

# CHECKLIST

## for Meeting the Educational Needs of Foster Youth

### 1 | EARLY CARE AND EDUCATION:

- Is the child 0-5 and in foster care? **YES** → Eligible for Early/Head Start.
- Might the child have developmental delays? **YES** → If 0-3 refer to regional center. Older, refer to school district.
- Does the parent need childcare? **YES** → If open CPS case = automatic eligibility and priority enrollment.

### 2 | SCHOOL STABILITY:

- Has the youth changed homes and wants to remain in the same school?  
**YES** → Right to remain in school of origin.
  - If there is disagreement, the youth remains in school or origin until resolved.
  - Does the youth have transportation? (Check if the IEP or agency can reimburse the caregivers for reasonable travel.)
- Has the youth changed homes and will enroll in a new school?
  - Has the social worker notified the previous school and ensured the transfer of records and credits to the new school?
  - Does the new caregiver have proof of placement to enroll the child?
  - Has the youth been immediately enrolled in the new school and extracurricular activities?

### 3 | AT-RISK OF DROPPING OUT? (Alternative Education):

- Is the youth in high school and struggling despite exhausting the interventions of the high school?
  - Consider smaller schools, with flexible schedule, more interventions, and credit recovery options, or adult schools.
- Is the student eligible to take the GED and is that the right option?

### 4 | HIGH SCHOOL GRADUATION:

- Will the youth have enough credits to graduate on time? (Check transcripts, calculate partial credits.)
- Is the youth eligible to graduate with a reduced credit requirement (AB 167/216)?
  - Did the youth change schools after the second year of high school while in foster care?
  - Does the youth agree?



## 5 | SPECIAL EDUCATION:

- Is the youth behind in math or reading? Does the youth have any unmet social-emotional or health needs?
- Does the youth have an IEP or 504 plan?
  - Why does the youth have an IEP? What are the learning needs? What are the IEP goals?
  - Is the district in compliance with the IEP?
  - Is the youth meeting his/her IEP goals and are the placement and services still the right fit?
  - Who holds the educational rights? Is s/he able to request an IEP meeting and advocate?
- If no IEP is in place, should the youth be referred for assessment? (Any service provider may refer the youth.)

## 6 | SCHOOL DISCIPLINE:

- Has the student been suspended? For what? How many days in this school year?
- Does the youth have an IEP or 504 plan? (If yes, Manifestation Determination after 10 suspension days.)
- Are other means of correction feasible?
- Has the youth been referred for expulsion?
  - Were the attorney, social worker, and ERH invited to the extension of suspension meeting and hearing?
  - Did the district propose an alternative? Will the student waive his/her right to a hearing if s/he accepts it?

## 7 | EDUCATIONAL RIGHTS HOLDER (ERH):

- Is the current ERH willing and able to advocate for the youths educational needs?
- If not, is there an adult known to the child able to serve as ERH or another responsible adult? (Form JV 535.)

## 8 | School Records & Confidentiality:

- Upon request, is the school promptly providing records to the parents, ERH, social worker, CASA, and lawyer?

## 9 | POST-SECONDARY EDUCATION:

- See the EBCLC Map to Higher Education.

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