSocialSecurityNo	no longer in use	
InitialDetentionDate	Initial Detention Date for the Case Start Date for the active case. New in BO 2.0	X
LastPlacementChangeReason	Reason for Last Placement Change. Not all reasons are displayed in CPS report 2. Some sensitive reasons are deleted on upload.	
LastPlacementEnd	The end date of the placement before the current placement.	
LastPlacementStart	The start date of the placement before the current placement.	
PlaceHomeCity	The current placement city.	
PlaceHomeCounty	The current placement county.	
PlaceHomeFacilityName	Caregiver's Name. Either substitute caregiver or parent.	
PlaceHomeFacilityType	Placement Facility Type. *Court Specified Home *Group Home *Guardian with Dependency *Foster Family Home *Foster Family Agency Certified Home *Relative/NREFM Home *Tribe Specified Home *SILP	
PlaceHomeLastUpdateTS	Date Placement Record Last Updated in CWS/CMS.	
PlaceHomePayeeFirstName	Foster Family Agency or Group Home Name 1	
PlaceHomePayeeLastName	Foster Family Agency or Group Home Name 2	
PlaceHomePriPhoneNo	The current placement phone number.	
PlaceHomeState	The current placement state.	
PlaceHomeStreetAddress	The current placement street address.	
PlaceHomeZIPCode	The current placement zip code.	
PriStaffPhoneNo	Social Worker's phone number.	
probation	Only used by OC	
ResponsibleAgency	Responsible Agency (C=Child Welfare or P=Probation)	**
TPRYes	Parental Rights Terminated? Yes/null	

Exhibit A

Column	Description	BO 2.0 Optional Fields
* This field is required but this will be null for children with an open court case and not in out-of-home placement. The same is true for all residence related fields.		
** This field is required but may be modified to include Probation Placement Cases		