

Foster Care Policy and Plan

ROOTED SCHOOL LAS VEGAS

2024 - 2025

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2 ABOUT ROOTED SCHOOL LAS VEGAS

Rooted School began in 2014. First, as a 15-student pilot in New Orleans. Inspired by the growth of living-wage jobs in the region, his experiences teaching in Central City, and growing up living paycheck-to-paycheck, Jonathan Johnson believed there was more that could be done to lift those on the lower rungs of the economic ladder up in their lifetime. Years later, Rooted School is widely recognized as one of the most innovative public-school models in the U.S.

Core to its educational model and belief is that youth are a vastly underutilized talent source in our communities. And, with the right training, high expectations, and a deep sense of possibility the U.S. can leverage teenagers' talents to meet its increasingly changing workforce demands. Rooted School Las Vegas will launch and welcome its founding 9th and 10th grade students for the 2024-25 school year.

1.1 SCHOOL MISSION STATEMENT

To rapidly reduce America's wealth gap by connecting underserved and talented teenagers with career and financial pathways.

1.2 SCHOOL VISION STATEMENT

Every student leaves with a college acceptance in one hand and a full-time job offer in the other.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Rooted School Las Vegas, please refer to the website at <https://www.rootedschoolcc.org/>.

You may also wish to review the School Performance Plan: PENDING APPROVAL

3 INTRODUCTION

This manual serves as a reference for Rooted School Las Vegas regarding the topic of Foster Care.

3.1 PURPOSE

The purpose of the Foster Care Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for Foster Care students. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

3.2 LEGAL REQUIREMENTS

[Nevada's Assembly Bill \(AB\) 491 of 2017](#) describes educational legal requirements for students in foster care that are codified in [Nevada Revised Statute \(NRS\) Chapter 388E](#). Additionally the [Every Student Succeeds Act \(ESSA\) of 2015 \(20 U.S.C. § 6311\)](#) led to states being required to have procedures for children in foster care to remain in their school of origin.

Programs must be in compliance with [NRS Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools, along with [NRS chapter 388A](#) which are the provisions that govern charter schools. Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records is also referenced in this manual.

3.3 BOARD APPROVAL

3.3.1 Board Approval

Each SPCSA school is required to have the Foster Care Policy and Plan approved by their school board.

This manual was approved on: February 27th 2024

3.3.2 Stakeholders

The following stakeholders participated in the review and approval process of this plan:

- John Etzell: Board Chair
- Greer Perkins: Board Member
- Merrick Murray: Board Member
- Jonathan Johnson : Founder

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth

3.5 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- Best Interests Determination:
 - When a child enters foster care or changes placement while in foster care, the agency which provides child welfare services to the child shall determine whether it is in the best interests of the child for the child to remain in his or her school of origin. In making this determination, there is a rebuttable presumption that it is in the best interests of the child to remain in his or her school of origin ([NRS 388E.105](#))
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Family Educational Rights and Privacy Act (FERPA):
 - The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information about FERPA may be reviewed at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
- Foster Care:

- Based on [NAC 432B.017](#), the term “foster care” means any out-of-home placement of a child. The term includes:
 1. The placement of a child into:
 - (a) A family foster home, as that term is defined in NRS 424.013;
 - (b) A group foster home, as that term is defined in NRS 424.015; or
 - (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
 2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into the custody of the agency which provides child welfare services.
 3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC 432B.410, made by the agency which provides child welfare services for a child in the custody of the agency which provides child welfare services pursuant to NRS 127.050 or 432B.550, or for whom the agency which provides child welfare services is responsible pursuant to NRS 432B.360. (Added to NAC by Div. of Child & Fam. Services by R221 97, eff. 6 5 98; A by R045 02, 7 23 2002)
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Participating school:
 - A charter school that is sponsored by the State Public Charter School Authority.
- School of Origin:
 - The public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.
- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

4 SCHOOL OF ORIGIN AND BEST INTERESTS DETERMINATION

The school of origin is the public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

When a child enters foster care or is moved to a new foster home, a best interests determination is conducted to determine if the student should remain in the school of origin or enroll in a different public school. The best interests determination should occur in conjunction with the relevant schools (school of origin and potential new school), the SPCSA foster care liaison, and the local family services agency to determine the appropriate placement.

Per [NRS 388E.105 \(2\)](#):

In determining whether it is in the best interests of a child in foster care to remain in his or her school of origin, the agency which provides child welfare services, in consultation with the local education agency and the educational decision maker appointed for the child pursuant to [NRS 432B.462](#), must consider, without limitation:

- (a) The wishes of the child;
- (b) The educational success, stability and achievement of the child;
- (c) Any individualized education program or academic plan developed for the child;
- (d) Whether the child has been identified as an English learner;
- (e) The health and safety of the child;
- (f) The availability of necessary services for the child at the school of origin;
- (g) Whether the child has a sibling enrolled in the school of origin; and
- (h) A plan for the continued education of the child, developed pursuant to [NRS 432B.60847](#), if the child is admitted to a psychiatric hospital or facility which provides residential treatment for mental illness.

The costs of transporting the child to the school of origin must not be considered when determining whether it is in the best interests of the child to remain at his or her school of origin.

Once the best interests determination has been conducted, if a dispute arises regarding the placement, the local family services agency will make the final decision regarding the child's school which will be subject to court approval if any party objects.

Additionally, upon exit from foster care, the child may remain in the school of origin until the child enters a grade level that is no longer served by the school, or reaches an age where they are no longer eligible to attend the level of school.

5 ENROLLMENT

5.1 IMMEDIATE ENROLLMENT

In accordance with subsection 2 of NRS 388A.453, when it is determined that it is in the best interests of the child to change schools, immediate enrollment means the school's legal requirement to immediately enroll the child into the new school regardless if the new school has received all the child's educational records; school transfer records, immunization records or any other unmet educational or academic requirements. Enrollment for a child in foster care cannot be denied or delayed. The enrolling school shall immediately contact the school of origin to obtain relevant academic and other records and those records will be promptly transferred.

5.2 RECORDING FOSTER CARE STATUS IN INFINITE CAMPUS

Foster Care status will be recorded in Infinite Campus by the Office Manager.

Foster Care students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of Foster Care students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify Foster Care students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Foster Care" from the index that appears.
2. Locate the student using the search tab.

3. Once you have pressed “Go” to locate the student, press “New” to enter the information for the Foster Care student. You must enter:
 - Placement type
 - “Start Date”
 - “End Date” should be entered if available from the department of family services if the expected end date is known. If the student exits foster care status during the school year, you should update the end date when notified.
 - Enter the social worker name.
 - Enter the school name for the “Owner”.
4. Return to the “Index” tab and select “General”. It will display the student “Summary” tab. Click the “Flags” tab.
5. On the “Flags” tab, press the “New” button to add the Foster Care flag for the student. You should enter a “Start Date” and “End Date”.

6 IDENTIFICATION AND TRACKING OF FOSTER CARE STUDENTS

6.1 IDENTIFICATION

A child in the foster care system (the child) has special rights under federal and state laws to assist with educational success and to keep them safe. State Education and Child Welfare Agencies (Nevada Department of Education and (DCFS)) and Local Education and Child Welfare Agencies (Clark County School District (CCSD)/Charter Schools and Clark County Department of Family Services (DFS)) are required to uphold these rights.

Rooted School Las Vegas will assign a Foster Care Advocate/Liaison to help ensure these rights for children in foster care are upheld.

The following are rights/services that the child is entitled to:

School District and Child Welfare Points of Contact (POC) who work together to support children in foster care educationally and who ensure compliance with all applicable laws (Every Student Succeeds Act (2015); NRS 388E.135)

- 7 Each school district and DFS must designate a person or team of personnel who is responsible for developing policies and procedures necessary to comply with the law and responsible for communicating information relating to children in foster care.
- 8 The Department of Family Services (DFS) has appointed an Educational Liaison and administrators as its POC. DFS requires its caseworkers to work collaboratively with Rooted School Las Vegas to support children in foster care in school.
- 9 School Districts, schools, and child welfare agencies should identify POCs and work together on any school related issues to help the child succeed in school.

9.1 TRACKING OF FOSTER CARE STUDENTS

Academic plans for middle and high school children in foster care to maximize credits and progress towards graduation (NRS 388.165; NRS 388.205; NRS 389.320; NRS 389.330)

- The board of trustees of each school district must adopt a policy for each of its middle schools and junior high schools to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls the pupil. The academic plan must set forth the specific educational goals that the pupil intends to achieve before promotion to high school including identifying courses for promotion to high school. The policy must require the plan to be created for the pupil within the initial year the pupil is enrolled in middle school and require that the plan be reviewed at least once a year in consultation with the school counselor.
- The board of trustees of each school district must adopt a policy for each public school to develop an academic plan for a pupil enrolled in ninth grade which includes a procedure to identify a pupil who lives in foster care and to revise and adjust the academic plan for each pupil in foster care to maximize the accrual of credits by the pupil and the progress towards graduation. Credits should be maximized for pupils taking high school courses who are enrolled in middle school/junior high as well.
- Schools/School Districts should create methods for identifying children in foster care in their information systems and ensure academic plans are created, reviewed, and adjusted to maximize credits and allow the pupil to continue to make progress towards graduation.
- Schools/School Districts should invite DFS, EDMs/parents/caregivers to academic planning meetings. Schools can find out who the DFS caseworkers is by looking at t or having their Foster Care Advocate email DFSPecosBusinessCen@ClarkCountyNV.gov and requesting the name of the caseworkers/supervisor of the child.
- Schools/School Districts provide DFS, EDMs/parents/caregivers/CASAs the academic plan when created and requested
- DFS should support Schools/School District in ensuring the identification of children who come into care and provide pertinent information to assist with academic planning
- DFS caseworkers and caregivers/parents/EDMS are encouraged to attend academic planning meetings

Effects of Being in Foster Care Addressed Within Restorative Justice Plans and Mitigated in Disciplinary Procedures (NRS 392.466; NRS 392.467)

- Restorative justice plans after a child has been removed from school for disciplinary procedures must address the occurrences of the suspension, expulsion or removal of pupils in foster care
- A pupil in foster care who is at least 11 years of age may be suspended or expelled from school only if a determination is made that the behavior that led to the consideration for suspension or expulsion was not caused by being in foster care. It shall be presumed that the behavior was caused by being in foster care unless an advocate for pupils in foster care or the school counselor of the pupil determines that the behavior was not caused by being in foster care.

- Schools/School Districts and DFS should ensure that school district and school administration are aware that this determination must be made before discipline occurs and ensure this determination is made as to possibly mitigate any negative effects of: time out of school; hardships for the child and the family due to the disciplinary procedures; and mental health of the child.

Entitlement to Free and Reduced Meals (FRM) immediately at any school

- The child must receive meals even if the paperwork to receive meals has not been completed. The child remains eligible for FRM the entire school year even if the child exited care during that year.
- Schools should provide FRM to children in care immediately if needed and provide paperwork to DFS and parents/caregivers to obtain FRM.

9.2 DATA VALIDATION

An educational decision maker (EDM) appointed by the Court to act in the best interest of the child in all educational matters (NRS 432B.462)

- The courts must appoint an EDM for a child in foster care.
- An EDM may include, without limitation: a parent; a legal guardian; a relative; a foster parent or other provider of substitute care; fictive kin; guardian ad litem/CASA; or another person the court determines is qualified.
- The EDM must: address disciplinary issues; ensure child receives special education services if needed; participate in any education meeting for the child; and participate in educational meetings to include IEPs and special education meetings.
- EDMs have the right to obtain educational records and have access to information a parent of the child is entitled to.
- Information identifying the EDM will be provided to schools and should be inputted into school records.
- Schools should ensure the EDM is invited to all meetings and included in the decision-making for the child along with caregiver, Court Appointed Special Advocates (CASA), CAP attorney.

Information Sharing among School Districts/Schools, DFS, parents/caregivers/EDMs to ensure the child is safe and succeeding educationally (Uninterrupted Scholars Act (2013); NRS Chapter 388E; NRS Chapter 432B)

- School campuses without parental consent as long as DFS provides proof of identification so that DFS may fulfill its legal requirements to keep children safe and support them in school.
- Proof of identity will be provided by wearing/emailing/faxing a DFS Badge, providing a Letter of Authorization and/or other official documentation from DFS. CASAs with appropriate documentation such as a Placement Custody Notification Letter or a Court Order.
- Schools should invite DFS caseworkers to school meetings. Schools can find out who the DFS caseworker is by or having their Foster Care Advocate email.

- DFS@PecosBusinessCen@ClarkCountyNV.gov and requesting the name of the caseworkers/supervisor of the child.
- DFS caseworkers are encouraged to attend school meetings regarding the following subjects: behavior/discipline; special education evaluation/IEPs/504s; and academic planning.
- DFS should respond to inquiries and information requested by school staff to support children in care

The right to stay at the current school (School of Origin) or move to a new school upon moving placements or entering into foster care (ESSA 2015; NRS 388E.105; NRS 388E.125; NRS 388E.135)

- The child entering foster care or moving placements while in foster care may remain at the School of Origin (current school the child is attending) even if the child moves out of the attendance boundary if it is in their best interest to stay at their School of Origin
- The legal presumption is that the child should stay at the School of Origin for educational stability unless it is in the best interest to attend a new school
- DFS makes the school determination using information from the school such as significant relationships
- If the determination is for the child to stay at the School of Origin, reasonable transportation must be provided by the school district and child welfare agency
- If the school determination is to enroll the child in a new school, the child must be immediately enrolled in and attend the new school pending any needed paperwork
- The child can attend the School of Origin throughout the entire school year even if the child exits foster care Schools should allow children in care to remain at their schools unless/until they are informed otherwise by DFS Schools should provide educational records and information to DFS when requested in a timely manner DFS should inform schools/school districts when a child enters care and if a child is staying at the School of Origin DFS, schools/school districts, and parents/caregivers should work together to coordinate transportation to the School of Origin
- Immediate enrollment and attendance at school even if required documentation is not provided at the time of enrollment (ESSA 2015)
- A child entering into or already in foster care must be immediately enrolled in school, even if the caregiver/DFS staff is unable to produce required records for enrollment
- Schools must let the child attend school while paperwork is being completed
- School Districts/Schools should provide directions and needed paperwork to DFS to help with getting records DFS should work with EDMs/parents/caregivers to ensure the child is enrolled and going to school.

Schools and DFS staff/EDMs/parents/caregivers should work together to obtain necessary documents for enrollment while the child attends school

10 TRANSPORTATION

Transportation procedures are determined according to current the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In addition to ESSA and Fostering Connections, NRS Chapters 388 and 388E provides guidance on addressing school transportation in the rural school districts. The SPCSA, each Participating School and the local family service agency will regularly monitor compliance with ESSA, the Fostering Connections Act, state law and this Memorandum of Understanding.

General: When a child's foster home placement is outside of the boundary of his/her school of origin, the local family service agency conduct a Best Interest Determination in accordance with NRS 388E.105. the local family service agency will notify the SPCSA of its decision. The SPCSA will in turn notify the relevant Participating School, within one school day. If it is determined that remaining in the school of origin is in the student's best interest, the SPCSA, relevant Participating School and the local family service agency will collaborate under this understanding to establish the most cost-effective method of transportation available for the student within five (5) school days after the best interest determination is made. While the student's transportation plan is being finalized, the local family service agency, the SPCSA, and the Participating School will immediately identify and provide temporary transportation for the child to ensure that there is no interruption or disruption in the child's educational programming.

No- or Low-Cost Options: The Participating School will examine existing transportation options available to the student, including incorporating the student into an existing bus route, modifying an existing bus route, and other no-cost or low-cost options. Transportation will be provided by the Participating School if a no-cost solution is available.

Additional Costs: Participating Schools must continue to pay what they would otherwise normally spend to transport a child to school. Only "*additional costs*" necessary to transport the child to the school of origin can be the subject of a funding agreement or dispute with the responsible child welfare agency. Moreover, if the Participating School in which the school of origin is located can arrange or provide transportation at no or minimal cost, that Participating School shall arrange, fund, and provide that transportation. Examples include adding an additional stop to an existing bus route.

Funding for Additional Costs of School Stability Transportation: the local family service agency can use Title IV-E funds as appropriate. Participating School's written transportation plans must describe how school stability transportation will be ensured in the event of a dispute over which agency or agencies will pay any additional costs incurred and which agency or agencies will initially pay the additional costs so transportation is provided promptly during pendency of the dispute.

Other Cost/Funding: When other options are exhausted and transportation will require "additional costs," the following will be considered:

- The Participating School and the local family service agency will assess whether the child's transportation costs may be covered by other state or local funds.
- The local family service agency will assess whether resources are available for the foster care provider to provide transportation to a bus stop on the Participating School's existing bus route; or contract with a private entity such as a transportation service.
- The Participating School and the local family service agency are jointly responsible for the additional costs of school stability transportation, unless the local family service agency and the Participating School mutually agree otherwise.

Shared Transportation Funding Agreement: Pursuant to ESSA, the local family service agency can utilize Title IV-E funds as available and appropriate for the partial reimbursement of the Participating School's transportation expenses to

maintain foster students in their out of zone enrollments. Title IV-E funds may be available to cover out of zone transportation costs for foster children who meet Title IV-E eligibility criteria. The Federal funds requested may be for 50% of the “**additional costs**” as submitted by the Participating School. The offsetting 50% must be "matching" funds in the Participating School budget that are not federal funds or utilized as matching funds for any other funding source. Due Dates: Invoice for the cost of, and back up for, out of zone transportation services for children in foster care needs to be received no later than the 15th of the month following the end of the service quarter being billed. The Interlocal to be reimbursed quarterly shall be based on actual costs reported monthly by the Participating School to the local family service agency and corresponding funds received by the local family service agency. the local family service agency shall absorb all administrative costs incurred through the processing of Title IV-E reimbursements to the Participating School.

Transportation Funding Dispute Resolution: If any dispute arises between the local family service agency and the Participating School related to the transportation of the child in foster care to the school of origin, the local family service agency and the Participating School shall first notify the SPCSA. The SPCSA will work to facilitate a solution to the Dispute. If the dispute is not resolved within 5 business days, matter should be submitted to the juvenile or family court with jurisdiction over the child for a resolution by court order within 5 business days. During any dispute between the local family service agency and the Participating School regarding transportation, the local family service agency and the Participating School must provide the child with transportation to the school of origin until the dispute is resolved.

Duration of Transportation:

1. Transportation will be provided for the duration of the child’s time in foster care if it continues to be in the child’s best interest. A redetermination that it remains in the youth’s best interest to remain in their school of origin at the start of a new school year may be conducted collaboratively by the SPCSA, the relevant Participating School, the local family service agency and any other relevant parties.
2. If a child is released from child welfare custody before the end of a school year, the local family service agency loses the authority to access child welfare funds, therefore loses the ability to continue to pay the costs of a non-custody child’s transportation once released into their parents or legal guardian’s care.
3. If a child is released from child welfare custody, the child’s parents or legal guardian have the responsibility and authority to make the child’s education decisions, including educational stability.

11 FOSTER CARE LIAISON

Every school is required to have a Foster Care Liaison. It is the job of the Liaison to ensure that foster care students have the same opportunities as all other students, which includes ensuring that foster care students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of foster care students, communicating with the parents/guardians of foster children and youth, and communicating with the local family services agency.

The foster care liaison may communicate and provide information through a variety of methods including but not limited to:

- Email.
- Phone.
- Professional Development for school staff.
- Informational materials such as flyers and posters regarding the rights of foster care students.
- Distribution of internet-based resources regarding foster care matters.

The foster care liaison at our school is:

12 EDUCATIONAL RECORDS AND CONFIDENTIALITY

The policies for sharing educational records and confidentiality for students in foster care determined according to current the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In January 2013, Family Educational Rights and Privacy Act (FERPA) was amended in the U.S. Department of Education through the enactment of the Federal Uninterrupted Scholars Act (USA). The USA made key revisions to FERPA that permits educational agencies to disclose a student's education records, without parental consent, to a caseworker or other representatives of child welfare agencies.

12.1 LOCAL FAMILY SERVICE AGENCY REQUEST OF EDUCATION RECORDS:

The local family service agency caseworker requesting the records will provide a badge identifying the caseworker as a local family service agency employee and proof of custody of the student with the one of the following:

- A written notification on the local family service agency letterhead indicating that the agency has legal custody or is otherwise legally responsible for the care and protection of the child or
- A court order.

12.2 LOCAL FAMILY SERVICE AGENCY USE OF EDUCATIONAL RECORDS:

The manner in which the local family service agency may use a child's education records, including, without limitation, electronic education records maintained by the school and/or Participating School:

- To ensure the child's education needs are met.
- Effectively implement a child's case plan.
- Maintain the child's educational stability.
- Provide services to address a student's educational needs.
- Monitor a child's educational outcomes and promote success.

12.3 STUDENT CONFIDENTIALITY

Consistent with the MOU/Interlocal and with state and federal law, the SPCSA, each Participating School and the local family service agency shall protect confidential information from re-disclosure unless specifically authorized by state or federal law. The SPCSA, each Participating School and the local family service agency shall report any unauthorized releases of exchanged data to the other party and cooperate in taking appropriate corrective action.

The local family service agency, the SPCSA and each Participating School acknowledge that each entity has a legal obligation to maintain the confidentiality and privacy of student records and information identifying a student or child being in foster care. Parties agree to maintain compliance with the Uninterrupted Scholars Act, FERPA and with any other federal and state laws protecting the rights of children who are in the protective custody of a child welfare agency. the local family service agency, the SPCSA and each Participating School agree to safeguard all such information.

12.4 DESIGNATION OF THE LOCAL FAMILY SERVICE AGENCY AS SCHOOL OFFICIAL

In accordance with the Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232g and 34 C.F.R Part 99](#)), the Participating School shall designate the local family service agency as a School Official.

13 FULL OR PARTIAL CREDIT REQUIREMENTS

Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [Nevada Revised Statute \(NRS\) 388.205](#), [NRS388A.489](#), and [NRS389.320](#).

Per this legislation, schools may not deny homeless students or unaccompanied youth credit for a course due to attendance. Regardless of the number of hours of classroom instruction, students should still receive credit for the coursework that has been satisfactorily completed. Evidence that may be considered in determining how much credit should be awarded for the coursework may include:

- (a) Demonstration of competency by a pupil;
- (b) Performance by a pupil on an examination;
- (c) Successful completion of a program of independent study, or any part of such a program, by the pupil;
- (d) Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- (e) Full or partial credit for coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- (f) Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- (g) Completion of an apprenticeship program by a pupil;
- (h) Completion of a program by a pupil at a trade or vocational school which is accredited;
- (i) Work experience of a pupil;
- (j) Community service performed by a pupil; and
- (k) Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the Department.

Additionally, A pupil who receives partial credit for coursework or a course of study pursuant to subsection 1 or 2 must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

14 REFERENCES

Additional reference materials have all been linked in within the text of this manual, and will be listed in "Appendix A: Links" of this manual.

15 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- AB491 of 2017:
 - <https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB491.pdf>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- ESSA:
 - <https://www.law.cornell.edu/uscode/text/20/6311>
- NRS Chapter 385:
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388:
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- NRS Chapter 388A:
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- SB147 of 2019:
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- FERPA:
 - 20 U.S.C. § 1232g: <https://www.law.cornell.edu/uscode/text/20/1232g>
 - 34 CFR Part 99: <https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1>
- NRS Chapter 388E:
 - <https://www.leg.state.nv.us/nrs/NRS-388E.html>
- General information about FERPA:
 - <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- NAC 432B.017
 - <https://www.leg.state.nv.us/nac/NAC-432B.html#NAC432BSec017>