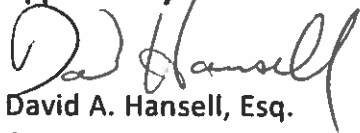


City of New York
Administration for Children's Services

Policy and Procedure
2018/xx

School Continuity and Stability for Children in Child Welfare Foster Care Placements

<p>Approved By:  David A. Hansell, Esq. Commissioner</p>	<p>Date Issued: _____</p>	<p>Number of Pages: 9</p>	<p>Number of Attachments: 4</p>
<p>Related Laws: Fostering Connections to Success and Increasing Adoptions Act – 2008 (110 P.L. 351, 122 Stat. 3949); Every Student Succeeds Act - 2015 (114 P.L. 95, 129 Stat. 1802); Family Educational Rights and Privacy Act (20 USC § 1232g); NY State Education Law § 3244</p>	<p>ACS Divisions/Provider Agencies: Child Protection (DCP), Family Permanency Services (FPS), Family Court Legal Services (FCLS), foster care provider agencies</p>	<p>Contact Office /Unit: Office of Education Support and Policy Planning (OESPP)</p>	
<p>Supporting Regulations: 45 CFR 1356.21(g)</p>	<p>Supporting Case Law:</p>	<p>Bulletins & Directives: U.S. Department of Health & Human Services Administration for Children & Families Program Instruction ACYF-CB-PI-10-11; U.S. Department of Education and U.S. Department of Health & Human Services Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care; 18-OCFS-ADM-18: Educational Stability and Transportation Requirements for Children in Foster Care; OCFS Students in Foster Care Tool Kit for Local Education Agencies and Local Social Services Agencies</p>	
<p>Key Words:</p>	<p>Related Policies: ACS Division of Child Protection Casework Practice Requirements Manual (2013), ACS Initial</p>	<p>Supersedes: ACS Commissioner's Memo: Fostering Connections – Educational Stability (2009)</p>	

	Child Safety Conference (ICSC) Policy (2012), ACS Integrated Family Team Conference Policy (2017), ACS Procedure 2010/02: Transition to Foster Care Services (2011), ACS Interim School Transportation Guidance (2017)	
<p>Related Forms: Best Interest Determination form and transmittal form – Attachment A Conference summary form (will ultimately be phased out) Child Placement Referral form, parts A and B School Notification and Input letter – Attachment B Foster Care Discharge Notification letters – Attachments C (trial discharge) and D (final discharge) Transportation forms (DOE variance request and OESPP pre-authorization form)</p>		
<p>SUMMARY: This policy provides guidance and procedures for ACS and provider agency staff on school enrollment and transportation for children in foster care, in relation to school information collection, conferencing, placement, and transition to foster care.</p>		
<p>SCOPE: This policy applies to ACS' Divisions of Child Protection, Family Court Legal Services, and Family Permanency Services as well as to foster care provider agency staff.</p>		

I. Introduction

- A. ACS seeks to reduce trauma to children who enter foster care through diligent efforts to maintain stability in their educational setting.

- B. In accordance with federal child welfare and education law (as found in the Fostering Connections to Success and Increasing Adoptions Act of 2008¹ and the Every Student Succeeds Act of 2015²), ACS presumes that all school-age children — from preschool through high school — who enter foster care or change foster care placements will remain in their school of origin unless a determination is made that doing so is not in their best interest.

- C. Child welfare staff must work collaboratively either with the school of origin to maintain stability or, if in the child's best interest, with the district of residence to facilitate immediate enrollment in another school. This practice applies to all staff with case planning responsibility working with school-age children placed in out-of-home care,

¹ 110 P.L. 351, 122 Stat. 3949

² 114 P.L. 95, 129 Stat. 1802

including those placed in residential foster care and those placed in a contiguous county or state.

II. Obtaining Education Information During an Investigation

- A. Upon receiving an intake report from the Statewide Central Register of Child Abuse and Maltreatment, all Division of Child Protection (DCP) Applications Units shall search the NYC DOE Automate the Schools (ATS) database for relevant school enrollment and attendance information as part of the clearances conducted prior to case assignment. Search results shared with the CPS shall include, at a minimum, the name, address and District Borough Number (DBN) of the child's school and shall be recorded in the Child Protective Record Summary in Connections (CNNX) for transmittal to the DCP Field Unit. If ATS is not accessible at the time of intake, the receiving field office shall conduct this search.
- B. If the CPS does not receive the above-mentioned ATS information upon receipt of a new case, the CPS is responsible for conducting the search of ATS for the same information and recording the information in CNNX progress notes.
- C. During the ensuing investigation, the assigned CPS shall supplement details as soon as possible through collateral contacts with relevant school personnel.³ In the event of an emergency removal, the CPS shall gather educational information immediately following removal.
- D. CPS staff are authorized to access any educational data necessary to fulfill their assessment responsibilities,⁴ and are encouraged to gather the following items:
1. ATS data pertaining to absences/lateness, credits attempted and earned, and/or test scores;
 2. Most recent report card and transcript (for high school students);
 3. Contact information for such school personnel as guidance counselors, teachers, social workers, and principal;
 4. Disciplinary records, if any;
 5. Information regarding known or suspected developmental delays and any completed assessments or testing results;
 6. Individualized Education Program (IEP) or 504 plan and supporting documents (social history, psychoeducational evaluation, other appropriate assessments); and/or
- E. If the investigation occurs during a school break or holiday, the CPS shall still access the child's attendance and performance data in ATS and contact the Office of Education Support and Policy Planning (OESPP) to obtain any relevant supplementary material

³ See DCP Casework Practice Manual and any subsequent guidance.

⁴ See Family Educational Rights and Privacy Act (20 U.S.C. § 1232g(b)(1)(I)) and 18 CRR-NY § 432.3(i)(2)(i).

from the Special Education Student Information System (SEIS). If the CPS cannot access ATS, he or she may contact OESPP at education.unit@acs.nyc.gov for assistance in obtaining educational data.

III. Preliminary Educational Assessment and Planning

A. *Initial Removal and Foster Care Placement*

In the event that the CPS team has conducted an emergency removal or assesses that removal may be necessary, *ACS Integrated Team Conference Policy*⁵ directs the CPS to convene an Initial Child Safety Conference, to which the parent(s) or caregiver(s) and any subject child aged ten or older must be invited. While attorneys do not attend the Child Safety Conference, if there is court involvement, the CPS must immediately provide notice of the conference to the assigned Family Court Legal Services (FCLS) attorney, who must alert counsel for the child and parent(s)/caregiver(s).

B. In accordance with the ACS *Initial Child Safety Conference Policy*, if the recommendation is for out-of-home placement, the ICSC participants must review all available educational information and discuss the appropriateness of the child's existing school setting guided by the factors outlined below:

1. Preferences of the child and the parent/caregiver;
2. Child's age, grade level and maturity level;
3. Availability and quality of services at the child's current school and capacity of the current school to meet the child's needs (including special education and other interests)
4. Safety concerns, which could include negative relationships or concerns about bullying;
5. The strength of the child's ties to peers and staff members at the current school and the impact of changing schools on the child's emotional well-being; and
6. Number of school disruptions the child has already experienced.

C. The participants shall then issue a preliminary recommendation as to whether a school change should be considered in the event the Family Court grants the application for the child's removal and remand to ACS.

D. At the close of the conference, the facilitator shall document the preliminary school stability recommendation in the conference summary and enter the information in CNNX Progress Notes for review at the foster care Transition Meeting. When an FCLS attorney is assigned to the case, the CPS shall convey the outcome of the conference to the FCLS attorney, including the recommendation regarding the school setting, who shall notify counsel for the child and parent(s)/caregiver(s).

⁵ See <https://www1.nyc.gov/assets/acs/pdf/providers/2017/CWPIntegratedFamilyTeamConferencePIE.pdf>.

- E. When completing the Child Placement Referral form, the CPS and the facilitator shall include all fields pertaining to school information for review by the Office of Placement Administration (OPA).

F. *Changes in Foster Care Placement*

1. If a child's foster care placement is at risk of disruption or a foster care agency is considering a placement change, *ACS Integrated Team Conference Policy section (III)c(3)(b)(ii)* directs the agency to convene a Placement Preservation Conference. If the attorney(s) for the child and/or parent(s)/caregiver(s) plans to appear at the conference, the FCLS attorney must also attend.
2. If a change in foster care placement is determined to be necessary, the conference participants shall review all available educational information and discuss the appropriateness of the child's existing school setting guided by the factors outlined above in III(B). The participants shall then issue a preliminary recommendation as to whether a school change should be considered.
3. At the close of the conference, the facilitator shall document the preliminary school stability recommendation in the conference summary and enter the information in CNNX Progress Notes for review at the foster care Transition Meeting. If attorneys were not in attendance, the case planner shall convey the outcome of the conference to the FCLS attorney, who shall notify counsel for the child and parent(s)/caregiver(s).

IV. **Foster Care Placement Decisions**

- A. Both the child's initial placement in a foster home and any subsequent changes in placement must take account of the appropriateness of the child's educational setting, as discussed in the most recent Family Team Conference, and the proximity of the foster home to the child's existing school. This practice applies to all school-age children placed in out-of-home care, including those placed in residential foster care and those placed in a contiguous county or state.
- B. Upon receiving an initial placement referral from OPA, foster care provider agencies may not reject a referral based on school transportation needs. Provider agency home-finding staff shall consult, if possible, with the agency education specialist(s) when making a foster care placement and shall direct all foster parents to maintain the child's existing school setting unless a determination is made that a transfer would be in the child's best interest.
- C. It is presumed that a child in residence at the Children's Center, a Youth Reception Center, or another pre-placement facility shall remain in the school of origin and receive transportation from the ACS Office of Transportation Services.

1. If it is determined that it is in the best interest of the child to enroll in a new school, the assigned ACS caseworker shall coordinate with the ACS Office of Education Support and Policy Planning (OESPP) to effectuate the enrollment.

V. School Notification and Input

- A. Within one school day of a child's placement in a foster home or change in foster care placement, the foster care agency must submit a notification letter (see Attachment B, School Notification and Input letter, for a template) to the school's Designated Liaison to request that the child's home address be updated and solicit timely input from school personnel knowledgeable about the child regarding the impact of a school change on the child's academic and social well-being. Upon receiving feedback from the school, the case planner or education specialist must record a summary of the information obtained from the school in CNNX Progress Notes for review at the foster care Transition Meeting.
- B. If a child or youth is awaiting placement at the Children's Center, a Youth Reception Center, or another pre-placement facility, the assigned ACS caseworker shall notify the school of the child's entry into foster care, and the Office of Pre-Placement shall request school transportation from the ACS Office of Transportation Services.

VI. Best Interest Determination

- A. Within three business days of the child's placement in a foster home or change of foster care placement, a determination must be made as to whether it is in the best interest of the child to remain in his or her school of origin.
- B. **Unless it is determined that remaining in the school of origin would be contrary to a child's best interests, a foster parent may not enroll the child in a new school.** Pending this determination and absent an immediate safety risk, the foster care agency must ensure that the child remains in the school of origin and arrange appropriate transportation to that school.
- C. Using the Best Interest Determination (BID) Form (see Attachment A), the person with case planning responsibility shall follow the process described below:
 1. Pursuant to ACS Procedure 2010/02 (*Transition to Foster Care Services*), the CPS shall contact the parent(s)/caregiver(s) within 24 hours of the child's placement with a foster care agency to provide contact information for the case planner, information about the assigned foster care agency and to schedule a foster care Transition Meeting, to occur within the following two business days.
 2. As soon as the Transition Meeting is scheduled, the CPS shall notify the assigned FCLS attorney, who shall provide notice of the meeting to the attorneys for the child and parent(s)/caregiver(s).

3. Prior to the Meeting, the case planner shall contact the Designated Liaison at the school of origin to solicit the opinion of relevant school personnel on whether it is in the child's best interest to remain there (see **School Notification and Input** above). The case planner shall also consult with the education specialist assigned to the case.
 - a. If the school is unable to provide this input in advance of the Meeting, it may do so for consideration during the ensuing three-day waiting period (see section 7(b)(i) below).
4. The Transition Meeting shall consist of the case planner, the parent(s)/caregiver(s), and if feasible, any child aged ten and older. If, due to age or circumstances, the child cannot attend, the case planner shall confirm his or her school placement preference in advance for consideration at the Meeting.
5. The Transition Meeting participants shall consult the preliminary school stability recommendation from the most recent Family Team Conference (see **Preliminary Educational Assessment and Planning – III(C)** – above), in combination with the school's input and available educational records, to arrive at a decision based on the factors outlined in the BID Form.
 - a. If an in-person meeting cannot be held, the case planner shall conduct the Best Interest Determination during the initial phone conversation with the parent.
 - b. If the child has been placed with a kinship resource pending certification by a foster care agency, the relevant ACS case planning staff shall conduct the Best Interest Determination within three business days of the child's placement.
6. If the case planner determines that it would be in the best interest of the child to remain at the school of origin, the case planner shall coordinate with ACS and the Department of Education as follows:
 - a. The case planner shall complete the BID Form, retain it in the child's case file, and document the decision in CNNX Progress Notes.
 - b. The case planner shall send the BID Transmittal Form to both the school and the ACS Office of Education Support and Policy Planning (OESPP) and shall collaborate with these entities to ensure that transportation is provided, arranged, and funded (see **Transportation** below).
 - i. If the school of origin is outside of NYC, the foster care agency shall collaborate with the school district's foster care point of contact to ensure that transportation is provided.
 - c. The ACS Office of Education Support and Policy Planning shall notify the FCLS attorney, who shall subsequently inform the attorneys for the child and parent(s)/caregiver(s).
7. If the case planner determines that it would not be in the best interest of the child to remain at the school of origin, the case planner shall coordinate with ACS and the Department of Education as follows:
 - a. The case planner shall forward the BID form to OESPP for review and approval.

- b. Upon approving a change in school placement, OESPP shall notify the case planner and the FCLS attorney, who shall subsequently inform the attorneys for the child and parent(s)/caregiver(s).
 - i. In order to accommodate a potential challenge to the school placement decision by the attorney for the child or the parent, OESPP will defer initiation of the transfer process for three school days.
 - ii. If a challenge is raised during this period, the child shall remain in the school of origin pending resolution of the dispute.
 - c. OESPP will then contact the central DOE Office of Student Enrollment (OSE) to request a transfer, providing the BID Transmittal Form as supporting documentation.
 - i. If a child has been placed outside of NYC, OESPP shall notify the foster care point of contact at the new school district, who will facilitate enrollment in accordance with state and federal law.
 - d. The case planner shall ensure that the new school or district immediately enrolls the student, even if the student cannot produce records normally required for enrollment, and immediately contacts the school last attended by the student to obtain relevant academic and other records.⁶
8. The child's school placement decision must be reviewed at the following milestones or intervals:
- a. At the Follow-Up Child Safety Conference (30 to 45 days after the initial CSC);
 - b. At all Permanency Planning Conferences (every 6 months while the child remains in foster care); and
 - c. Upon any change in foster care placement (see *Changes in Foster Care Placement* above).
- D. Nothing in this protocol shall preclude a child in foster care from accessing the same transfer and admissions options that a school district offers to students who are not in foster care.⁷
1. Transfer and enrollment requests that are not prompted by residential mobility shall be subject to the same conditions applicable to students who are not in foster care.
 - a. These requests include, but are not limited to, those premised on the inability of a child's current school to provide appropriate special education services and those based on medical, safety, or academic concerns.

VII. Discharge from Foster Care

- A. In the event that a foster care agency has recommended, or a court has ordered, the trial or final discharge of a child from foster care, the agency must inform ACS to convene and facilitate a Discharge Conference in order to assess whether the goals of

⁶ See ESEA § 1111(g)(1)(E)(i)-(iii); NY EDUC § 3244(2)(d)(1)-(3)

⁷ DOE transfer options include sibling transfers, safety transfers, travel hardship transfers, and others. Please see https://www.schools.nyc.gov/enrollment/enrollment_help/transfers or consult with an agency education specialist or OESPP for additional information and guidance.

the permanency plan have been achieved and identify services necessary to support a successful transition.

- B. When a discharge is anticipated, the conference participants shall discuss the appropriateness of the child's existing educational setting, taking account of the importance of school stability. The foster care agency shall notify the parent(s)/caregiver(s) of:
 - 1. The right of students who change residence within New York City to remain in their current school until completion of the terminal grade;⁸ (per); and
 - 2. The right of students exiting foster care to remain in and receive transportation to their current school either through the end of the academic year or, if the following year is a terminal grade, through the end of that year.⁹
- C. If the child has been discharged to the parent(s)/caregiver(s) on a trial or final basis, the foster care agency must submit a Discharge Notification Letter (see Attachments C and D) to the school's pupil accounting secretary in order to update the child's address and shall collaborate with the school to ensure that transportation is provided, arranged, and funded (see **Transportation** below) as necessary.

VIII. Transportation

- A. Prior to pursuing alternative transportation options, foster care agency staff shall determine whether a child is eligible for NYC DOE busing based on either age and distance, special education requirements, or other qualifying factors. If the child does not meet these qualifications, the agency shall apply for an eligibility exception by submitting an Emergency Evaluation Request to the DOE Office of Pupil Transportation and specifying foster care placement as the basis for the exception.
- B. If a student in foster care is unable to obtain DOE busing or is waiting for such transportation to begin, the foster care agency may seek reimbursement for expenses incurred in securing private transportation services. All expenses must be pre-approved by OESPP, and reimbursement shall be authorized only upon evidence from the agency that DOE transportation is unavailable and that no alternatives to paid transportation exist.
- C. Further details on the requirements outlined above can be found in the ACS *Interim School Transportation Guidance*.

⁸ NYC DOE Chancellor's Regulation A-101

⁹ See NY EDUC § 3244. Terminal grade refers to the final grade in the building.





David A. Hansell
Commissioner

Julie Farber
Deputy Commissioner
Family Permanency
Services

Office of Education
Support and Policy
Planning

150 William Street
11th Floor, 11H-1
New York, NY 10038
(212) 341-0977 tel
(212) 788-5469 fax

Date(dd/mm/yyyy):

Child's Name:

Parent #1 Name:

Parent #2 Name:

Address:

Foster Care Agency:

Agency Caseworker Name:

Agency Caseworker Supervisor:

DOB (dd/mm/yyyy):

Phone:

Phone:

Home Phone:

Phone:

Phone:

Phone:

Choose the student's current educational program

- General Education Special Education Specialized Program (i.e., ESL, G&T, art/dance)

Describe specialized program/special education:

Child's Previous school:

Last Grade :

To Whom It May Concern:

The above-named child was in the care and custody of the Commissioner of the Administration for Children's Services, and has been discharged to his or her parent/s. The parent/s will resume day-to-day responsibility for his or her care, and the school's information systems should reflect this change. **Please update the student's information in ATS immediately upon receipt.**

Please be advised that Chancellor's Regulation A-101 grants students who change residence within New York City the right to remain in their current school until completion of the terminal grade. Additionally, students who exit foster care are entitled under NYS Education Law to receive transportation to their current school either through the end of the academic year or, if the following year is a terminal grade, through the end of that year.

In the event that the parent or child seeks a new school placement, Chancellor's Regulation A-101 calls for the prompt admission of all pupils, including children in foster care. The child must be enrolled regardless of whether she/he has the required documentation or before an investigation of her/his school history is completed. If there are any concerns, an investigation can be conducted after the admission has been completed.

If the student is enrolled in special education, she/he should be afforded a comparable service plan until such time as the school can arrange for special education services in accordance with the student's Individualized Education Plan.

The child's foster care history is strictly confidential and should only be revealed to school staff on a need-to-know basis. We appreciate your sensitivity to this issue on behalf of the student.

Thank you in advance.

Rachel Natelson, Esq.



David A. Hansell
Commissioner

Julie Farber
Deputy Commissioner
Family Permanency
Services

Office of Education Support
and Policy Planning

150 William Street, 11th
Floor
New York, NY 10038
education.unit@acs.nyc.gov

Date(dd/mm/yyyy):

Child's Name:

Parent #1 Name:

Parent #2 Name:

Address:

Foster Care Agency:

Agency Caseworker Name:

Agency Caseworker Supervisor:

DOB (dd/mm/yyyy):

Phone:

Phone:

Home Phone:

Phone:

Phone:

Phone:

Choose the student's current educational program

General Education Special Education Specialized Program (i.e., ESL, G&T, art/dance)

Describe specialized program/special education:

Child's Previous school:

Last Grade :

To Whom It May Concern:

The above-named child is in the care and custody of the Commissioner of the Administration for Children's Services, and has been discharged on a trial basis to his or her parent/s. While the foster care agency will continue to monitor the child's safety and well-being during the trial discharge, the parent will resume day-to-day responsibility for his or her care, and the school's information systems should reflect this change. **Please update the student's information in ATS immediately upon receipt.**

Please be advised that Chancellor's Regulation A-101 grants students who change residence within New York City the right to remain in their current school until completion of the terminal grade. Additionally, students who exit foster care are entitled under NYS Education Law to receive transportation to their current school either through the end of the academic year or, if the following year is a terminal grade, through the end of that year.

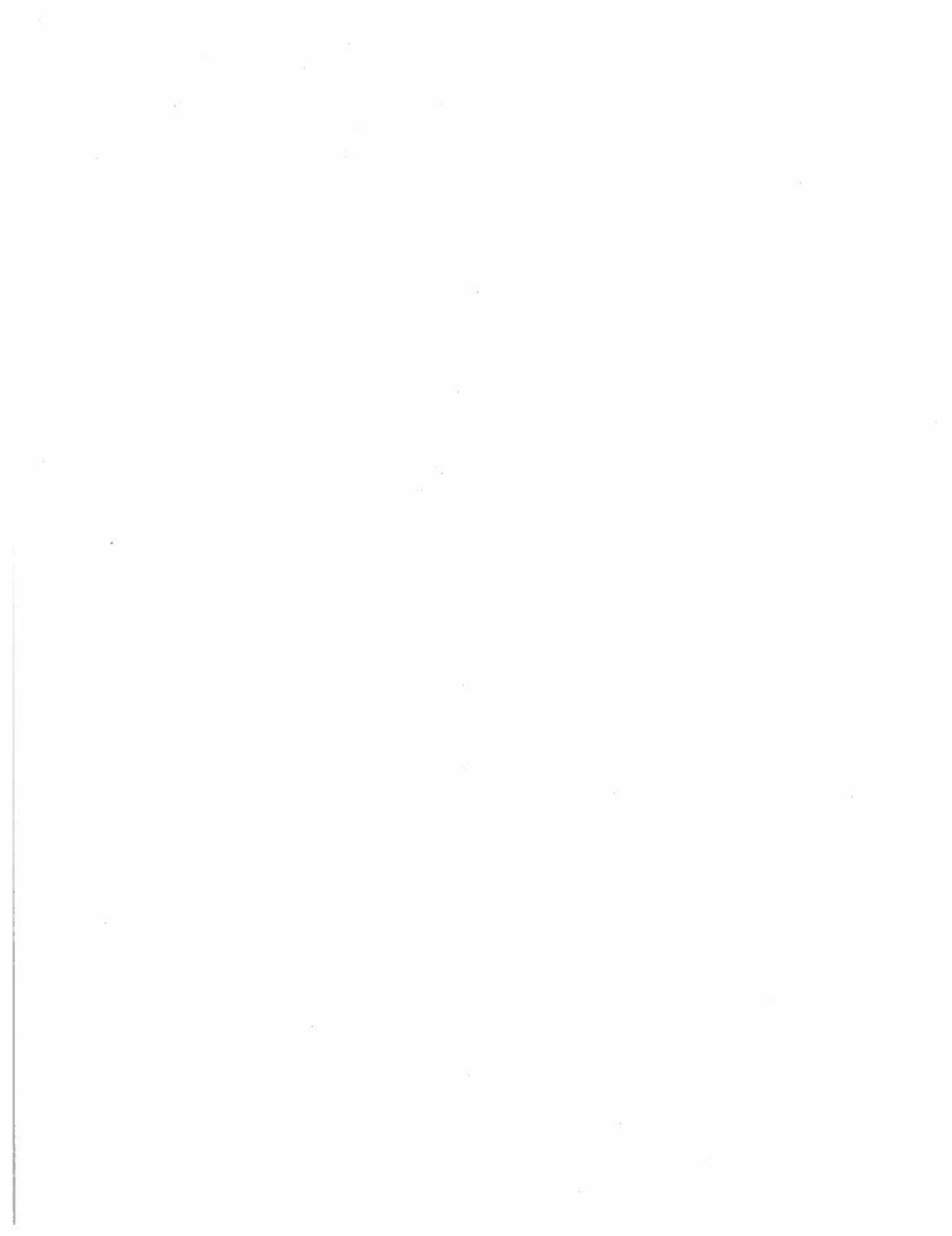
In the event that the parent or child seeks a new school placement, Chancellor's Regulation A-101 calls for the prompt admission of all pupils, including children in foster care. The child must be enrolled regardless of whether she/he has the required documentation or before an investigation of her/his school history is completed. If there are any concerns, an investigation can be conducted after the admission has been completed.

If the student is enrolled in special education, she/he should be afforded a comparable service plan until such time as the school can arrange for special education services in accordance with the student's Individualized Education Plan.

The child's foster care status is strictly confidential and should only be revealed to school staff on a need-to-know basis. We appreciate your sensitivity to this issue on behalf of the student. For additional questions regarding the release of information to birth parents, please contact the Senior Field Counsel assigned to your school.

Thank you in advance,

Rachel Natelson, Esq.





PLACEMENT NOTIFICATION FORM

David A. Hansell
Commissioner

Julie Farber
Deputy Commissioner
Family Permanency
Services

Office of Education
Support

150 William Street
New York, NY 10038
(212) 341-0977 tel
(212) 788-5469 fax

Child's Name:	DOB (dd/mm/yyyy):
Parent Name:	Phone:
Foster Parent Name:	Phone:
Parent Address:	Home Phone:
Foster Home Address:	Home Phone:
Foster Care Agency:	
Agency Caseworker Name:	Phone:
	E-mail:
Agency Caseworker Supervisor:	Phone:
	E-mail:

To Whom It May Concern:

The above-named child is in the care and custody of the Commissioner of the Administration for Children's Services, and has been placed in care with the above-named foster care agency. This serves as notice of [a change in] the foster care placement. The [new] foster parent should be informed of all educational information relating to the child. The [new] foster parent and foster care agency have day-to-day responsibility for the care of this child and the school's information systems should be changed to reflect this. **Please update the student's information in ATS immediately upon receipt.**

In the absence of a court order or other documentation from ACS or the foster care agency indicating otherwise, *legal parents/guardians remain the primary decision-makers for all educational matters.* Parents retain the right to access education records and should also be informed of all educational information relating to the child.

In accordance with the Every Student Succeeds Act of 2015, the foster care agency will make a determination as to whether or not it is in the child's best interest to remain in the current school. **To facilitate this process, the Tiered Response Protocol Point Person (3-K to 8th grade) or Designated Liaison (9th to 12th grade) should forward the attached input form to a school representative familiar with the child's academic and socio-emotional needs and return it as soon as possible to the case planner specified above.**

If it is determined to be in the best interest of the child to remain at the current school, the foster care agency will notify the school and, if necessary, coordinate transportation services with the NYC Department of Education. Pending this determination, the child will remain enrolled in the current school.

The child's foster care status is strictly confidential and should only be revealed to school staff on a need-to-know basis. We appreciate your sensitivity to this issue on behalf of the student. For additional questions regarding the release of information to legal parents/guardians, please contact the Senior Field Counsel assigned to your school.

Thank you in advance.



Please have the proper school representative complete this form and send back to the Foster Care Agency Case Planner / ACS Child Protective Specialist within **three school days** of receipt of this form, or no later than six calendar days from the student's placement in foster care.

SCHOOL INPUT FORM

Student Name:	Student OSIS ID:	Date of Enrollment at Current School:
Current Grade:	Current School DBN:	
<i>School representative completing form:</i>		
Name:		
Title:		
E-mail Address:		
Phone Number:		
Relationship to Student:		

Has the student expressed any concerns about safety or school environment at the current school placement? <i>If yes, please explain in the comments section below.</i>	YES / NO / UNKNOWN
Does the student have any siblings or relatives at their current school?	YES / NO / UNKNOWN
Would changing schools affect the student's ability to earn full credit, proceed to the next grade, or graduate on time? <i>If yes, please explain in the comments section below.</i>	YES / NO / UNKNOWN
Is the student currently involved in any extracurricular activities?	YES / NO / UNKNOWN
Does the student have strong ties to staff at the current school?	YES / NO / UNKNOWN
Has the student formed meaningful relationships with other students at the current school placement?	YES / NO / UNKNOWN
Would a school transfer coincide with standardized testing, report card period, end of the semester, or end of the school year? <i>If yes, please explain in the comments section below.</i>	YES / NO / UNKNOWN

Comments: _____

Signature: _____ Date: _____