

ODHS Child Welfare Education Guidance: 2025-2026 School Year



OREGON DEPARTMENT OF
Human Services
Child Welfare

Contents

Overview.....	4
Communication and school planning	4
Caseworkers and school district points of contact: working together.....	4
Enrollment and school notification process	5
Transportation	5
School model selection for students in foster care	6
School of origin (ORS 339.133)	6
ODHS rules and caseworker authorization	6
Online/remote instructional model.....	7
Other school placements	7
Child-caring agency (CCA) placements	7
Role of the Student's Team	8
Temporary Lodging.....	8
Visitor Logistics.....	9
Child Protective Services (CPS) investigations.....	9
Caseworkers and SSAs.....	9
Obtaining student records.....	9
During a CPS investigation	9
When a student is in ODHS care or custody	10
School based services.....	10
Child nutrition/free and reduced meals.....	10
Health.....	10
ODHS vaccine guidance.....	10
IDEA and special education.....	11
McKinney-Vento Act.....	11
CAPTA – early intervention.....	12
OAR 413-015-0440 Determine Disposition of the CPS Assessment.....	12
CPS Assessments Without Founded Allegations.....	12
OAR 413-105-0080 Early Education and Post-Secondary Education	13
Family time.....	13

School activities fees	13
Youth Transitions.....	14
New legislation from the 2025 session	14
Data and briefs.....	15
Workday training opportunities.....	15
Resources.....	15

Overview

As students get ready to go back to the classrooms, this guidance serves as a resource document for Child Welfare staff and resource parents to help students achieve academic success. Last November, US Department of Education updated [Ensuring Educational Stability and Success for Students in Foster Care](#) non-regulatory guidance. ODHS and ODE are working together to implement this guidance into practice, as it fits with Oregon statutes.

Communication and school planning

Good communication between the Oregon Department of Human Services (ODHS) and schools is vitally important. It helps students access federal protections, resources and services to support their academic success.

Schools need to know when students are placed in ODHS foster care or custody, when they are reunified with parents and when state custody is terminated. This helps schools involve the correct people in planning for students.

Schools also need to know how to contact caseworkers in case of emergencies and to include caseworkers in school planning. Every school district has a Foster Care Point of Contact (FCPC) who is responsible for ensuring students' enrollment, helping ODHS caseworkers with questions and setting up [School of Origin](#) transportation when necessary.

Caseworkers and school district points of contact: working together

- Every school district has a Foster Care Point of Contact who helps students experiencing foster care resolve school-related issues.
- The updated Oregon District Foster Care Point of Contacts list is now located on a [Smartsheet](#) on the [ODE Foster Care](#) website. The list is updated each year.

Caseworkers: Please send the following to the school district Foster Care Point of Contact for each student in foster care or custody:

- School Notification form (annually and for school changes) and at case closure
- School of origin transportation request (annually and for school changes)
- School records transfer, if necessary
- Any other school-related questions or issues needing assistance

Enrollment and school notification process

The caseworker (or designated ODHS staff person) should update and send the [School Notification Form](#) (CW 0338) to the school district Foster Care Point of Contact *each school year* and when the court relieves ODHS of care or custody. Note on the form if the student is changing schools and document the best interest finding if needed. This form and the placement form resource parents give to the school are necessary to enroll the student. If emailing the School Notification form, use the secure email system. ODHS must also send the completed form when the court relieves ODHS of custody and when children are reunified with their parent(s).

It is also very important to update school information in the OR-Kids Education Person Management tab. This information is necessary for federal reporting and emergency management. If a student is enrolled in the remote instructional model option through their school/district, the school should still be listed in OR-Kids. Online/remote instructional models through the home school or district differ from home schooling. Clearly identify which model the student is using.

Transportation

Students in foster care who live within their school boundaries will receive transportation through their local school district bus routes. The resource parent can set this up with the school.

Students in voluntary placements wishing to receive school of origin transport, must follow [ORS 339.134](#) if they wish to remain in their school of origin.

Students placed in foster care outside of their home school district will receive transportation to their school of origin. The caseworker or ODHS staff must submit a new transportation request on the [DHS 2885](#) each new school year and with any school changes. Each school district has different start dates, but most Foster Care Points of Contacts urge sending transportation requests in early to mid-August. This will help to ensure transportation is set up by the first day of school. This service can only be used while the student is in foster care or during trial reunification with a parent. ODHS must notify the Foster Care Point of Contact when ODHS is relieved of custody and when an adoption or guardianship is finalized. This cancels the transportation service. ODHS cannot pay for school of origin transportation once the case closes, so it is very important to notify the school district Foster Care Point of Contact in a timely manner.

If a school district states it lacks resources to transport the student, please notify the ODHS Education Program coordinator. This school year, ODHS and the Oregon Department of Education (ODE) will be tracking these cases at the statewide level to better problem-solve resource issues.

School model selection for students in foster care

Resource parents are currently registering students for school. Resource parents should discuss school placements or changes with the ODHS caseworker before making any school changes. This ensures ODHS follows school of origin laws and gathers approvals, when necessary.

Most students will attend in-person classrooms. However, some school districts still offer a remote instructional model (formerly called “comprehensive distance learning”) option for students and families who prefer online education. This online remote instructional model through the current school or school district varies from online education through charter schools. Be sure to clarify which of these two models the student is using.

School of origin (ORS 339.133)

Federal protection allows students in foster care to keep attending their school of origin when they are placed in care. This law applies even if they are not living in the school district boundaries and is in place for their entire stay in foster care. When a change of school is required, caseworkers will obtain a best interest finding from juvenile court for students in foster care. If the student’s school of origin will change for the coming school year, obtain the best interest finding before the school year begins. The student’s new school then becomes the school of origin moving forward. You can use the School Notification form to document the best interest finding. Please do not forward the court order if there is confidential information relating to the parents.

- A best interest finding **is not** necessary when:
 - The student’s IEP (Individualized Education Program) team makes a school placement based on specific needs of the student
 - The student is reunified with a parent and is no longer in a substitute care placement, or
 - The school is operating out of a temporary location.

When returning home to their parents, students still in ODHS custody may be able to continue in their current school, with transportation, until a natural transition time is available.

ODHS rules and caseworker authorization

Per current Oregon Administrative Rule 413-200-0354, [Educational Services for a Child or Young Adult in Substitute Care](#), resource families must do the following:

- “Enroll the *child* or *young adult* in their school or educational placement when directed by the *Department*. The *Department* must authorize enrollment of a *child* or *young adult* for any school placement not authorized by the *child* or *young adult*’s Individualized Education Plan (IEP) team.”

When determining and authorizing the type of school program (in-person versus remote instructional model), the caseworker should include considerations in a collaborative decision-making process. Document decisions in OR-Kids and include, when applicable:

- Input from Tribes
- Input from the child's team (child's attorney/CASA/resource parent/parent/surrogate parent/student), and
- Consultation with the Child Welfare nurse or nurse manager for medically fragile, complex and nursing-dependent students.

Online/remote instructional model

This option is meant for the full school year. Each school district has a different name for these programs (for example, Edge, Flex). Consider the following when deciding whether to enroll the student in online education:

- Is the student successful at online learning?
- Does the student have special education needs better suited for in-person learning?
- What is the student's placement stability and permanency plan? If the student may move soon, this full school year option may not be the best.
- Consider health and safety risk factors of children and adults living in the resource family's home or residential program. Include the foster home certifier, when necessary.

Other school placements

The approval process outlined in the [Educational Services For A Child Or Young Adult In Substitute Care](#) rules apply to the following school placements:

- Charter school (including virtual charter school)
- Alternative school
- Private school
- Home school
- Online schools not accredited in Oregon
- GED program, and
- International study program

Child-caring agency (CCA) placements

- A variety of education programs serve students in CCA placements across the state. Some CCAs have one educational setting as part of their programming, while others have more educational options. Caseworkers need to collaborate with the CCA in those instances to help select the most appropriate educational setting.
- Residential programs served by the local school district should reach out to their school district Foster Care Point of Contact to decide how to best serve students and whether

extra student supports are available. When a school district provides onsite learning at CCAs, the CCAs must adhere to the school district's requirements.

- Proctor foster program staff should work with the ODHS caseworker to determine the appropriate school model selection for the student.
- A best interest finding from the juvenile court may still be necessary when ORS 339.133 requires it.

Role of the Student's Team

ODHS promotes the academic achievement of a student by participating as a member of the team that performs the academic planning and goal setting for the child or young adult. The members of a student's team will vary but may include: the parent or legal guardian; substitute caregiver; Tribes; the surrogate parent; CASA; attorney; ODDS caseworker; school officials; local Foster Care Point of Contact (FCPC); service providers; juvenile justice (when applicable); and the student when appropriate.

Schools will generally communicate directly with the parent or person acting as the parent, for the student. The ODHS caseworker can request the parent or person acting as the parent, add them to notifications relating to special education or other important meetings. It can be beneficial to have members of the student's team invited to meetings relating to the student, specifically relating to:

- Special Education IEP team meetings
- Disciplinary meetings/hearings
- Manifestation Determination meetings

The ODHS caseworker should notify members of the student's team about important meetings and communicate/coordinate with the school about who will be in attendance. Notifying the student's attorney, can be especially helpful in disciplinary meetings and hearings.

Temporary Lodging

ODHS has a settlement agreement regarding temporary lodging, with some additional education requirements which can be found on the Temporary Lodging Sharepoint site. Requirements include:

- Transporting or arranging transportation so the student can continue to attend their school of origin.
- Enrolling the student within three business days after a Best Interest finding to attend a new school.

- Enrolling the student within three business days to an eligible school when not attending school at time of temporary lodging.

Visitor logistics

Child Protective Services (CPS) investigations

Some schools require visitors submit a government ID (driver's license) to enter to the school. ODE notes that Child Welfare employees should use an ODHS Child Welfare ID badge rather than a driver's license. This keeps the employee's personal information private. Child Welfare employees should give the school their supervisor's name and phone number if the school wishes to verify their ID.

ODHS or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises, per ORS [419B.045](#). The school administrator must be notified that the investigation is to take place unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school. After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for the interview. A school administrator or a school staff member shall advise the investigator of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, facilitate the investigation. School staff may only notify ODHS, the law enforcement agency or school employees necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

It is helpful to carry a hard copy of ORS [419B.045](#) in case a school challenges a CPS investigation. If issues persist, contact the ODHS Education Program coordinator.

Caseworkers and SSAs

ODHS staff who plan to visit a school or to pick-up or drop off a student should familiarize themselves with the school district's visitor protocols and safety measures. These can be found on the school's or school district's website.

Obtaining student records

During a CPS investigation

During a CPS investigation when ODHS Child Welfare does not yet have care or custody of the student, ODHS may obtain school records under the health and safety protocol in [ORS 336.187](#). Schools should share these records promptly to help CPS protect the health and safety of the student. Schools may ask the CPS worker to certify in writing that they will not disclose the

information to a third party other than another court or juvenile justice agency or a person or organization providing direct services to the student on behalf of a juvenile justice agency.

When a student is in ODHS care or custody

When a student is in ODHS care or custody, schools can share records under the federal [Uninterrupted Scholars Act \(Public Law 112-278\)](#). This act created an exception under the Family Educational Rights and Privacy Act (FERPA) for schools to more easily release education records to child welfare agencies without parents' prior written consent. The School Notification form can serve as the documentation of legal custody. In Oregon, [OAR 581-021-0255](#) requires the student's new educational agency to request records from the student's former educational agency within five days; the former educational agency must send the new one the records within five days.

School-based services

Child nutrition/free and reduced meals

All students in foster care or ODHS legal custody qualify for free and reduced meals if their school participates in the program. ODHS and ODE have a data sharing agreement that automatically qualifies the student. The resource parent does not need to apply.

Health

Local school districts make health and safety decisions at the local level. ODHS staff, resource parents and students in foster care must follow any required health related mandates in all school settings.

Many schools have school-based health centers (SBHC's) where students can obtain a full array of physical, behavioral and mental health services. Services are aimed to be youth-centered and accessible. A map of Oregon's SBHC's can be found [here](#).

ODHS vaccine guidance

Children in care need supportive adults to help them with any medical need. The adults can help children get up to date on routine immunizations as they prepare to return to school. Caseworkers can refer to [Chapter 5 - Section 21 - Medical Care Services](#) of the ODHS Child Welfare Procedure Manual for information on engaging and consulting with parents before the child receives immunization or vaccinations. Young people, age 15 and older, can consent to their own vaccinations without a parent's consent.

If the child will be excluded from school or daycare because of vaccination or immunization status, the caseworker will consult with the Child Welfare education coordinator and Health and Wellness Program manager for direction.

IDEA and special education

The federal [Individuals with Disabilities Education Act](#) (IDEA) and Oregon [special education law](#) prohibit state agency personnel from acting as a “parent.” This means the ODHS caseworker should collaborate with the person who will act as the parent for special education purposes. The caseworker can request the school put the caseworker on the invitation list for Individual Education Plan (IEP)/504 plan meetings. The federal and Oregon education statutes allow one or more of the following people to act as the “parent” to make educational decisions:

- (A) The biological or adoptive *parent* of the *child* or *young adult*.
- (B) A *foster parent* or *relative caregiver* of the *child* or *young adult*.
- (C) A legal *guardian*, other than a state agency.
- (D) An individual acting in the place of a biological or adoptive *parent* (including a grandparent, stepparent or other relative) with whom the *child* or *young adult* lives, or a person who is legally responsible for the welfare of the *child* or *young adult*; or
- (E) A *surrogate parent* who has been appointed in accordance with OAR 581-015-2320 for school-age children or 581-015-2760 for preschool children.

When a special education student enrolls in a new school, send a copy of the student’s most recent IEP or 504 plan to help the school determine the appropriate special education placement.

Parents and resource parents needing special education support, information and training can access [FACT Oregon](#) for in-person and online resources.

McKinney-Vento Act

Some families whose children are not in foster care, but who are working with Child Welfare may qualify for services under the McKinney-Vento Act if they meet the homeless definition. This should be considered either when ODHS has custody, but placement is with parents or during protective action plans, when a student temporarily lives outside their home.

“[Section 724\(2\) of the McKinney-Vento Act](#)” defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”)
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters

- Abandoned in hospitals
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.”

In some cases, a student may be dually enrolled in McKinney-Vento and foster care. For example, if a student in foster care is also on runaway status, the school district will consult with their foster care and McKinney-Vento liaisons to decide how to proceed. Services may be intermittent depending upon dual eligibility. McKinney-Vento qualification applies to the entire school year of eligibility. If a student enters foster care during that time, the foster care status will be activated during that time-period. If the student returns to an in-home placement, the McKinney-Vento eligibility might be reactivated from a previous the school year. These protections are important, and a good discussion to have with the school district Foster Care Point of Contact when transitioning students back to their parents.

CAPTA – early intervention

States receiving Child Abuse Prevention and Treatment Act (CAPTA) funds must develop and apply “provisions and procedures for referral of a child under the age of 3 who is involved in a Founded or Substantiated case of abuse or neglect to Early Intervention Services funded under Part C of the Individuals with Disabilities Education Act.”

Oregon complies with this part of the act through the Child Welfare Procedure Manual and the following OARs:

OAR 413-015-0440 Determine Disposition of the CPS Assessment

(3) When a disposition is founded or substantiated for abuse, the CPS worker must refer all victims under three years old to Early Intervention.

ODHS employees must use the CPS Early Intervention Referral form ([CF 0323](#)) to make the referral. A release of information is recommended but not required. It engages the parent or guardian in the process and keeps them informed.

CPS Assessments Without Founded Allegations

While not required under OAR, if developmental concerns are identified for a child under the age of 5 during an open CPS Assessment or open case, a referral to Early Intervention/Early Childhood Special Education (EI/ECSE) can occur; even when there is no founded allegation of abuse. These

services are designed to support children with developmental delays or disabilities and play a crucial role in addressing potential issues before they become significant. Ensuring families are aware of and can access EI/ECSE services can be a proactive measure to address concerns about their child's development. To complete a referral in this instance, the caseworker must have a parent's permission and a signed release of information.

OAR 413-105-0080 Early Education and Post-Secondary Education

- 1) The caseworker must ensure that an eligible child in the care or custody of the Department has the same access to public preschool education and early intervention education programs as eligible children not in the care or custody of the Department. When a disposition is founded or substantiated for abuse, the CPS worker must refer all victims 3 years old and under to Early Intervention. When completing the referral, the CPS worker must use the "CPS to Early Intervention Referral" form (CE0323) if a release of information is not signed.
- 2) The caseworker must ensure that a child or young adult in the care or custody of the Department has access to the information and resources available to explore post-secondary education and training opportunities. In meeting this obligation, the caseworker must include education in any child's or young adult's plan for transition to independent living.

Family time

School activities can be a great way of encouraging parents and relatives to maintain connections with the child or young adult. Schools ask ODHS to communicate any safety issues so school staff know who can attend school activities.

[SB 279](#) was passed during the 2021 legislative session. The act strengthens the commitment to schedule visitation outside of school hours, when possible. Chapter 5, section 26 of the procedure manual currently states: *"A caseworker must consider several factors in development of the Visit and Contact Plan: (5) A child's school schedule (which should not be disrupted for visitation, if possible)."*

OR-Kids rolled out the new documentation process and [desk-guide](#) in November 2023.

School activities fees

School districts may discount or waive activity fees for students on the free and reduced meals program. Contact the school district Foster Care Point of Contact for possible resources.

Many communities, also have local supports and programs that may help students in foster care obtaining assistance for school activities, sports, and extra curriculars. Branch resource developers

are a good contact to determine what exists locally.

Youth Transitions

Programs exist to help students who have experienced foster care pay for college. The [College Financial Aid for Foster Youth](#) and the [Oregon Student Aid](#) webpages give students experiencing foster care information on tuition waivers, Chafee and other grants.

New legislation from the 2025 session

The Oregon Department of Education is now enacting new laws passed this legislative session. Some laws require community input and rulemaking sessions to determine how they will be put into practice.

- [HB 3449](#) Allows the pilot project aimed at increasing graduation rates for students in foster care, to increase eligibility beyond the three schools previously selected and extend to other foster students in the school district.
- [HB 3007](#) This legislation requires ODE to develop a procedure for schools to develop and implement an immediate and temporary accommodations plan for students diagnosed with a concussion or other brain injury by a health care professional to ensure safety and recovery of the student. This will also require the parent or guardian to notify the school in writing, of the diagnosed concussion or brain injury by a healthcare professional with requested accommodations.
- [HB 3063](#) Allows a student in a hospital education program to remain enrolled in the school district in which the student had been a resident prior to being in the hospital education program only for the purpose of maintaining access to classroom curricula and associated technology.
- [SB 735](#) Provides that abbreviated school day program requirements do not apply to students in public charter schools if certain conditions are met.
- [SB 742](#) Allows a student's parent or foster parent to consent to attending an initial meeting regarding an abbreviated school day program placement by telephone or other electronic means.
- [SB 745](#) Allows the parent or foster parent of a terminally ill student to consent to meeting once every year to review the student's abbreviated school day program.
- [SB 867](#) Prescribes sanctions that the Department of Education may impose when an elementary or secondary school or program is found to be in noncompliance with a discrimination prohibition.

- [SB 934](#) Allows any person who knows the child to recommend that a child be screened for identification as a talented and gifted child and prescribes requirements for the identification of talented and gifted children.
- [SB 982](#) Authorizes school districts to use public funds for out-of-state placement of students only if specified criteria are satisfied.

Data and briefs

ODE and ODHS created a data sharing agreement and have been reporting education outcomes of students in foster care, since 2018. Over time, more data points collected have been added to reporting. Cohort graduation data can be found on the ODE [website](#).

- ODE research brief: [Key Data Points for Students Experiencing Foster Placement](#)
- OCID research brief: [Student Mobility and High School Graduation](#)
- OCID research brief: [Student Mobility for Youth in the Oregon Foster Care System](#)

Workday Training Opportunities

- ODHS - CW - PSU - Advocating for Educational Services - [C02831](#)
- ODHS - CW - ETWD - FACT Oregon Presents Supporting Students with Disabilities: Understanding IDEA and IEPs for Caseworkers [\[Recorded webinar\]](#)

Resources

- ODE Foster Care [website](#)
- ODE [Mental Health and Social Support for Families](#)
- ODE [LGBTQ2SIA+ Student Success](#)
- Central Oregon Disability Support Network: <https://www.codsn.org/about-us/>
- FACT Oregon: FACT Oregon is a good resource for parents (including resource parents) of children experiencing disabilities. FACT Oregon offers virtual trainings, a helpline and toolkits for everything relating to special education. <https://factoregon.org/>
- ODHS Education [Rules](#)
- ODHS [Transition Services for Youth with Foster Care Experience](#)
- ODHS Education Program Coordinator: Catherine Stelzer
(503) 569-0747; Catherine.R.Stelzer@odhs.oregon.gov

- ODE Foster Care Point of Contact: Marlie Magill
(503) 580-4857; marlie.magill@ode.oregon.gov
- ODE McKinney-Vento Coordinator: Lexi Neemann
(971) 208-1777; lexi.neemann@ode.oregon.gov
- ODHS CAPTA Coordinator: Carmen Mims
(971) 409-8617; carmen.mims@odhs.oregon.gov
- ODHS Nurse Manager: Heidi Beaubriand
(503) 871-6662; heidi.beaubriand@odhs.oregon.gov

You can get this document in other languages, large print, braille or a format you prefer free of charge. Contact the ODHS Education Program coordinator at Catherine.R.Stelzer@odhs.oregon.gov or (503) 569-0747 (voice/text). We accept all relay calls.