

## EDUCATION CHECKLIST FOR REVIEWS

### GENERAL EDUCATION INFORMATION

#### ENROLLMENT:

- Is the child enrolled in school?
  - At which school is the child enrolled?
  - In what type of school setting is the child enrolled?
- How long has the child been attending his/her current school?
  - Where is the school located in relation to the child's foster care placement?
  - Were efforts made to continue school placement, where feasible?
- If currently not in a school setting, what educational services is the child receiving and from whom?
  - Is the child receiving homebound or home-schooled educational services?
  - If yes: Who is responsible for providing educational materials and what information is available about their quality?
  - If yes: How frequently are educational sessions taking place?
    - What is the duration of each session? (how many hours?)

#### PROVISION OF SUPPLIES:

- Does the child have appropriate clothing to attend school?
- Does the child have the necessary supplies and equipment to be successful in school?

#### TRANSPORTATION:

- How is the child getting to and from school?
- What entity (school, DFCS) is responsible for providing transportation?

#### ATTENDANCE:

- Is the child regularly attending school?
- Has the child been expelled, suspended or excluded from school this year ever?
  - If yes: How many times?
  - Have proper due process procedures been followed for the expulsions, suspensions or exclusions from school?
  - What was the nature/reason for the child's most recent expulsion, suspension or exclusion from school?
  - How many days of school will the child miss as a result of being expelled, suspended or excluded from school?
  - If currently not attending school, what educational services is the child receiving and from whom?
- How many days of school has the child missed this year?
  - What is the reason for these absences?
  - What steps have been taken to address these absences?
  - Has the child received any trancies, and if so, for how many

days?

- Has the child been tardy, and if so, for how many times?

**PERFORMANCE LEVEL:**

- When did the child last receive an educational evaluation or assessment?
- At which grade level is this child currently performing? ( Is the child academically on target?)
  - Is this the appropriate grade level at which the child should be functioning?
    - If no: What is the appropriate grade level for this child?
    - Is there a specified plan in place to help this child reach that level?
- What is this child's current grade point average?
  - If below average, what efforts are being made to address this issue?
- Is the child receiving any tutoring or other academic supportive services?
  - If yes: In which subjects?

**TRACKING EDUCATION INFORMATION**

- Does this child have a responsible adult service as an educational advocate?
  - If yes: Who is this adult?
  - How long has this adult been advocating for this child's educational needs?
  - How often does this adult meet with the child?
  - Does this adult attend scheduled meetings on behalf of the child?
  - Is this adult effective as an advocate?
- If there is no designated educational advocate, who ensures that the child's educational needs are being met?
  - Who is making sure that the child is attending school?
  - Who gathers and communicates information about the child's educational history and needs?
  - Who is responsible for educational decision-making for the child?
  - Who monitors the child's educational progress on an ongoing basis?
  - Who is notified by the school if the child is absent (foster parent, DFCS)?
  - Who could be appointed to advocate on behalf of the child if his/her educational needs are not met?

**CHANGE IN PLACEMENT/CHANGE IN SCHOOL**

- Has the child experienced a change in schools as a result of a change

in his/her foster care placement?

- If yes: How many times has this occurred?
- What information, if any, has been provided to the child's new school about his/her needs?
- Did this change in foster care placement result in the child missing any school?
  - If yes: How many days of school did the child miss?
    - Have any of these absences resulted in a truancy petition?
- Were efforts made to maintain the child in his/her original school despite foster care placement change?

### HEALTH FACTORS IMPACTING EDUCATION

#### PHYSICAL HEALTH:

- Does the child have any physical issues that impair his/her ability to learn, interact appropriately, or attend school regularly (hearing impairment, visual impairment)?
  - If yes: What is this physical issue?
    - How is this physical issue impacting the child's education?
    - How is this need being addressed?

#### MENTAL HEALTH:

- Does this child have any mental health issues that impair his/her ability to learn, interact appropriately, or attend school regularly?
  - If yes: What is the mental health issue?
    - How is this mental health issue impacting the child's education?
    - How is this need being addressed?
- Is the child currently being prescribed any psychotropic medications?
  - If yes: Which medications have been prescribed?
    - Has the need for the child to be taking this medication been clearly directly explained to him/her?
    - How will this medication effect the child's educational experience?

#### EMOTIONAL ISSUES:

- Does the child have any emotional issues that impair his/her ability to learn, interact appropriately, or attend school regularly?
  - If yes: What is the emotional issue?
    - How is this emotional issue impacting the child's education?
    - How is this need being addressed?
- Is the child experiencing any difficulty interacting with other children at school (Does the child have a network of friends? Has he/she experienced any difficulty with bullying?)
  - If yes: What is being done to address this issue?

## **SPECIAL EDUCATION AND RELATED SERVICES UNDER IDEA AND SECTION 504**

- If the child has a physical, mental health or emotional disability that impacts learning, has this child (birth to age 21) been evaluated for Special Education/Section 504 eligibility and services?
  - If no: Who will make a referral for evaluation or assessment?
  - If yes: What are the results of such an assessment?
    - Have the assessment results been shared with the appropriate individuals at the school?
- Does the child have an appointed surrogate pursuant to IDEA (child's birth parent, someone else meeting the IDEA definition of parent, or an appointed surrogate parent)?
  - If no: Who is the person that can best speak on behalf of the educational needs of the child?
  - Has the court used its authority to appoint a surrogate for the child?
  - Has the child's education decision-maker been informed of all information in the assessment and does that individual understand the results?
- Does this child have an Individualized Education Plan (IEP)?
  - If yes: Is the child's parent or caretaker cooperating in giving IEP information to the appropriate stakeholders or signing releases?
    - Is this plan meeting the child's needs?
    - Is the child's educational decision-maker fully participating in developing the IEP and do they agree with the plan?
- Does this child have a Section 504 Plan?
  - If yes: Is this plan meeting his/her needs?
  - Is there an advocate for the child participating in meetings and development of this plan?

### **EXTRACURRICULAR ACTIVITIES AND TALENTS**

- What are some identifiable areas in which the child is excelling at school?
- Is this child involved in any extracurricular activities?
  - If yes: Which activities is the child involved in?
    - Are efforts being made to allow this child to continue in his/her extracurricular activities (provision of transportation, additional equipment, etc.)?
- Have any of the child's talents been identified?
  - If yes: What are these talents?
    - What efforts are being made to encourage the child to pursue these talents?

### **TRANSITIONING**

- Does the WTLP plan include vocational or post-secondary educational goals and preparation for the youth?**
- Is the youth receiving assistance in applying for post-secondary schooling or vocational training?**
- Is the youth being provided with information and assistance in applying for financial aid, including federally-funded Education and Training Vouchers (see Chafee Foster Care Independence Program)?**
- If the youth has an IEP, does it address transition issues?**
  - If yes; What does this transition plan entail?**
  - Did the youth participate in developing the transition plan?**
  - Is this transition plan coordinated with the youth's independent living plan?**