



STATE OF MAINE

Department of
Health and Human Services

MAINE DEPARTMENT
OF EDUCATION

Foster Care Points of Contact Yearly Training 2024-2025

Presented by: Jill Hunter (she/her) and Julie Smyth (she/her) – with special guests Sarah Ferguson (she/her) and Signe Lynch (she/her)



Julie Smyth

Director of Office of School and Student Supports

& SEA Foster Care Point of Contact

The **Office of School and Student Supports (O3S)** strives to ensure that Maine schools are inclusive, healthy, safe, and supportive communities where every student thrives. O3S endeavors to coordinate resources and programs that promote equitable, psycho-socially, physically, and environmentally healthy school communities for all.

Jill Hunter, LSW

Manager of Field Operations

State Foster Care Point of Contact

The Maine DHHS **Office of Child and Family Services (OCFS)** is dedicated to helping create a future where all Maine children and families are safe, stable, happy, and healthy.

Who we are...

**Office of School and
Student Supports, MDOE**

**Office of Child and Family
Services, DHHS**





DOE Mission

The Maine DOE promotes the best learning opportunities for all Maine students by:

- Focusing on a whole student approach
 - Encouraging innovation
 - Respecting educators
- Providing information, guidance, professional learning, and support to schools and educators
- Providing adequate and equitable school funding and resources
- Inspiring trust in our schools



DHHS Mission

The Department strives to ensure that: Maine children grow up in safe, healthy, and supportive environments, allowing them to thrive throughout their lives



Maine DOE's Strategic Goals

- Inspire **TRUST** in our organization, and in our public education system
- Develop, support, and sustain a robust **EDUCATOR WORKFORCE**
- Promote **EDUCATION, EXCELLENCE,** and **EQUITY** for all Maine learners
- Ensure **STUDENT** and **SCHOOL SAFETY, HEALTH,** and **WELLBEING**
- Support a **CULTURE OF INNOVATION** and **CONTINUOUS IMPROVEMENT**
- Build a healthy and collaborative work environment, strengthening the potential of the Maine DOE and its staff.

DOE: Department of Education (SEA) – State Education Agency

O3S: Office of School and Student Supports

DHHS: Department of Health and Human Services

OCFS: Office of Child and Family Services

CPS: Child Protective Services

SAU: School Administrative Unit (LEA – Local Education Agency)

POC: Point of Contact (4)

SAU Foster Care POC (aka LEA Foster Care POC)

OCFS District Foster Care POC (related to entire state – 8 in total)

SEA Foster Care POC

DHHS Foster Care POC

BID: Best Interest Determination

MOU: Memorandum of Understanding

IEP: Individualized Education Plan



Learning Objectives

By the end of the session, you will know:

1. The definition of “student in foster care”
2. The importance of the Best Interest Determination
3. The significance of the School of Origin
4. Who has the final decision in a BID dispute
5. What is meant by IMMEDIATE enrollment
6. How transportation costs are covered
7. Your Regional OCFS POC and how to contact them



✓ Professional Learning



**Ensuring Educational Stability for Children
in Foster Care:
An Overview of the ED/HHS
Joint Guidance
August 11, 2016**



**Memorandum of Understanding between
the Maine Department of Education and the
Maine Department of Health and Human Services**

**Ensuring Educational
Stability and Success
for Students in Foster
Care**

Non-Regulatory Guidance



November 2024



STATE OF MAINE
Department of
Health and Human Services



Roles and Responsibilities*:

LEA Point of Contact

- Develop a process for completing a BID
- Document outcomes of BID processes
- Resolve disputes related to BID processes and school of origin transportation
- Facilitate the transfer of records and ensuring immediate enrollment when students in foster care change school placements
- Facilitate data sharing with DHHS, consistent with FERPA and other federal or state privacy laws, regulations, and policies
- Develop and coordinate implementation of local school of origin transportation procedures
- Ensure that students in foster care are enrolled in and regularly attending school
- Provide professional development and training to school-based staff on the Title I educational stability provisions and the unique educational needs of students in foster care

Nov. guidance language

Roles and Responsibilities*:

Nov. guidance language

OCFS District Point of Contact

Serve as one of the primary contacts for school staff, district personnel, and other service providers

Coordinate with the corresponding LEA Point of Contact on implementation of the Title I educational stability provisions

Establish a process to notify the LEA when a student attending the LEA has been placed in foster care or experiences a foster care placement change

Establish procedure for completing BID processes with all relevant parties

Facilitate transfer of records to LEAs, including immunizations, medical records, and copies of IEPs and Section 504 plans and supporting documents and other records relating to the provision of modifications and services required by IEPs and Section 504 plans.

Work with LEAs to ensure that students in foster care are immediately enrolled in school, and where needed, to coordinate transportation services

Roles and Responsibilities*, cont'd:

OCFS District Point of Contact

Nov. guidance language

- Manage BIDs and transportation cost agreements between the LEA and DHHS
- Provide training to LEA and DHHS staff on educational needs of students in foster care, including State and local policies
- Coordinate with the LEA regarding data sharing for students in foster care, consistent with FERPA and other Federal or State privacy laws, regulations, and policies
- Coordinate services so that students in foster care can access early educational services for which they are eligible, including Head Start and Early Head Start, home visiting, and preschool programs administered by the SEA and LEA, and screening and referrals to health, mental health, dental, and other appropriate services
- Inform parents of students in foster care of the students' educational rights and provide public notice of the educational rights of students in foster care to community stakeholders

24-hour out-of-home care, placed away from their parents; DHHS has placement + care responsibilities

Students previously identified as “awaiting foster care” under McKinney-Vento

Includes resource homes - foster and kinship placements; crisis programs

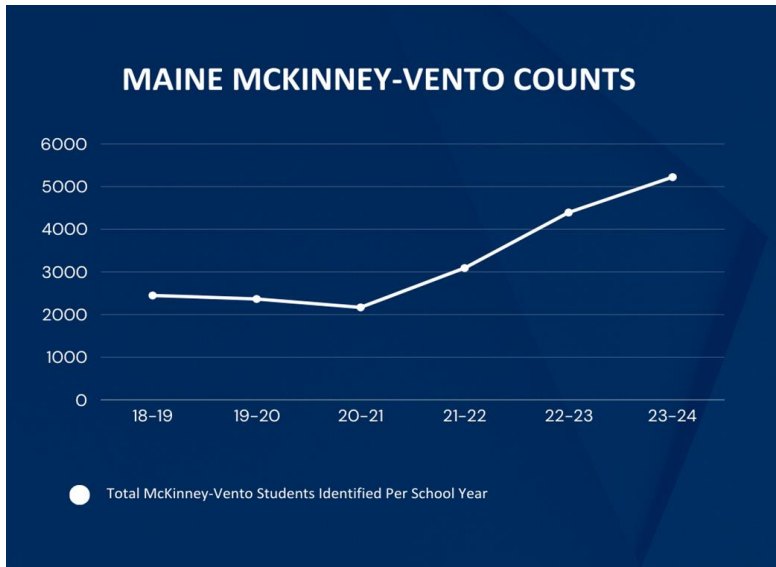
Definition of Students in Foster Care

24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DHHS) has placement + care responsibilities:

- Foster family homes
- Foster homes of relatives (“formal kinship care”)
- Group homes
- Emergency shelters
- Residential facilities
- Childcare institutions
- Pre-adoptive homes

“This definition also includes children who are placed in trial reunifications with their parents while DHHS retains placement and care responsibility.”

Nov. guidance language



Foster Care or McKinney-Vento?

In 2015, with the authorization of Every Student Succeeds Act (ESSA), the phrase “awaiting foster care” was ***completely removed*** from McKinney-Vento Education of Homeless Children and Youth Assistance Act. ESSA includes separate provisions for students in foster care, which are very similar to McKinney-Vento. Aside from *rare* exceptions, students in foster care ***do not*** qualify as McKinney-Vento eligible.

Why Educational Stability

Frequent school transitions may have lasting academic, social, and emotional impacts.

Maximizing educational stability can...

- Improve attendance
- Minimize educational gaps
- Help families stay connected



Foster Care (Title I Part A Provisions)

- Ensures educational stability
- Establishes specific educational rights
- Requires a district foster care point of contact
- Requires a state foster care point of contact at both Maine DOE (Julie Smyth) and DHHS (Jill Hunter)





Contact Search

From Maine Department

Dashboard

Primary Contacts

Select Primary Contact Type

Foster Care Point of Contact

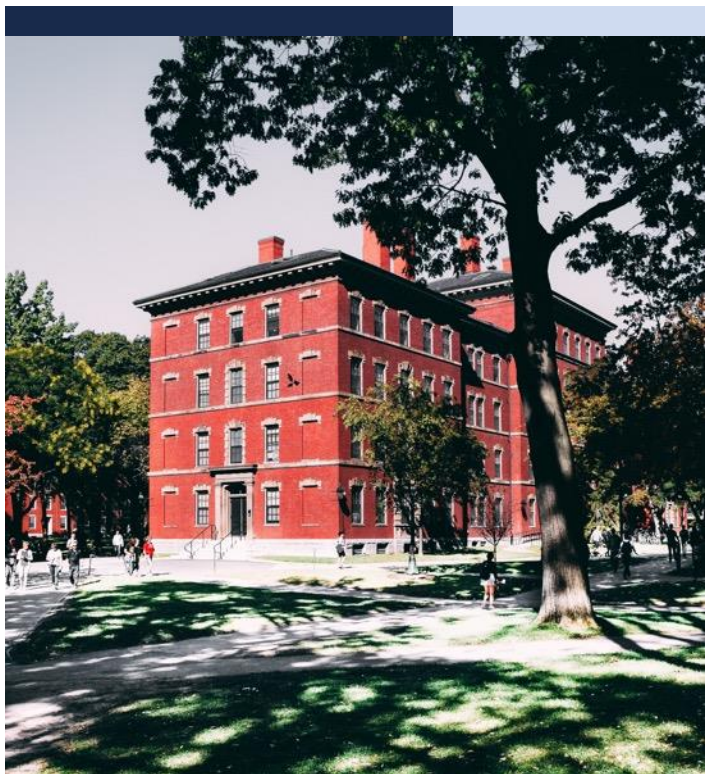
Search

Neo.maine.gov



Educational Rights of Students in Foster Care

- ✓ **Best Interest Determination**
- ✓ **Immediate Enrollment**
- ✓ **School of Origin & Transportation**



School of Origin

The school the student was attending when placed in foster care, or at the time of a subsequent change in foster care placement.

Students should remain enrolled in their school of origin, unless, after a best interest determination, it is decided **NOT** to be in their best interest.



Best Interest Determinations



- Decisions about which school a student will attend should be made **collaboratively** and should consider a wide variety of factors.
- Collaboration should include those in the best position to understand the **student's unique needs**.
- Student should **remain in their school of origin until the BID process occurs**.

Sample Scenario -

CPS caseworker notifies LEA Foster Care POC that a student in foster care in the LEA's school is transitioning to a new placement outside the LEA's catchment area.

Placement is within a REASONABLE distance

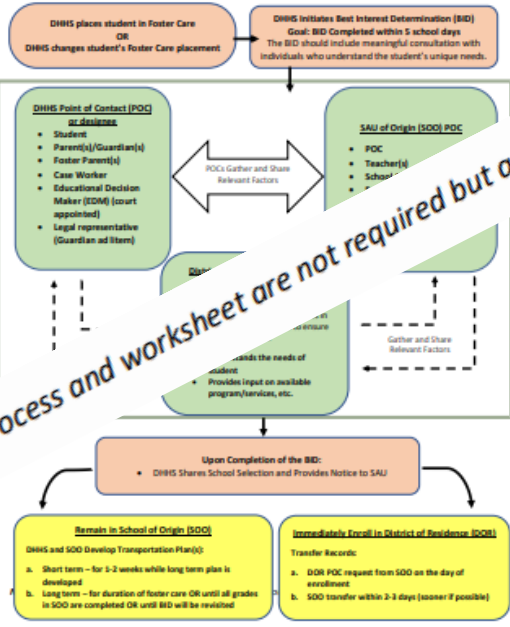
1. CPS caseworker notifies the LEA Foster Care POC where the student's placement resides and endorses that it is in the Best Interest of the student to remain in their School of Origin.
2. CPS caseworker inquires if there are existing transportation options. If not, the CPS caseworker will begin researching options.
3. If needed, a more formal Best Interest Determination is conducted.

Placement is NOT within a REASONABLE distance

1. CPS caseworker notifies the LEA Foster Care POC where the student's placement resides and begins supportive transition to new LEA.
2. CPS caseworker connects the LEA Foster Care POC of the NEW LEA with the School of Origin POC for a supportive transition.
3. If needed, the more formal Best Interest Determination can support such a transition.

https://www.maine.gov/doe/schools/safeschools/fostercare

BEST INTEREST DETERMINATION PROCESS OVERVIEW



NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

BEST INTEREST DETERMINATION FOR FOSTER CARE SCHOOL SELECTION

Completed by: SAU DOE

Student Name: _____

Date of Birth (MM/DD/YYYY): _____

Does the student have an Individualized Education Program (IEP)? (Yes/No) _____

Does the student's IEP include a related service? (Yes/No) _____

School (if different from SAU): _____

SAU: _____

Point of Contact (POC): _____

Case Worker and Education Coordinator: _____

FACTORS CONSIDERED

The following multiple factors related to the student's unique needs should be considered when making the BID. Additional factors may be considered and should be included under Other Factor(s). Check all factors considered and make notes below for documentation. Attach other relevant documents as appropriate (e.g., IEP, SOA Plan, Report Cards, Progress Reports, etc.)

<input type="checkbox"/> Student's preference (when age appropriate) <input type="checkbox"/> Preferences of the parent(s)/guardian(s) or EDM(s) <input type="checkbox"/> Distance/duration of travel to/from school <input type="checkbox"/> Anticipated duration of time in placement <input type="checkbox"/> Duration of time in the current school <input type="checkbox"/> Time of academic year <input type="checkbox"/> Maintenance of family relationships <input type="checkbox"/> Placement and/or school(s) of sibling(s) (provide names of sibling(s) and school(s) attending in BID notes section)	<input type="checkbox"/> Permanency and goal(s) of placement (e.g., reunification, adoption, etc.) <input type="checkbox"/> Relationships to school staff and peers <input type="checkbox"/> Engagement in extracurricular activities <input type="checkbox"/> Current educational goals and services <input type="checkbox"/> Clinical/behavioral issues <input type="checkbox"/> Availability and quality of educational and SEL services <input type="checkbox"/> Immediate availability of services to meet needs of IEP or SOA Plan <input type="checkbox"/> Individual skills, needs, and social connections <input type="checkbox"/> School climate and safety issues on student <input type="checkbox"/> Academic performance and skills <input type="checkbox"/> Other Factor(s)
---	---

NOTES:

- The cost of transportation may not be factored when conducting the BID.
- Financial or programmatic responsibility for a student's special education services is separate from enrollment and the BID process. After the best interest determination, requests for clarification of school district responsibility for a student's special education services can be directed to [DOE's Office of Special Services and Inclusive Education](#).

NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

Sample BIDs Available

BEST INTEREST DETERMINATION FOR FOSTER CARE SCHOOL SELECTION – WORKSHEET		
Completed by: SAU DHHS		
BID NOTES		
COLLABORATORS IN THE BEST INTEREST DETERMINATION		
<input type="checkbox"/> Check box if attaching any relevant correspondences/comments.		
NAME & CONTACT INFORMATION	RELATIONSHIP TO STUDENT	DATE(s) and METHOD(s) OF ENGAGEMENT IN BID
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment
		<input type="checkbox"/> Call Date: _____ <input type="checkbox"/> Email _____ <input type="checkbox"/> Face-to-Face _____ <input type="checkbox"/> Attachment


NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

BEST INTEREST DETERMINATION FOR FOSTER CARE SCHOOL SELECTION – WORKSHEET										
Completed by: SAU DHHS										
Upon completion of conversations with ALL individuals who understand the unique needs of the student, the following is the resulting BID. The student will:										
<input type="checkbox"/> REMAIN ENROLLED IN SCHOOL OF ORIGIN. DHHS will provide notice.										
If any specialized transportation is needed, please describe:										
Short-Term Transportation Plan: (How will the student get to school while a permanent plan is established?)										
<input type="checkbox"/> DHHS:										
<input type="checkbox"/> District:										
<input type="checkbox"/> Other (describe):										
Long-term Transportation Plan: (How will the student get to school long-term?)										
Plan to revisit BID?										
<input type="checkbox"/> Is there a person to be revisited, person responsible for follow-up, etc.										
<input type="checkbox"/> LOCALLY / District of Residence (where the student is living in foster care) DHHS provides Notice to DOR and initiates immediate enrollment <input type="checkbox"/> Records transfer requested by DOR POC (on the day of enrollment) <input type="checkbox"/> DOR complete records transfer as soon as possible (within 2-3 days)										
Checkmarks below indicate acknowledgement that the BID process occurred, has been completed and is accurately represented in this document.										
	<table border="1"> <thead> <tr> <th>NAME</th> <th><input type="checkbox"/></th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>DHHS Representative:</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>District POC:</td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	NAME	<input type="checkbox"/>	DATE	DHHS Representative:	<input type="checkbox"/>		District POC:	<input type="checkbox"/>	
NAME	<input type="checkbox"/>	DATE								
DHHS Representative:	<input type="checkbox"/>									
District POC:	<input type="checkbox"/>									

NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

Sample BIDs Available



Best Interest Determination for Foster Care School Placement Form
This document shall be kept in student's file.

Best Interest Determination Page

Child's Name: _____
 School of Origin: _____
 Grade Placement: _____
 Date of Best Interest Determination Meeting: _____


Determination:

- The student shall remain in the school in which the child was enrolled at the time of placement. Name of School: _____
- Based on the best interest determination, a change in school placement is needed. The student will be enrolled in the school of current residence. Name of School: _____
- Note:** If a change in educational placement is needed, enrollment should take place immediately at the new school with all educational records provided to the new school.

Was the child or youth informed of the benefits in inviting a significant person to attend the meeting? Yes No

If a person was identified, who did the child invite? _____

What school does the child prefer? Why? _____




Best Interest Determination for Foster Care School Placement Form
This document shall be kept in student's file.

Signature Page

The following individuals participated in determining the school placement that is in the student's best interest:

Participants	Printed name & title and/or relationship with student	Signature, if essential person (**should sign)	Agree with determination
Student or youth in care**			
Case worker or supervisor**			
Foster parent(s)**			<input type="checkbox"/> Yes <input type="checkbox"/> No
SAU of Origin (SOO) POC from student's school at time of placement**			<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
District of Residence (DOR)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Point of Contact (POC)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Other			<input type="checkbox"/> Yes <input type="checkbox"/> No
Other			<input type="checkbox"/> Yes <input type="checkbox"/> No
Other			<input type="checkbox"/> Yes <input type="checkbox"/> No



Best Interest Determination for Foster Care School Placement Form
This document shall be kept in student's file.

The student or youth provided the answers to the following questions:

- What is the expected date for achieving the permanency goal?
- How many schools has the student attended? How many schools has the student attended this year? How have the school transfers affected the student emotionally, socially, academically, and physically?
- What, if any, are the safety considerations related to school placement?
- Which school does the student prefer? Why? How was this information obtained?
- How does the student feel about any upcoming moves?
- Which school do the birth parents/guardians, as appropriate, prefer? Why?
- Which school do the student's current foster parent(s), as appropriate, prefer? Why?
- What school(s) do the student's siblings attend, if any?

NOTE: This process and worksheet are not required but are encouraged to facilitate and document the required BID.

Who should/could be involved in the Best Interest Determination?

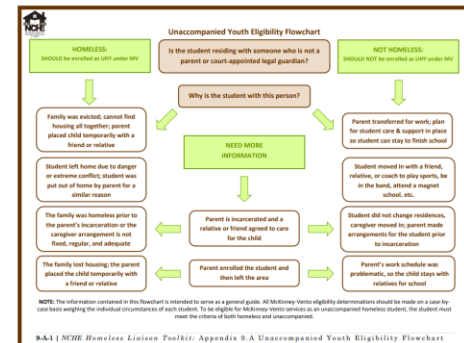


- ✓ Student, parent/guardian
- ✓ Resource parent
- ✓ **Educational decision maker (surrogate parent)**
- ✓ Legal representative (guardian ad litem)
- ✓ CPS caseworker
- ✓ CPS supervisor
- ✓ School District Foster Care Point of Contact
- ✓ Special Education
- ✓ Counselor
- ✓ Teacher
- ✓ OCFS District POC

Educational Surrogate Parents

- ❖ Maine Unified Special Education Regulations 34 CFR §300.519
- ❖ Educational surrogate parents are appointed when a student either is receiving special education services or is in referral to special education and the following:

- ❖ Parent cannot be identified or located
- ❖ Student is state ward
- ❖ Student is unaccompanied homeless youth as defined in McKinney-Vento = UY Eligibility Guide - <https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/Unaccompanied%20Youth%20Flow%20Chart.pdf>





Request for Appointment of Educational Surrogate Parent



Child's Name:	DOB:
Disability:	

Is the child an unaccompanied youth? <input type="checkbox"/> YES <input type="checkbox"/> NO	Is the child a State Ward? <input type="checkbox"/> YES <input type="checkbox"/> NO
Child's Current Caregiver/Agency:	DHHS Caseworker:
Contact:	Regional Office:
Address:	Address:
City, State Zip:	City, Zip:
Phone:	Phone:

Current School Name:	Special Ed. Director:
Address:	Phone:
City, Zip:	Notes:
Education Contact:	
Phone:	
Current Programming/Placement:	<input type="checkbox"/> None <input type="checkbox"/> Referral <input type="checkbox"/> Public School (Regular Ed, Resource, Self-Contained, Day Treatment, Other) <input type="checkbox"/> Special Purpose Private School (Day Only) <input type="checkbox"/> Residential Treatment Center <input type="checkbox"/> Home/Hospital

Are there any special considerations for appointing an educational surrogate parent?
--

Recommendation for Educational Surrogate Parent: Grandparents, Extended Family/Friends; Former Foster Parents; In some cases, biological parents have served for state wards with the approval of DHHS

Name:	Relationship to child:
Address:	Email:
City, State, Zip:	Phone:
Name:	Relationship to child:
Address:	Email:
City, State, Zip:	Phone:

Name & title of individual making referral:	Date:
Email:	Phone:

Additional information/comments:

Educational Surrogate Parent Name goes in Parent section on all Special Education Paperwork



Written Notice

Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503

Date Sent to Parent:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Date of Team Meeting:		Date amended IEP/IFSP sent, if parent requested a copy:	
Date of agreement for amendment without Team participation:			



RIGHTS AND RESPONSIBILITIES OF SURROGATE PARENTS

~~As a surrogate parent, your rights and responsibilities~~ are limited to the child's/student's early intervention and/or special education needs.

The surrogate parent's rights include:

- Receiving copies of all records relating to the child's/student's program, within a reasonable time (within 45 school days) of the request and before the IFSP/IEP Team meeting (surrogate parents should automatically receive a copy of each evaluation to be discussed at the IEP meeting at least 3 days prior to the IFSP/IEP Team meeting),
- Providing written consent for every evaluation, as well as the initial placement of the child/student in a program providing early intervention and/or special education or related services,
- Receiving written notice prior to any evaluation or change in the child's/student's educational placement or program,
- Questioning the appropriateness of the child's/student's early intervention and/or educational program and educational placement,
- Being informed of early intervention and/or special education policies, programs, and services of CDS or the educational agency,
- Having access to all procedural safeguards, including independent evaluation, mediation, due process hearings, and initiating a complaint.

The surrogate parent's responsibilities include:

- Becoming acquainted with the child's/student's disability diagnosis and educational needs by visiting the school and reviewing educational records,
- Representing the child/student in all Individualized Family Service Plan (IFSP) meetings, Individualized Education Program (IEP) meetings and other meetings relating to the identification, evaluation and educational placement of the child/student and the provision of an equal educational opportunity in the least restrictive educational environment,
- Ensuring the confidentiality of information and records concerning the child/student,
- Making sufficient time available to carry out the duties of a surrogate parent properly and having sufficient knowledge and skills to perform these responsibilities,
- Maintaining a file of the child's /student's records and a record of your activity as a surrogate parent (to be sent to the Maine Department of Education upon the termination of appointment as surrogate parent),
- Notifying the Commissioner or designee whenever you believe that a conflict of interest exists with respect to your appointment as a surrogate parent.

Limits of the surrogate parent's responsibilities

- The surrogate parent has no authority or responsibility for the care, maintenance or financial support of the child/student.
- The surrogate parent may participate with the appropriate State agencies in the discussion of the selection of a foster home or group home placement. However, the surrogate parent has no authority or responsibility to approve a non-educational placement in a group home or foster home.

Educational Surrogate Parents (continued)

- ❖ Request for Appointment of Surrogate Parent form can be found on DOE Special Services website under Special Education Initiatives at:
<https://www.maine.gov/doe/learning/specialed/initiatives/surrogate>
- ❖ Contact Sarah Ferguson at sarah.ferguson@maine.gov or 207-592-6498

Who should be involved in the Best Interest Determination?



- ✓ Student, parent/guardian
- ✓ Resource parent
- ✓ Educational decision maker (surrogate parent)
- ✓ Legal representative (guardian ad litem)
- ✓ CPS caseworker
- ✓ CPS supervisor
- ✓ School District Foster Care Point of Contact
- ✓ Special Education
- ✓ Counselor
- ✓ Teacher
- ✓ **OCFS District POC**

OCFS Foster Care Points of Contact for Education

Email addresses for foster care points of contact all follow the same format*:

first name.middle initial (IF PROVIDED).last name@maine.gov

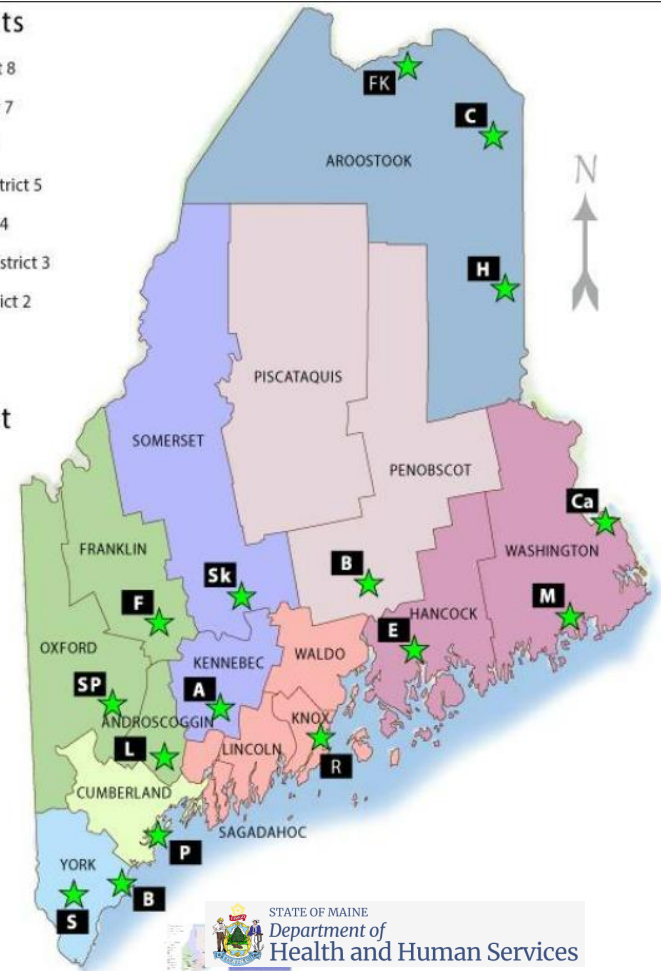
- District 1 (York)- [Mariah Knight](#)
- District 2 (Cumberland) - [Elijah Herrick](#)
- District 3 (Western Maine) - [Deanna Dolloff](#)
- District 4 (MidCoast) - [Christine Winslow](#)
- District 5 (Central Maine) - [Lindsey Caron](#)
- District 6 (Penquis) - [Jennifer E. Brewer](#)
- District 7 (Downeast) - [Anna Edlund](#)
- District 8 (Aroostook) - [Chad Kelley](#)
- Statewide* - [Jill Hunter](#)

DHHS Districts

- Aroostook District 8
- Downeast District 7
- Penquis District 6
- Central Maine District 5
- MidCoast District 4
- Western Maine District 3
- Cumberland District 2
- York District 1

★ DHHS District Offices

- FK Fort Kent
- C Caribou
- H Houlton
- Ca Calais
- M Machias
- B Bangor
- E Ellsworth
- SK Skowhegan
- F Farmington
- R Rockland
- A Augusta
- SP South Paris
- L Lewiston
- P Portland
- B Biddeford
- S Sanford



BID Considerations



- ✓ Age, grade
- ✓ Student's preference
- ✓ Student's attachment
- ✓ Placement of siblings
- ✓ Impact of commute
- ✓ Time of academic year
- ✓ Anticipated length of time
- ✓ Number of placements
- ✓ School climate, services



Transportation costs should **NOT** be a factor in determining the best interest.

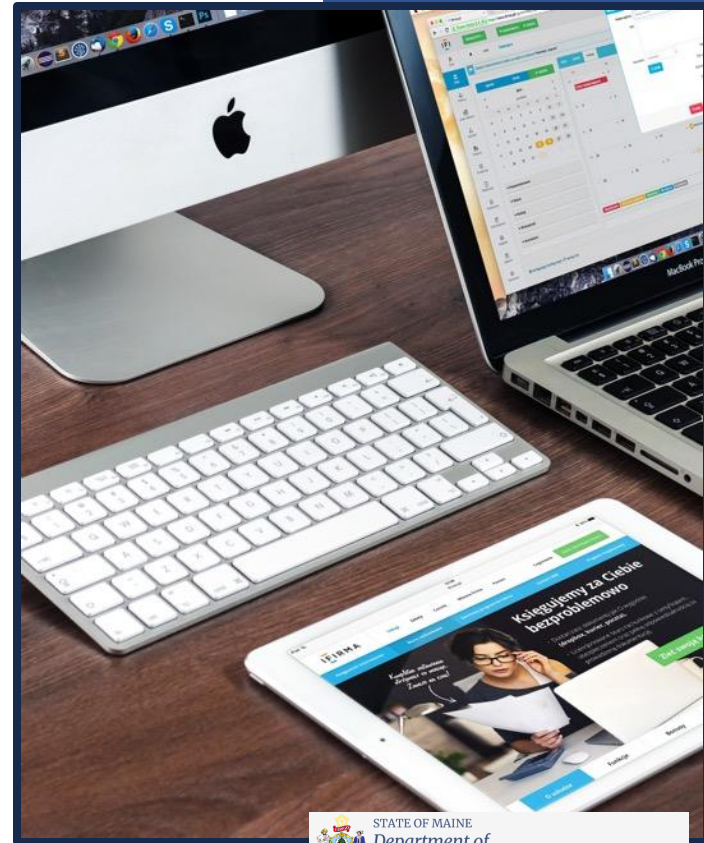


Districts and DHHS must collaborate to ensure students who need transportation to remain in their school of origin can do so.

DOE-DHHS Transportation MOU

Follow these steps to determine how transportation will be provided:

- If the student has an IEP with transportation as a related service → DOE reimburses (DOE contact – lori.freeman@maine.gov)
- If the student does NOT have an IEP, check with CPS Caseworker or POC to see if they can assist with transportation
- If CPS cannot assist with transportation, any additional transportation costs will be split 50/50 between school districts (similar to McKinney-Vento guidelines)



Immediate Enrollment



Without Normally Required Documents

If BID supports attending school locally (where placed in foster care), districts **must enroll immediately, with or without documentation**, including academic, health, discipline and/or special education records.



What DHHS May Be Able to Provide

DHHS provides notice to the school district, which includes emergency contact, residence, CPS Caseworker, record release, transportation needs, etc.



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School Selection Disputes

DHHS has the authority to make final decisions about the best interest.

Breakout Sessions (15-20 minutes)

- Introductions – Name and hats you wear at either SAU/LEA or OCFS
- AFTER introductions, possible discussion points:
 - Current realities in our regions
 - Ideas to improve our communication and work together



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Exit Slip

Click [here](#) to complete the Point of Contact Quiz to check comprehension (required for all LEA Points of Contact annually) – a certificate will be provided to you upon completion

Or copy and paste this link to the quiz:

https://forms.office.com/Pages/ResponsePage.aspx?id=q6g_QX0gYkubzeoajy-GTh3ciwadsupAk4Irx08pO-1UMEY2NIVRMTY1UDVBMkIVWIZGNzBHVzZDTS4u

Get In Touch

Contact Our Department



Email

Julie.a.smyth@Maine.gov;
Julie.hunter@maine.gov



Our Sites

Maine.gov/doi; maine.gov/dhhs



Phones

1.207.592.0949;
1.207.822.2290

[More Info](#)





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