



Tennessee Department of Children's Services

Protocol for Assessing Educational Stability

Supplemental to DCS Policy: 21.14

Provide assurances that educational issues were considered using the following questions for guidance.

- How many schools has the child attended over the past few years? How many schools this year? How have the school transfers affected the child emotionally, academically and physically?
- How strong is the child academically?
- What are the child's ties to the current school?
- Which school does the child prefer?
- Would a school move greatly increase the child's level of anxiety?
- Are there any safety issues to consider?
- What school do the child's siblings attend?
- How would the length of the commute to the school of origin impact the child?
- Does one school have a program that addresses the unique needs or interests of the student that the other school does not have?
- HIGH SCHOOL STUDENTS – Would the timing of a school transfer interfere with the student's ability to earn full academic credit, graduate on time, proceed to the next grade and/or extra-curricular activities? If so, what can be done to remove barriers to a successful transition including reunification? Has the Education Specialist been consulted?
- Would the timing of the transfer coincide with a logical school juncture such as after testing (especially TCAP testing, the TN Department of Education's Comprehensive Assessment Program), at the end of the school year or after an event that is significant to the child.

ADAPTED FROM A Joint Publication

The Legal Center for Foster Care ■ <http://www.abanet.org/child/education/>

The National Center for Homeless Education ■ <http://center.serve.org/nche/>

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