



General Education Information

Enrollment →

- Is the child or youth enrolled in school?
 - ✓ At which school is the child or youth enrolled?
 - ✓ In what type of school setting is the child or youth enrolled (e.g., specialized school?)
- How long has the child or youth been attending his/her current school?
 - ✓ Where is this school located in relation to the child's or youth'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 or youth receiving and from whom?
 - ✓ Is the child or youth receiving homebound or home-schooled educational services?
 - ✓ If Yes: How frequently are educational sessions taking place? What is the duration of each session? (e.g., how many hours?)

Provision of Supplies →

- Does the child or youth have appropriate clothing to attend school?
- Does the child or youth have the necessary supplies and equipment (e.g., pens, notebooks, musical instrument) to be successful in school?

Transportation →

- How is the child or youth getting to or from school?
- What entity (e.g., school, child welfare agency) is responsible for providing transportation?

Attendance →

- Is the child or youth regularly attending school?
- Has the child or youth 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 or youth's most recent expulsion, suspension or exclusion from school?
 - ✓ How many days of school will the child or youth miss as a result of being expelled, suspended or excluded from school?
 - ✓ If not currently attending school, what educational services is the child or youth receiving and from whom?
- How many days of school has the child or youth missed this year?
 - ✓ What is the reason for these absences?
 - ✓ What steps have been taken to address these absences?
 - ✓ Has the child or youth received any trancies and, if so, for how many times?

May 16, 2006





Educational Needs Checklist

- When did the child or youth last receive an educational evaluation or assessment? How comprehensive was this assessment?

Assessments commonly given in Idaho:

- ✓ Idaho Reading Indicator (K-3d grades)
- ✓ Direct Writing Assessment (Grades 5, 7, & 9)
- ✓ Direct Math Assessment (Grades 4,6, & 8)
- ✓ Idaho Alternate Assessment (children in special education)
- ✓ Idaho Standard Achievement Test (Grades 2-10)

Performance
Level →

- At which grade level is the child or youth currently performing?
 - ✓ Is this the appropriate grade level at which the child or youth should be functioning? If NO: What is the appropriate grade level for this child or youth?
 - ✓ Is there a specific plan in place to help this child or youth reach the appropriate grade level?
- What is the child's or youth's current grade point average? If below average, what efforts are being made to address this issue?
- Is the child or youth receiving any tutoring or other academic supportive services? If YES, in which subjects?

Tracking
Education
Information

- Does the child or youth have a responsible adult serving as an educational advocate? If YES: Who is this adult?
 - ✓ How long has this adult been advocating for the child's or youth's educational needs?
 - ✓ How often does this adult meet with the child or youth?
 - ✓ Does this adult attend scheduled meetings on behalf of the child or youth? Does s/he schedule regular teacher conferences? Attend school open house?
 - ✓ Is this adult effective as an advocate for the child's or youth's educational needs?
- If there is no designated educational advocate, who ensures that the child's or youth's educational needs are being met?
 - ✓ Who is making sure that the child or youth is attending school?
 - ✓ Who gathers and communicates information about the child's or youth's educational history and needs?
 - ✓ Who is responsible for educational decision-making for the child or youth?
 - ✓ Who monitors the child's or youth's educational progress on an ongoing basis?
 - ✓ Who is notified by the school if the child or youth is absent (e.g., foster parent, social worker?)
 - ✓ Who could be appointed to advocate on behalf of the child or youth if his/her educational needs are not being met

Change in Placement/ Change in School

- Has the child or youth 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 or youth's new school about his/her academic records and needs?
 - ✓ Did this change in foster care placement result in the child or youth missing any school? If YES: how many days of school did the child or youth miss? Have any of these absences resulted in the child being designated a habitual truant pursuant to I.C. § 33-206(2), or in truancy proceedings against parents or guardians pursuant to I.C. § 33-207?
- What efforts were made to maintain the child or youth in his/her original school despite foster care placement change?

Health Factors

Physical Health →

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

Mental Health →

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

Emotional Issues →

- Does the child or youth 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 or youth's education?
 - ✓ How is this need being addressed
- Is the child or youth experiencing any difficulty interacting with other children or youth at school (e.g., does s/he have a network of friends? Has s/he experienced difficulty with bullying?)
 - ✓ If YES: What is being done to address this issue?





Educational Needs Checklist

Special Ed. & Services under §504 and IDEA

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

Extra-Curricular Activities & Talents

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

Transitioning

- Does the youth have an independent living plan?
 - ✓ If YES: Did the youth participate in developing this plan?
 - ✓ Does this plan reflect the youth's goals?
 - ✓ If YES: Does the plan include participation in Chafee Independent Living services?
 - ✓ Does this plan include vocational or post-secondary educational goals and preparation for the youth?
 - ✓ 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 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?

This checklist was originally developed by TeamChild: Advocacy for Youth. Its expansion to a national judicial checklist was made possible through the support of Casey Family Programs. The checklist is published by the National Council of Juvenile & Family Court Judges in *Asking the Right Questions: A Judicial Checklist to Ensure That the Educational Needs of Children and Youth in Foster Care Are Being Addressed* (2005). It is reproduced here and adapted for Idaho with permission.

