

# DCS: FAMILY FIRST PREVENTION SERVICES ACT

## THE PUBLIC SCHOOL SECTOR PERSPECTIVE



# QUESTIONS:

1. How does this change Education?
2. What would make this work?



# CONSIDERATIONS:

- Schools are typically REPORTING ABUSE/NEGLECT to DCS and at times not supportive of students remaining with their parents (adversarial).
- School staffs would need to have in-service training on the FFPSA to understand the goals of the act and to work to change perception of educators.



# POSITIVES:

- Prevention vs Intervention
- Keeps family unit together
- Less disruption for the children/minimizes trauma
- Trauma minimizes ability to learn



# POSITIVES:

- Keeps children out of foster or congregate care
- Foster/congregate care typically means a new school
- Impacts friends/procedures/consistency in learning



# POSITIVES:

- Educates parents while keeping their children in the home
- Prevention and treatment while keeping their children in the home
- Social-emotional curriculum used in schools supports children in these situations



# CONSIDERATIONS:

- Do the children want to stay in the home?
- Are the children safe in the home?
- Who is monitoring?



# CONSIDERATIONS:

- Can DCS and the school work together to support the family?
- What confidentiality laws would impede this?
- Would a caseworker be able to include ongoing feedback from the school?





# CONCERNS:

- What defines a “clear benefit?”
- Who determines effectiveness and how is it measured?
- For children moved to kinship placements—who prepares the kinship providers?



# CONCERNS:

- Will DCS find qualified staff to provide all the services described ie. status reviews.
- Will there be enough money for the program to be properly staffed?



# QUESTIONS/COMMENTS

