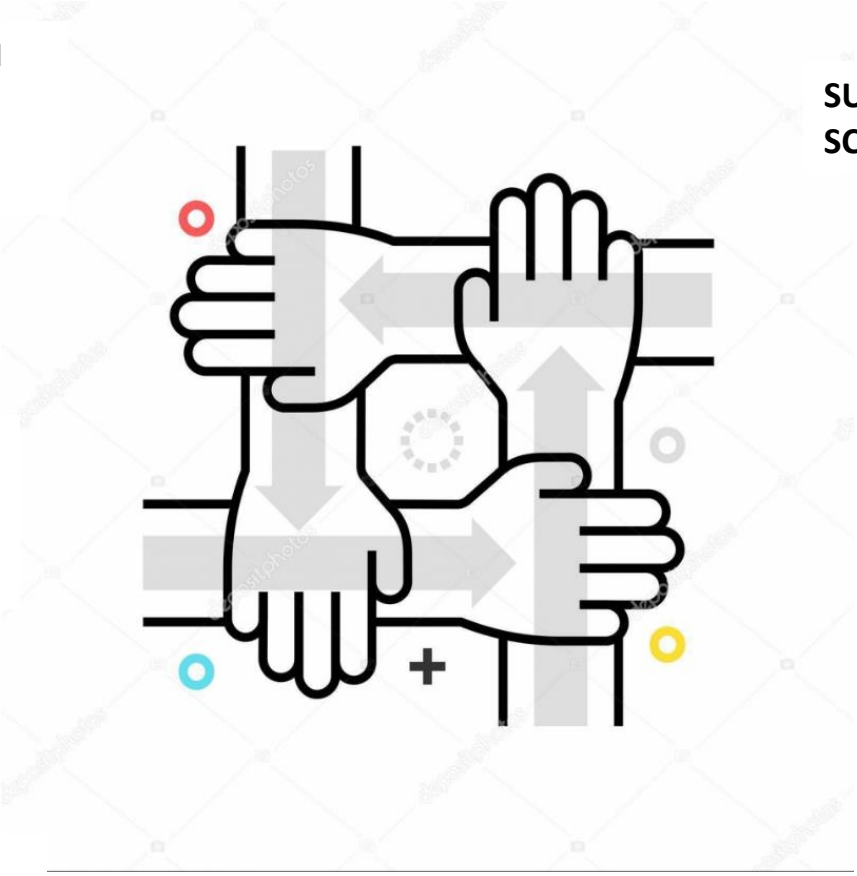
SAN DIEGO COUNTY INTERAGENCY AGREEMENT

FOR PROVIDING EDUCATIONAL SUPPORT TO STUDENTS IN FOSTER CARE

PROBATION DEPARTMENT

HEALTH AND HUMAN SERVICES CWS

SUPERINTENDENT OF SCHOOLS



PUBLIC AND ALTERNATE PUBLIC DEFENDER

SCHOOL DISTRICTS

SUPERIOR COURT

VOICES FOR CHILDREN

AUGUST 1, 2021

SAN DIEGO COUNTY

INTERAGENCY AGREEMENT AMONG:
SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS:
FOSTER YOUTH SERVICES COORDINATING PROGRAM

SAN DIEGO COUNTY LOCAL EDUCATION AGENCIES (LEAs)

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS:
JUVENILE COURT AND COMMUNITY SCHOOLS

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

SAN DIEGO COUNTY
HEALTH AND HUMAN SERVICES AGENCY CHILD WELFARE SERVICES
(A Placing Agency)

SAN DIEGO COUNTY PROBATION DEPARTMENT
(A Placing Agency)

SAN DIEGO COUNTY DEPARTMENT OF THE PUBLIC DEFENDER (SDPD) AND SAN DIEGO COUNTY DEPARTMENT OF THE ALTERNATE PUBLIC DEFENDER (SDAPD)

CHILDREN'S LEGAL SERVICES OF SAN DIEGO, INC. (CLSSD)

VOICES FOR CHILDREN
COURT APPOINTED SPECIAL ADVOCATES (CASAs)

Prepared under the auspices of the Foster Youth Services Coordinating Program Executive Advisory Council.
Copies can be obtained at the San Diego County Office of Education, Foster Youth Services Coordinating Program & Homeless Education Services Program website

https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-forms-and-brochures.aspx

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PART 1: OVERVIEW

A. Acknowledgements

This document was developed by a subcommittee of the Foster Youth Services Coordinating Program, Executive Advisory Council, chaired by Mindy Kukich, Coordinator for Foster Youth Services Coordinating Program of the San Diego County Office of Education. Stakeholders included:

County of San Diego:
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Probation Department
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Vista Unified School District:
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Mariana Gomez, Program Manager

Superior Court of California, San Diego:
Beth Brown, Staff Attorney
Joy Lazo, Staff Attorney

Voices for Children:
Jane Wehrmeister, Senior Advocacy Supervisor

Contact information for the subcommittee members is listed in Appendix G.

B. BACKGROUND

STATEMENT OF THE PROBLEM

In 2018-2019 there were more than 2,300 children in foster care in San Diego County. Demographically, the foster care population in San Diego is similar to other jurisdictions, with children of color being overrepresented. The ethnic breakdown was as follows: 26% White, 45% Hispanic, 1% Native American, 4% Asian, 10% African American and 14% Other.

In 2018-2019 DATAQUEST reports show that 47% of students in foster care were below state standards for Smarter Balance English language arts and 56% did not meet Smarter Balance Math standards. The California Dashboard indicators show that students in foster care continue to have high rates of chronic absenteeism and are suspended at three times the rate of their peers. The College/Career indicator shows that students in foster care are far less prepared for college and careers by almost half the rate of other student groups.

Frequent changes in home and school placements can also have a detrimental effect on the academic performance and future success of children in foster care. Some of the barriers that children in foster care face as a result of frequent changes in placement include:

- Loss of education records, resulting in potential loss of academic credits and time spent in school and increased risk of dropping out of school
- Interruptions in their continuity of education, which further exacerbate the learning gaps that these students face
- Loss of health records, resulting in possible duplication of immunizations and a potential break in continuity of essential health care and medication
- Difficulties adjusting to changing care and school environments, resulting in stress and behavioral problems
- Loss of contact with persons familiar with their health, education, and well-being needs, resulting in inadequate care and inappropriate school placements
- Lack of permanent family or family-like support systems upon exit from foster care system
- Lack of bonding with peers, which can lead to higher risk of involvement in the juvenile justice system

LEGISLATIVE RESPONSE

In recent years, the California Legislature has taken an active role in addressing the academic needs of foster children by passing significant foster care education laws to ensure:

- A meaningful opportunity to meet state academic achievement standards
- Stable school placements
- Placement in the least restrictive educational programs
- Access to the academic resources, services, and extracurricular and enrichment activities available to all students
- Educational and school placement decisions that are based on the best interests of the child
- Timely transfer of students and their records when a change of school occurs
- FERPA exemptions for institutions, child welfare agencies and educational agencies working to improve the educational outcomes for students in foster care
- Immediate enrollment

- Placement, suspension, and expulsion notification
- Appointment of appropriate educational representatives who meet with the student
- Extended foster care for non-minor dependents
- Postsecondary support

The following legislation was enacted to support the academic needs of students in foster care and alumni of foster care:

- AB 2463 (Chapter 1129, Statutes of 1996) provides outreach, access, and retention services for foster youth interested in attending a California State University or community college.
- AB 490 (Chapter 862, Statutes of 2003) ensures school stability and enhanced educational opportunities for youth in foster care.
- SB 464 (Chapter 413, Statutes of 2003) requires a school district, special education local plan area, or county office of education to invite to the individualized education program (IEP) team meetings a representative of the group home in those cases in which a pupil with exceptional needs has been placed in a group home by a juvenile court.
- AB 1858 (Chapter 914, Statutes of 2004) sets standards and mandates to enhance the quality of non-public schools for students in foster care.
- SB 1639 (Chapter 668, Statutes of 2004) supports foster youths' right to access information on higher education and encourages the California Community Colleges, the California State University, and the University of California to disseminate information to foster care agencies regarding admissions requirements and financial aid.
- AB 1261 (Chapter 639, Statutes of 2005) amends an AB 490 section on school placement disputes, requires an organized process for school placements and requires local educational agencies to provide explanations regarding placements if they are disputed.
- The federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110-351) amended Title IV-E of the Social Security Act to require that case plans for children and youth in foster care include specified assurances for educational placement stability. It also provides for the cost of reasonable travel for the child to remain in the school in which the child is enrolled at the time of placement as an allowable cost of foster care maintenance.
- In January 2008, the Judicial Council of California adopted a new set of court rules that make education a priority at every juvenile court hearing.
- AB 1393 (Chapter 391, Statutes of 2009) requires California State Universities and encourages the University of California and California Community Colleges to give priority for on-campus housing to emancipated foster youth.
- AB 167 (Chapter 223, Statutes of 2009), as amended by AB 216 (Chapter 324, Statutes 2013) exempts a youth in foster care who transfers from a new school during the eleventh or twelfth grade from completing locally imposed course requirements that exceed minimum state standards if those requirements would prevent graduation while the student remains eligible for foster care.
- AB 669 (Chapter 251, Statutes of 2009) exempts current or former foster youth 19 years of age or younger from California State University, University of California and California Community Colleges in-state residency requirements for tuition and fees.
- AB 81 (Chapter 76, Statutes of 2009) requires that a foster child who changes residences pursuant to a court order or the decision of a child welfare worker be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.
- SB 597 (Chapter 339, Statutes of 2009) conforms state law to the federal Fostering Connections to Success and Increasing Adoptions Act of 2008 so that California's children and families can benefit from the opportunities in the federal law.

- SB 4 (Chapter 3, Statutes of 2009-10 Fifth Extraordinary Session) improves student achievement and enhances parental choice in education by providing additional options to pupils to enroll in public schools without regard to the residence of their parents. The Open Enrollment Act provides students enrolled in one of the 1,000,000 Open Enrollment schools the option to enroll in a school within the same district or any other district provided the school to which they are applying has a higher Academic Performance Index (API) than the pupil's school of residence.
- SB 1317 (Chapter 647, Statutes of 2010) defines a misdemeanor for parents or guardians of students in grades K-8 who are chronically truant and establishes a deferred entry of judgment program for such parents and guardians. A chronic truant is "any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date, provided that the appropriate school district officer or employee has complied with specified provisions of law."
- SB 1357 (Chapter 704, Statutes of 2010) requires the CDE, contingent on federal funding and in consultation with the Department of Finance and the Legislative Analyst's Office, to prepare CALPADS to include data on a quarterly rate of pupil attendance. It also requires that CALPADS be capable of issuing to local educational agencies periodic reports on district, school, class, and individual pupil rates of absence and chronic absentees, and states the intent of the Legislature to support the development of early warning systems to identify and assist pupils at risk of academic failure or of dropping out.
- AB 12, the California Fostering Connections to Success Act (Chapter 559, Statutes of 2010), as amended by AB 212 (Chapter 459, Statues of 2011) conforms state law to federal law in order to maximize federal financial participation by opting in to kinship guardianship assistance payments provisions and extends transitional foster care services, including support of education, for eligible youth between 18 and 21 years of age pursuant to the federal Fostering Connections to Success and Increasing Adoptions Act of 2008. AB 12 also requires the placing agency to ensure that every school-aged child is enrolled or in the process of enrolling in a full-time school.
- AB 1933 (Chapter 563, Statutes of 2010) requires a local educational agency (LEA) to allow a child in foster care to remain in his or her school and district of origin for the duration of the court's jurisdiction. If the court's jurisdiction over a student terminates during the school year, the student may remain in the school through the end of the school year.
- SB 1353 (Chapter 557, Statutes of 2010) further defines "best interests of the child" for purposes of educational school placement. In addition, if out-of-home placement is used to attain case plan goals, the choice of placement must be close to the parent's home and must promote educational stability.
- AB 1573 (Chapter 93, Statutes of 2012) deems that a student in foster care, who remains in the school of origin, has met the residency requirements for attendance within that school district.
- AB 1712 (Chapter 846, Statutes of 2012) extends specified benefits to youth up to 21 years of age, described as nonminor dependents.
- AB 1909 (Chapter 849, Statutes of 2012) requires notification of meetings and hearings related to the discipline of a student in foster care to be provided to the holder of educational rights, the social worker, and the attorney for the student.
- AB 2060 (Chapter 176, Statutes of 2012) requires the court to determine the best appropriate educational rights holder for a student when a parent's educational rights have been limited. It also requires the educational surrogate to meet with the student and investigate the educational needs of the student.
- SB 121 (Chapter 571, Statutes of 2012) authorizes an LEA to provide the holder of educational rights with specified information and prohibits a licensed children's institution from requiring that a child be identified as an individual with exceptional needs as a condition of admission or

residency.

- SB 1568 (Chapter 578, Statutes of 2012) mandates that students in foster care be allowed to remain in their school of origin through graduation if their placement in care is terminated while the student is in high school.
- The Federal Uninterrupted Scholars Act (USA) of 2013 allows educational agencies to disclose pupil records, or the personally identifiable information contained in those records, to appropriate child welfare agency representatives engaged in addressing the pupil's educational needs (see 20 USC 1232g; 34 CFR 99.31).
- The Local Control Funding Formula (LCFF) (2013) overhauled the way California's public K-12 schools are funded, including new provisions related to foster youth.
- AB 1432 (Chapter 797, Statutes of 2014) requires the CDE to provide information to all schools, districts, and county offices of education regarding child abuse detection and reporting responsibilities of mandated reporters.
- SB 1023 (Chapter 771, Statutes of 2014) provides funds for services in support of postsecondary education for students in foster care.
- AB 2276 (2014) requires county offices of education and probation departments to develop a joint transition and planning policy to ensure all youth are effectively reintegrated into the district school system.
- AB 220 (Chapter 165, Statutes of 2015) provides that a student completing coursework which meets or exceeds the content standards for Algebra I or Mathematics 1 shall be deemed to have satisfied the graduation requirement.
- AB 224 (Chapter 554, Statutes of 2015) requires the CDE to develop a standardized notice of the educational rights of students in foster care and make the notice available to educational liaisons for dissemination.
- AB 379 (Chapter 772, Statutes of 2015) allows students in foster care to enforce their educational rights through the State's Uniform Complaint Procedure.
- AB 854 (Chapter 781, Statutes of 2015) changes "Foster Youth Services Programs" to "Foster Youth Services Coordinating Programs," aligning its definition with the LCFF definition which includes all students in foster care.
- AB 1166 (Chapter 171, Statutes of 2015) provides that if a district fails to provide timely notice of a student's eligibility determination for AB 167/216, the student is to be declared eligible for the exemption, even if the student is no longer in foster care.
- SB 445 (Chapter 289, Statutes of 2015) revises the definition of a local educational agency, as it pertains to the required appointment of a foster care educational liaison, to include all charter schools.
- The Every Student Succeeds Act (2015) reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's education law. It contains provisions specific to foster youth, including protections related to school stability and transportation, mandatory data reporting, and agency collaboration.
- AB 379 (2015) makes foster youth education rights enforceable through the State's Uniform Complaint Procedure (UCP).
- AB 1432 (2015) requires all school personnel to complete an approved Mandated Reporter Training annually.
- AB 288 (2015) authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for students.
- AB 1962 (2018) changes the definition of "foster youth" for state funding and accountability purposes by adding a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal

court's jurisdiction in accordance with the tribe's law, provided that the child would also meet one of the descriptions in WIC § 300 describing when a child may be adjudged a dependent child of the juvenile court. This change is effective the 2020-2021 fiscal year.

- AB 1974 (Chapter 577, Statutes of 2018) prohibits a public school or school district from taking negative action against a pupil or former pupil in foster care.
- AB 2083 (2018) requires each county to develop and implement a memorandum of understanding, as specified, setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma.
- AB 2657 (2018) prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances, including, but not limited to, for the purpose of coercion, discipline, convenience, or retaliation, and prohibits the use of certain restraint and seclusion techniques.
- AB 1835 (2020) requires each school district, county office of education, and charter school to identify unspent supplemental and concentration grant funds by annually reconciling and reporting to the department its estimated and actual spending of those moneys. Requires unspent funds identified pursuant to these provisions to continue to be expended to increase and improve services for unduplicated pupils and requires each local educational agency to report the amounts of unspent funds identified in its local control and accountability plan.
- SB 860 (2020) requires the plan to also describe how the program will coordinate efforts to ensure, to the extent possible, the completion of the Free Application for Federal Student Aid or the California Dream Act Application for foster youth pupils who are in grade 12 as part of the Foster Youth Services Coordinating Program.

PURPOSE OF THE INTERAGENCY AGREEMENT

The ability of the system to mitigate academic obstacles faced by children and youth in foster care is too often hampered by unclear lines of responsibility and accountability and unshared or incomplete information. For the purposes of this agreement, students in foster care are defined by:

EC 48853.5(a) This section applies to a foster child. "Foster child" means a child who has been removed from his or her home pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code.

EC 42238.01(b) "Foster youth" means any of the following:
A child who is the subject of a petition filed pursuant to Section 300 of the Welfare and Institutions Code, whether or not the child has been removed from his or her home by the juvenile court pursuant to Section 319 or 361 of the Welfare and Institutions Code.

A child who is the subject of a petition filed pursuant to Section 602 of the Welfare and Institutions Code, has been removed from his or her home by the juvenile court pursuant to Section 727 of the Welfare and Institutions Code, and is in foster care as defined by subdivision (d) of Section 727.4 of the Welfare Institutions Code.

A non-minor under the transition jurisdiction of the juvenile court, as described in Section 450 of the Welfare and Institutions Code, who satisfies all of the following criteria:

- He or she has attained 18 years of age while under an order of foster care placement by the juvenile court, and is not more than 21 years of age, on or after January 1, 2014, and as described in Section 10103.5 of the Welfare and Institutions Code.

- He or she is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization that entered into an agreement pursuant to Section 10553.1 of the Welfare and Institutions Code
- He or she is participating in a transitional independent living case plan pursuant to Section 475(8) of the federal Social Security Act (42 U.S.C. Sec. 675), as contained in the federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110-351), as described in Section 11403 of the Welfare and Institutions Code.

A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law, provided that the child would also meet one of the descriptions in Section 300 of the Welfare and Institutions Code describing when a child may be adjudged a dependent child of the juvenile court.

Therefore, the purpose of the Interagency Agreement is to specify the roles and responsibilities of the agreement stakeholders collectively referred to hereafter as "stakeholders" and to establish procedures for the implementation of the law at the local level.

WEB-BASED INFORMATION SHARING

The Foster Youth Services Coordinating Program of the San Diego County Office of Education (FYSCP) retired a secure web-based system, Foster Youth – Student Information System (FY-SIS©) in 2019. FYSCP agreed to provide a new secure web-based information system known as Foster Focus in 2020 to store demographic, health, and education information for youth who are under the jurisdiction of the Superior Court of California, County of San Diego, Juvenile Division (Juvenile Court).
The Sacramento County Office of Education (SCOE) administers the Foster Focus Student System and provides secure, web-based communication between education agencies and placement agencies. Foster Focus allows for the automatic matching of records from district student information systems, the Child Welfare System/Case Management System (CWS-CMS) and CALPADS. This system allows information to be exchanged between schools and districts as students experience school placement changes.
The new Memorandum of Agreement (MOA) was signed and executed between the County of San Diego (County) Health and Human Services Agency, Child Welfare Services (HHSA- CWS) and Department of Probation (Probation), and the San Diego County Superintendent of Schools (SDCSS) in 2020.
The sharing of records and information is consistent with amendments to the Federal Education Records and Privacy Act and the Education Code which allow educational agencies to share a foster youth's education records directly with appropriate child welfare agency representatives who have legal responsibility for the care and protection of the pupil, for purposes of addressing the pupil's educational needs. (See 20 USC 1232(g); 34 CFR 99.31; EC 49076)

WEB-BASED INFORMATION AVAILABLE

School districts benefit from Foster Focus by having access to information that is otherwise difficult to obtain. Schools and districts can identify all students in their school or district who are currently supervised by Juvenile Court, either as a dependent or as a ward. Additional information available includes (but is not limited to): the name and contact information for the child's social worker or probation officer and the person holding educational rights; education records (prior school placements, attendance, grades, etc.). EC 49076; WIC 827(a)(1)(G) & (b); San Diego Superior Court Local Rule. 6.4.16.

AGREEMENTS

The school district of attendance will share educational data from its local student information system to Foster Focus for students under the jurisdiction of the court after a linking agreement is executed between FYSCP and the school district. School districts will pay an initial linking fee of $5,000. The school district will pay a fee of $500 for each additional year thereafter.

SCOE will provide support to linking school districts to securely transfer student information to Foster Focus using a secure server.

Only those individuals authorized to use Foster Focus will be given access to information via an approval from the agency or district representative designated as their Foster Focus administrator. All agencies shall comply with relevant State and Federal law and other applicable local rules which relate to records use, security, confidentiality, privacy, dissemination, and retention/ destruction. This includes (but is not limited to) the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and the California Welfare and Institutions Code. A complete listing of duties and responsibilities may be found in the San Diego County Foster Focus MOA. EC 49076 and WIC 827(b) and WIC 827(a)(1)(G) and San Diego Local Rules 6.6.4.16.

PRIOR AGREEMENTS ARE SUPERSEDED
This agreement supersedes all prior agreements made with respect to Foster Focus and the FOSTER FOCUS© system, with the exception of the San Diego County Foster Focus MOA, which remains in full force and effect.

No agency is required to share student records or information if not permitted by applicable state or federal laws and no agency receiving student records or information under this Agreement may further disclose it unless as permitted by applicable laws.

Relevant to participation in an interagency data information system:

- Each participating agency/district must develop security procedures or devices by which unauthorized personnel cannot access data in the system.
- Each participating agency/district must develop procedures or devices to secure privileged or confidential data from unauthorized disclosure.
- Each school district must comply with the access log requirements of Section 49064.
- The right to access information shall not include the right to add, delete, or alter data without written permission of the agency holding the data; and
- Each agency or district shall not make public or otherwise release information on an individual contained in the database if the information is protected from disclosure or release as to the requesting agency by state or federal law or regulation

C. Description of the Interagency Agreement

FOUNDATION

This is San Diego County's fifth Interagency Agreement. It is based on:

- The first, second, third, and fourth Interagency Agreements (which, as noted in Part 1(B), are superseded by this fifth Interagency Agreement).
- The legal requirements for addressing the academic needs of foster youth.

CHANGES

Following the adoption of the first four Interagency Agreements, the San Diego County Superintendent of Schools/San Diego County Office of Education: Foster Youth & Homeless Education Services conducted workgroups with cross-system stakeholders to solicit review and feedback on how the Agreement was working. Stakeholders indicated changes to reflect a more accurate picture of how specific topics were being put into practice. In addition, the policy and procedure sections from the previous agreement were joined into one section where information is more easily found in one place.

In addition, new legislation has expanded the legal requirements for meeting the academic needs of students in foster care. These additions were incorporated into this Agreement.
The Interagency Agreement is a living document that will continue to develop as the legislation and the systems serving youth continue to evolve. These changes will be reflected by amendments with revisions sent to all.

THE BODY

The Interagency Agreement has four major components as well as appendices for the Reader's Reference.

- Part 1: Overview
- Part 2: Agreement Stakeholders
- Part 3: Terms of Agreement and Signatories
- Part 4: Procedures Listed by Topic

THE APPENDICES

Because the Interagency Agreement represents the intersection of Health and Human Services, Probation and Education, the subcommittee took this opportunity to provide supplemental information that may help each profession gain a better understanding of the others. For example, the glossary has been substantially expanded and includes a few commonly used terms as well as those specifically included in the body. Another major component of the appendices is the inclusion of the California Foster Youth Education Task Force (CAFYETF) California Foster Youth Education Law Fact Sheets that explain key education functions related to foster care.

Forms and sample letters include:

- Modification from prior agreement
- Glossary
- Sample JV-535
- Sample JV-535(A)
- Sample JV-536
- Sample Badges: CWS, Probation, CLSSD & Voices for Children
- Sample Group Home and Foster Home Agreements
- Sample School Emergency Card
- Judicial Checklist re: Education
- Sample Health & Education Passport
- Sample Needs & Services Plan

- Sample Appraisal/Needs & Services Plan for Group Homes
- Foster Care Education Fact Sheets
- School Enrollment / Disenrollment Notice for Foster Youth
- Contact List by Agency
- Subcommittee Contact Information
- AB 1909 Letter
- AB 490 Initial Intake Form
- AB 490 Case Closure Form
- Best Interest Determination Form

All Appendices items can be located at https://drive.google.com/drive/folders/13i5bc5mOPLlvdTsp-Ngc6LQVjsgTZuFr?usp=sharing

IMPLEMENTATION

Training is provided to all stakeholders on an ongoing basis, including implementation of the procedures in the Interagency Agreement. Stakeholders having difficulties with any aspect of the procedures are encouraged to contact the FYSCP office at (858) 298-2060, which will facilitate the communication so that solutions can be explored for incorporation into updates.

FORMAT

The Interagency Agreement will be accessible electronically at:

https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-forms-and-brochures.aspx

PART 2
AGREEMENT STAKEHOLDERS

This Agreement is entered into by the following stakeholders:

Education Agencies:

- SDCOE: Foster Youth Services Coordinating Program (FYSCP)
- San Diego County Local Education Agencies (LEAs)

- SDCOE: Juvenile Court and Community Schools

Placing Agencies:

- County of San Diego Probation Department (Probation)

- County of San Diego Health and Human Services Agency (HHSA) - Child Welfare Services (CWS)

Superior Court of California, County of San Diego (SCCSD)

Children's Legal Services of San Diego, Inc. (CLSSD)

San Diego County Department of the Public Defender (SDPD)

San Diego County Department of the Alternate Public Defender (SDAPD)

Voices for Children - Court Appointed Special Advocates (CASAs)

AGREEMENT PARTICIPANT DESCRIPTIONS

EDUCATION AGENCIES

Foster Youth Services Coordinating Program (FYSCP):

As outlined in AB 854, the Foster Youth Services Coordinating Program has successfully supported the educational achievement of pupils in foster care. This success has contributed to landmark California education finance reform that prioritizes the educational needs of pupils in foster care. The County Office of Education is uniquely situated to support interagency collaboration and capacity building, both at the system and individual pupil level, focused on improving educational outcomes for pupils in foster care.

As a key component to the successful implementation of the local control funding formula (LCFF), the FYSCP should support and facilitate such collaboration and capacity building while preserving the ability to provide direct services when there are identified gaps in services at the local level and the local Executive Advisory Council determines that these services are needed and aligned with local control and accountability plan priorities.

San Diego County Local Education Agencies (LEAs):

An LEA can be a public school district or a body that oversees multiple schools, including primary and secondary public and private schools. The responsibilities of an LEA may include operating the public school system, distributing grant money to school projects, and contracting for educational services.

PLACING AGENCIES

County of San Diego Probation Department (Juvenile Probation):

The Probation Department reports directly to the Juvenile Court on compliance with the Court's orders, provides supervision of the youth on Probation, and provides custodial programming for youth at three locations: Kearny Mesa Juvenile Detention Facility, East Mesa Juvenile Detention Facility, and Urban Camp. Probation provides services to strengthen families and keep families together as well as ongoing efforts to reunify youth with their family following a removal. Probation assesses youth for trauma, mental health, medical, familial, and criminogenic needs. Probation utilizes a wide variety of evidence-based prevention and intervention programs, case planning and case management to assist youth and their families. In conjunction with effective case planning, Probation works collaboratively with local

schools, community-based organizations, Health and Human Services (HHSA), Child Welfare Services (CWS), and Behavioral Health Services (BHS), to provide the most appropriate and pertinent services. Through its Youth Development and Community Support Services (YDCSS) team members and client-centered partnerships, Probation continues to stand in Department values and become innovative through evidence-based and best practices in continuum of care, supervision, accountability, and a restorative practice philosophy within a culture of caring in promoting public safety.

County of San Diego Health and Human Services Agency (HHSA) - Child Welfare Services (CWS):

Child Welfare Services (CWS) is committed to excellence in the delivery of culturally competent, family-centered, and child-focused protective services. CWS investigates reports of suspected child abuse and neglect and intervenes with families who do not meet the minimum community standards of health and safety as required by law. Investigations are conducted in a thorough and professional manner. Family interventions are completed in the least intrusive manner necessary for the protection of the child. In addition to these services, CWS administers the following: Polinsky Children's Center, a 24-hour facility for the temporary emergency shelter of children; San Pasqual Academy, a first-in-the-nation residential education campus for adolescent foster youth; foster care eligibility and licensing; group home placement services for foster youth with emotional and behavioral issues; services to emancipating foster youth; adoptive home assessments and placements; and critical support services to regional operations.

This Agreement is not applicable in situations where there is another placing agency not listed in this definition.

SUPERIOR COURT OF CALIFORNIA IN AND FOR THE COUNTY OF SAN DIEGO (SCCSD):

The San Diego Superior Court serves all of San Diego County as one of the state's 58 trial courts. The court has jurisdiction over criminal cases, traffic and minor offense cases, civil cases, family law cases, probate cases, and juvenile cases, including dependency, juvenile justice, and emancipations.

CHILDREN'S LEGAL SERVICES OF SAN DIEGO, INC. (CLSSD):

Children's Legal Services of San Diego, Inc. (CLSSD) is a non-profit public benefit corporation representing indigent children in San Diego County's juvenile dependency courts, as well as juvenile justice-involved youth.

SAN DIEGO COUNTY OFFICE OF THE PUBLIC DEFENDER:

The San Diego County Office of the Public Defender provides quality legal assistance to individuals charged with a crime in state court who are financially unable to retain private counsel. Juvenile justice matters are handled by three special units within the office.

SAN DIEGO COUNTY DEPARTMENT OF THE ALTERNATE PUBLIC DEFENDER (SDAPD):

The SDAPD represents defendants in cases where the Primary Public Defender has a conflict of interest or is unable to represent the accused for various reasons. For example, it would be a conflict of interest for the same office to represent all defendants charged with the commission of the same crime. As a result, the Board of Supervisors voted to create a second public defender office in 1990.

VOICES FOR CHILDREN – COURT-APPOINTED SPECIAL ADVOCATES (CASAs):

Voices for Children works with key agencies, legal counsel, educational institutions, and community programs to identify and protect the best interests of each child. A court order grants the CASA volunteer access to educational records and to speak with school staff, regardless if they are appointed as the child's educational surrogate. Voices for Children staff members are also privy to this information if a CASA is assigned. CASAs make recommendations to the Court about the permanent placement of a child (or sibling group); follow the child's progress through various placements; facilitate communication with all parties involved in a case; and commit to serve as a CASA for at least 18 months. Voices for Children also employs Case Liaisons who are stationed in each of San Diego's dependency courtrooms. These paid employees triage cases in real time, capture important information about the complexity and severity of each child's case, and find and advocate for services on less urgent cases. Case Liaisons have the same right to information as CASA volunteers.

PART 3
TERMS OF AGREEMENT AND SIGNATORIES

TOBACCO-FREE FACILITY

The San Diego County Office of Education (SDCOE) is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of County Office of Education property.

PERIOD OF AGREEMENT

This agreement will be effective from August 2021 to July 2026. SDCOE: Foster Youth Services Coordinating Program will convene a subcommittee to review the document annually in response to legislative changes and input from member agencies. All of the parties may elect to extend this Agreement for any period beyond five years, pursuant to the amendment requirements described under the "Amendments to this Agreement" section below.

TERMINATION

Prior to the expiration date of this Agreement, a party may terminate this Agreement for convenience at any time by providing written notice of the intent to terminate upon all parties pursuant to the 'Notice' requirement in Part 4 of this Agreement. Upon termination of this Agreement, if a party retains information received under it, any subsequent use, storage, and access to such information will continue to be subject to the terms and conditions of this Agreement.

CONFIDENTIALITY AND INFORMATION SHARING

Release of information and information sharing with and to SDCOE-FYSCP and among signatories of the Agreement is pursuant to EC 49076 (a)(1), WIC 827(a)(1)(G) & (b) and San Diego Superior Court Local Rules, rule 6.6.4.(16).

Any sharing of specific information is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the Uninterrupted Scholars Act of 2014, the Child Abuse Prevention and Treatment Act (CAPTA), and the Health Insurance Portability and Accountability Act (HIPAA). This information will be used solely for meeting the educational needs of foster youth and shall not be shared with others or

used for any other purposes. All such released information is also subject to all applicable federal, state, and local laws, rules, regulations, policies and other applicable court orders regarding confidentiality and privacy.

INDEMNIFICATION

Each party agrees to defend, indemnify and hold harmless the other parties, their directors, officers, agents, volunteers, and employees, from and against any and all claims, demands, damages, loss, and other liability, including but not limited to damages or destruction of property, injuries to or death of persons, and reasonable attorney fees and costs, resulting from or arising out of performance and/or nonperformance of its duties and responsibilities under this Agreement; and any other negligent act or omission of that respective party's directors, officers, agents, volunteers, or employees in connection with the terms and conditions of this Agreement. A party shall have no obligation, however, to defend, indemnify or hold harmless a second party from such a claim, demand, damage, loss, or other liability if it is determined by a court of competent jurisdiction that such was caused by the sole negligence or willful misconduct of that second party. If a claim, demand, damage, loss, or other liability arises out of the concurrent acts or omissions of more than one party, those respective parties are each completely liable to all other parties under the indemnification requirements of this paragraph. Notwithstanding the foregoing language, nothing in this Agreement shall be construed as (1) a waiver of any legal rights to judicial or quasi-judicial immunity that apply to the San Diego Superior Court, its employees, and/or its judicial officers; or (2) a promise to indemnify any party to this Agreement with respect to any actions by the Court, its employees, and its judicial officers that are subject to judicial or quasi-judicial immunity; or (3) limitations on the judicial discretion of the Court's judicial officers.

ENTIRE AGREEMENT

This Agreement represents the entire Agreement and understandings of the parties hereto and, with the exception of the FOSTER FOCUS© MOA referenced in Part 1(B) of this Agreement, no prior writings, or representations of any nature, written or oral, shall be deemed to vary the provisions hereof.

AMENDMENTS TO THIS AGREEMENT

This Agreement may be amended to reflect changes in legislation or policy. Amendments will be sent in writing to a representative of each party to this Agreement. Parties to this Agreement are identified below in the 'Signatories to Agreement' section of Part 4.

GOVERNING LAW

This Agreement will be deemed to have been made in and shall be governed by, construed, interpreted, and enforced in accordance with the laws of the State of California.

COMPLIANCE WITH APPLICABLE LAWS

All responsibilities identified in this Agreement shall be performed in accordance with applicable federal, state, and local laws, rules, regulations, and policies.

NOTICE

All notices, requests, demands and other communications made to parties under this Agreement shall be in writing and delivered personally or sent by United States first class mail, postage prepaid, to the addresses set forth in the “Signatories to Agreement” section below.

NON-ASSIGNMENT

This Agreement shall inure to the benefit of, and be binding upon, the parties hereto. None of the rights, privileges, interests, duties or obligations created by this Agreement are assignable by a party without the prior written consent of all the remaining parties.

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

Digitally signed by Michael Simonson
Date: 2021.09.01 12:15:56 -07'00'

By (Authorized Signature)

Michael Simonson

Name (Type or Print)

Deputy Superintendent CBO

Title

Date

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

By (Authorized Signature)

Name (Type or Print)

Title

Date

SAN DIEGO COUNTY HEALTH & HUMAN SERVICES AGENCY

By (Authorized Signature)

NICK MACCHIONE

Name (Type or Print)

AGENCY DIRECTOR

Title

Date

9/22/21

9/22/21

COUNTY OF SAN DIEGO PROBATION DEPARTMENT

By (Authorized Signature)

Ceasar Escuro

Name (Type or Print)

Interim Chief Probation Officer

Title

10/20/2021

Date

CHILDREN'S LEGAL SERVICES OF SAN DIEGO, INC.

By (Authorized Signature)

Name (Type or Print)

Title

Date

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

SAN DIEGO COUNTY OFFICE OF THE PUBLIC DEFENDER

By (Authorized Signature)

Frank J. Barone

Name (Type or Print)

Asst. Supervising Attorney, Juvenile Justice Division

Title

10/11/2021

Date

SAN DIEGO COUNTY OFFICE OF THE ALTERNATE PUBLIC DEFENDER

Audrey Kyu

By (Authorized Signature)

Audry Kyu

Name (Type or Print)

Deputy Alternate Public Defender

Title

12/15/2021

Date

VOICES FOR CHILDREN

Kelly Capen Douglas

By (Authorized Signature)

Kelly Capen Douglas

Name (Type or Print)

President & CEO

Title

August 30,2021

Date

JCCS

Digitally signed by Michael Simonson
Date: 2021.09.01 12:15:56 -07'00'

By (Authorized Signature)

Michael Simonson

Name (Type or Print)

Deputy Superintendent CBO

Title

9/1/2021

Date

Signatories to Agreement
IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

ELEMENTARY SCHOOL DISTRICTS

ALPINE UNION

By (Authorized Signature)

Name (Type or Print)

Title

Date

BONSALL UNIFIED

By (Authorized Signature)

Dr. Douglas Straine

Name (Type or Print)

Executive Director

Title

Date

CAJON VALLEY UNION

By (Authorized Signature)

Name (Type or Print)

Title

Date

CARDIFF

By (Authorized Signature)

Jill Vinson

Name (Type or Print)

Superintendent

Title

August 30, 2021

Date

CHULA VISTA

By (Authorized Signature)

Name (Type or Print)

Title

Date

DEHESA

By (Authorized Signature)

Bradley Johnson

Name (Type or Print)

Superintendent/CBO

Title

Nov 1, 2021

Date

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

ELEMENTARY SCHOOL DISTRICTS (continued)

DEL MAR UNION

By (Authorized Signature)

Name (Type or Print)

Title

Date

ESCONDIDO UNION ELEMENTARY

Dr. Laura Philyaw

By (Authorized Signature)

Dr. Laura Philyaw

Name (Type or Print)

Dr. Laura Philyaw

Title Title

02/11/2022

Date

ENCINITAS UNION

By (Authorized Signature)

Name (Type or Print)

Title

Date

FALLBROOK UNION ELEMENTARY

By (Authorized Signature)

Leonard Rodriguez

Name (Type or Print)

EXECUTIVE DIRECTOR PUPIL SERVICES

Title

10/7/21

Date

JULIAN UNION ELEMENTARY

By (Authorized Signature)

Brian Duffy

Name (Type or Print)

Superintendent

Title

8-16-21

Date

LA MESA-SPRING VALLEY

By (Authorized Signature)

David Feliciano

Name (Type or Print)

Superintendent

Title

September 10, 2021

Date

Signatories to Agreement
IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

ELEMENTARY SCHOOL DISTRICTS (continued)

LAKESIDE UNION

By (Authorized Signature)

Lisa Davis

Name (Type or Print)

Assistant Superintendent

Title

2-11-22

Date

LEMON GROVE

By (Authorized Signature)

Name (Type or Print)

CBO

Title

9/2/21

Date

NATIONAL

By (Authorized Signature)

Arik Avanesyans

Name (Type or Print)

Assistant Superintendent Business Services

Title

October 28, 2021

Date

RANCHO SANTA FE

By (Authorized Signature)

Donna Tripi

Name (Type or Print)

Superintendent

Title

11/2/2021

Date

SAN PASQUAL UNION

By (Authorized Signature)

Mark Burroughs

Name (Type or Print)

Superintendent/Principal

Title

8-28-21

Date

SAN YSIDRO

By (Authorized Signature)

Marilyn Adrianzen

Name (Type or Print)

Chief Business Official

Title

8/13/21

Date

Board approved 8/12/2021

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

ELEMENTARY SCHOOL DISTRICTS (continued)

SANTEE

By (Authorized Signature)

Tim Larson

Name (Type or Print)

Assistant Superintendent, HR

Title

01/30/2022

Date

SOLANA BEACH

By (Authorized Signature)

Name (Type or Print)

Title

Date

SOUTH BAY UNION

By (Authorized Signature)

Janea Markinez

Name (Type or Print)

Asst Supt Business Services

Title

11/19/2021

Date

SPENCER VALLEY

By (Authorized Signature)

Kelly Baas

Name (Type or Print)

Superintendent

2/9/22

Date

VALLECITOS

Dr. Maritza Koeppen

By (Authorized Signature)

MARITZA KOEPPEN

Name (Tpe or Print)

Superintendent / Principal

Title

8/6/2021

Date

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

HIGH SCHOOL DISTRICTS

ESCONDIDO UNION HIGH

By (Authorized) Signature)

Amanda Phillips

Name (Type or Print)

Assistant Superintendent, Business Services

TitlTitle

08/30/2021

Date

FALLBROOK UNION HIGH

By (Authorized Signature)

Ilsa Garza-Gonzalez

Name (Type or Print)

Superintendent

Title

9/14/2021

Date

GROSSMONT UNION HIGH

Mary Beth Kastran

By (Authorized Signature)

Mary Beth Kastran

Name (Type or Print)

Asst. Superintendent

Title

11/10/2021

JULIAN UNION HIGH

By (Authorized Signature)

Name (Type or Print)

Title

Date

SAN DIEGUITO UNION HIGH

Tina Douglas

By (Authorized Signature)

Tina Douglas

Name (Type or Print)

Associate Superintendent , Business Services

Title

7/6/21

Date

To be ratified by Board of Trustees on August 19, 2021

SWEETWATER UNION HIGH

Dinnah Donato-Palmore

By (Authorized Signature)

Dinnah B. Donato-Palmore

Name (Type or Print)

Counselor

Title

June 30, 2021

Date

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

UNIFIED SCHOOL DISTRICTS

BORREGO SPRINGS UNIFIED

By (Authorized Signature)

Mark Stevens

Name (Type or Print)

Superintendent

Title

11/1/21

Date

CARLSBAD UNIFIED

By (Authorized Signature)

Dr. Ben Churchill

Name (Type or Print)

Superintendent

Title

11-1-2021

Date

CORONADO UNIFIED

By (Authorized Signature)

Daniel Salamanca

Name (Type or Print)

Deputy Superintendent

Title

10/11/2021

Date

MOUNTAIN EMPIRE UNIFIED

By (Authorized Signature)

Patrick Keeley

Name (Type or Print)

Superintendent

Title

9/15/21

Date

OCEANSIDE UNIFIED

By (Authorized Signature)

Julie A. Vitale

Name (Type or Print)

Superintendent

Title

11/8/2021

Date

POWAY UNIFIED

By (Authorized Signature)

Carol A. Osborne

Name (Type or Print)

Assoc. Supt. LSS

Title

8/26/2021

Date

Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused the Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized

UNIFIED SCHOOL DISTRICTS (continued)

RAMONA UNIFIED

Theresa K Grace

By (Authorized Signature)

Theresa Ketchem Grace

Name (Type or Print)

Superintendent

Title

September 2, 2021

Date

SAN DIEGO UNIFIED

By (Authorized Signature)

Name (Type or Print)

Title

Date

SAN MARCOS UNIFIED

By (Authorized Signature)

Michael Taylor

Name (Type or Print)

Asst Supt. of Business Services

Title

7-21-21

Date Board approved: 7-20-21

VALLEY CENTER-PAUMA UNIFIED

By (Authorized Signature)

Ron McCowan

Name (Type or Print)

Superintendent

Title

July 14, 2021

Date

VISTA UNIFIED

By (Authorized Signature)

Name (Type or Print)

Title

Date

WARNER UNIFIED

By (Authorized Signature)

David MacLeod

Name (Type or Print)

Superintendent

Title

Aug. 10, 2021

Date

PART 4
PROCEDURES LISTED BY TOPIC

OVERVIEW

This section of the Interagency Agreement sets forth specific procedures and responsibilities of stakeholders in addressing the educational needs of children in foster care. This section combines two sections from the previous agreement (Policies and Procedures) and outlines the basis in law as well as local agreement.

TOPICS COVERED

The six major components of Part 4 are:

- Educational Rights and District-Appointed Surrogate Parents
- School Placement Choice
- Change in Schools
- Residential Placement
- Records, Lists, Notifications and Monitoring
- Transportation

A. Educational Rights and District-Appointed Surrogate Parents

DEFINITIONS

California law refers to the person who has been given educational rights by the court as an "educational representative" or "educational rights holder" and the person appointed by school districts as a "surrogate parent." However, the federal government refers to the person appointed by the court as a "surrogate parent." In this document the phrase "person holding educational rights" is used when referring to the person appointed by the court and the term "district-appointed surrogate parent" is used when referring to the person appointed by the school district.

ORGANIZATION OF THIS SECTION

The authorities, responsibilities and procedures regarding educational rights are presented first, followed by those relating to district-appointed surrogate parents.

Educational Rights

OVERVIEW

Normally, parents or legal guardians have the right to make educational decisions for their children. This continues to be the case, even after children enter the foster care system, unless the court determines that it is in the best interest of the child to limit the educational rights of the parents and assign

someone else as the responsible person to serve this function. Resource parents/caregivers may or may not be the persons holding educational rights. The court may appoint one or more persons to jointly hold a student's educational rights (please refer to "Procedures re: Educational Rights" section).

PLACING AGENCY RESPONSIBILITIES

Placing agencies will:

1. Identify who holds educational rights at the time of out-of-home placement (and at all subsequent hearings) and state whether it is appropriate for them to retain those rights
2. When appropriate, recommend to the court that educational rights be limited and recommend an alternate rights holder
3. Keep a record of who holds educational rights for a foster youth
4. Inform the person holding educational rights of their role and responsibilities
5. In the event that the person holding educational rights resigns, notify the court so that an alternate can be assigned
6. Notify the caregivers of who holds educational rights and of any change in the educational rights holder
7. Inform the AB 490 School District Foster Care Liaison of who holds educational rights and of any changes in the educational rights holder

CRC 5.651(b)(2); WIC 358.1, 366.1, 727.2

EDUCATIONAL RIGHTS HOLDER RESPONSIBILITIES

The person who holds educational rights represents the child in matters relating to regular and special education. A person holding educational rights has the same educational rights as a parent/legal guardian and should be a strong advocate for the child in all education matters. All decisions made must be based on the best interest of the child. The person holding educational rights is also required to:

1. Meet with the child at least once
2. Consult with those involved in the child's education
3. Review education records
4. Request/provide written consent for all assessments and services
5. Participate in determining whether it is in the child's best interest to attend a school operated by the local school district, be placed in another educational program, or continue in the school of origin when moved to a new placement
6. Comply with laws pertaining to confidentiality of student records
7. Notify the placing agency upon resignation from the child's case
8. With respect to an Individualized Education Program (IEP):
    a. Request an assessment if appropriate, and approve all IEPs
    b. Attend all meetings
    c. Meet with the child at least once in advance of a meeting
    d. Review and revise the plan
    e. Provide written consent to the IEP

    EC 48850 et seq., 56055; GC 7579.5; WIC 16000(c); CRC 5.650(f)

Concerns regarding the roles and responsibilities of a student's educational rights holder should be directed to the youth's assigned case worker or probation officer.

SCCSD (JUVENILE COURT) RESPONSIBILITIES

The SCCSD (Juvenile Court) shall:

- Require that court reports, case plans, assessments and permanency plans address the following:
  - (a) The child's educational entitlements and how those entitlements are being satisfied.
  - (b) Information to assist the court in deciding whether the right of the parent/guardian to make educational decisions should be limited; and
  - (c) Information concerning whether the school has met its obligation to provide educational services to the child.
- Where feasible, provide oversight of placing agencies to ensure the child's educational rights are investigated, reported, and monitored.
- Ensure that each parent/ guardian receives information and available assistance concerning the child's educational entitlements. (Standards of Judicial Administration 5.40(h).)

A. The court may appoint a responsible adult to make educational decisions.	
IF the…..	THEN the court…..
B. court cannot identify a responsible adult, but no IEP is involved or potentially involved	with input from others, will make the educational decisions
C. court cannot identify a responsible adult AND the child is potentially eligible for special education or already has an IEP	will refer the child to the LEA to appoint a district surrogate.
D. child is in a permanent placement formerly called long term foster care	may: • Allow resource parents/caregiver to represent the child without a court appointment. However, current local policy requires the submission of a JV-535 to the court • Determine that any or all of the above may not make educational decisions for the child. CRC 5.651(b)(1)

SDCOE: FYSCP RESPONSIBILITIES

SDCOE: FYSCP will maintain a secure web-based database known as Foster Focus. Utilizing data received from HHSA-CWS, San Diego Juvenile Court, San Diego Probation and all San Diego County School Districts, Foster Focus will collect and store education information for foster youth in the dependency and juvenile justice systems. This includes information about educational representatives on the JV-535 forms received from the Juvenile Court Clerk. FYSCP will maintain the strictest confidentiality of this information and will ensure that only authorized users are allowed access to Foster Focus. FYSCP will ensure that all schools and school districts have access to this information in order to identify the educational rights holder by emailing an encrypted or password-protected copy of the JV-535 after it is uploaded to Foster Focus.

EDUCATIONAL RIGHTS HOLDER PROGRAM (ERHP)

This program is an agreement between the Children's Legal Services of San Diego, Inc. (CLSSD), HHSA-CWS, San Diego County Superintendent of Schools, FYSCP, San Diego Volunteer Lawyer Program, Inc. (SDVLP), University of San Diego – Education and Disability Clinic (USD-EDC), and University of San Diego -- Children's Advocacy Institute (USD-CAI) & Advocates for Children and Education (USD-ACE). The ERHP intends to eliminate delays in meeting the educational rights of foster youth by training and providing student volunteers from USD to serve as Educational Rights Holders (ERHs) on a short-term basis until a permanent ERH can be appointed. In appropriate cases and considered on a case-by-case basis, a volunteer from ERHP can serve as a temporary ERH until educational rights are transferred to another individual who can serve as a permanent ERH or educational rights are transferred back to the parent(s), guardian(s), or Indian custodian(s) of the student in foster care.

LOCATION OF INFORMATION

Sources for identifying who holds educational rights are the:

- FOSTER FOCUS©
- Health and Education Passport (See Appendix E3)
- Placing Agency
- Minor's counsel

DURATION OF APPOINTMENT

If a person is assigned to hold educational rights, the assignment lasts until:

- The youth reaches age 18
- A non-minor dependent chooses to have another adult appointed while in extended foster care
- Another adult is appointed instead
- The educational rights of the parent, guardian or Indian custodian are restored
- A successor guardian or conservator is appointed
- The person resigns

WIC 361, 726; GC 7579.5; CRC 5.650.

Procedures Re: Educational Rights

Step 1: PETITION THE COURT

The following entities may petition the court to limit the educational rights of the parents. The table below sets forth the process.

Who can petition the court?	• The placing agency • The child's attorney **Note:** Others with concerns re: the person holding educational rights should contact the placing agency.

How?	• Complete the Order Designating Educational Rights Holder (Form JV-535) and Attachment to Order Designating Educational Rights Holder (Form JV-535(A)). See Appendix B1. • Be prepared to recommend a responsible adult to serve as the ERH.
When?	At any stage in the case, or an ex parte or special hearing may be requested.

STEP 2: THE COURT DECIDES

After hearing evidence, the court may limit the educational rights of the mother, father, guardian, Indian custodian, or anyone holding educational rights.

If the court has limited the educational rights of the parents, guardian, or Indian custodian, there are four possible outcomes which are listed in the table below:

E. The court may appoint a responsible adult to make educational decisions.	
IF the…..	THEN the court…..
F. court cannot identify a responsible adult, but no IEP is involved or potentially involved	with input from others, will make the educational decisions.
G. court cannot identify a responsible adult AND the child is potentially eligible for special education or already has an IEP	will refer the child to the LEA to appoint a district surrogate.
H. child is in a another planned permanent living arrangement (APPLA, formerly called long term foster care)	may allow resource parents/caregiver to represent the child without a court appointment (however, current local policy requires the submission of a JV-535 to the court)

STEP 3: CHOICE OF APPOINTMENT

The first choice for appointment of a person to hold educational rights is the child's Substitute Care Provider (includes relative, non-related extended family member, foster parent, or resource parent/caregiver).

If none of the above is feasible, the next choice is another involved adult such as:

1. A relative who is not a current caregiver
2. A non-related extended family member who is not a current caregiver
3. A CASA volunteer
4. A mentor to the child
5. Another adult known to the child

PERSONS NOT APPROPRIATE FOR APPOINTMENT DUE TO A CONFLICT OF INTEREST

1. Licensed Care Institution (LCI) staff
2. Placing agency staff
3. The child's attorney

STEP 4: TRANSFER OF DOCUMENTS

The following documents are transferred when the educational rights holder changes:

Task	Action
1.	The juvenile court clerk emails the JV-535 and JV 535(A) Forms (Appendix B1) to: a. the FYSCP Designee
2.	The FYSCP Designee: a. enters the information into Foster Focus© b. sends an encrypted email with the JV-535 Form to the AB 490 School District Foster Care Liaison and Regional FYSCP Liaison to share with the Placing Agency HEP OA.
3.	The AB 490 School District Foster Care Liaison sends the JV-535 Form to the designated school personnel.
Note: The minor's attorney is notified of the change in educational rights holder via the court minute order or at the next court hearing.	

STEP 5: COMMUNICATION

The school provides the following to the person holding educational rights and the CASA, if one is assigned, regardless of whether the CASA is assigned educational rights. The CASA's court order gives the CASA the right to receive information related to a child's education, regardless of whether the CASA is assigned to hold educational rights, including:

- Copies of progress reports, report cards, transcripts, and any other pertinent school records, including disciplinary reports.
- Inclusion in:
  - all meetings pertaining to special education and general education programs
  - review of and consent to the recommendations of the IEP team
  - the determination of whether it is in the child's best interest to attend a school operated by the local school district, be placed in another educational program, or continue in the school of origin when moved to a new placement
- Notification of:
  - all meetings, including but not limited to parent-teacher conferences, student study team meetings, IEP and Student Attendance Review Board (SARB) meetings
  - disciplinary actions, including suspensions and expulsions
  - attendance issues

District-Appointed Surrogate Parents

OVERVIEW

There are times when the court limits the educational rights of the parents, guardian, or Indian custodian but:

- No substitute has been appointed as the responsible person, or
- No parent, guardian, or Indian custodian can be identified, or
- No parent, guardian, or Indian custodian can be located.

If this situation exists for a child who has an IEP or is referred for an IEP assessment, the court will ask the LEA to appoint a district surrogate parent.

LOCATION OF INFORMATION

Sources for locating the identity of the district-appointed surrogate parent, if applicable, are the:

- Health and Education Passport (Appendix E3)
- Foster Focus©
- Placing Agency
- AB 490 School District Foster Care Liaison (a current list of AB 490 School District Foster Care Liaisons can be found on the FYSCP website at: https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-programs-services.aspx)

DURATION OF APPOINTMENT

The duration of appointment as a district surrogate parent is the same as for a person assigned to hold educational rights, except when the child moves to a different school district. At that time, a new surrogate would have to be appointed by the district serving the child.

RESPONSIBILITIES

The district-appointed surrogate parent shall:

- Represent the child in matters relating to regular and special education. A person holding educational rights has the same educational rights as a parent/legal guardian and should be a strong advocate for the child in all education matters. All decisions must be based on the best interest of the youth.
- Meet with the child at least once
- Consult with those involved in the child's education
- Review education records
- Request and provide written consent for all assessments and services
- Participate in determining whether it is in the child's best interest to attend a school operated by the local school district, be placed in another educational program, or continue in the school of origin when moved to a new placement

- Comply with laws pertaining to confidentiality of student records
- Notify the placing agency upon resignation from the child's case
- With respect to an Individualized Education Program (IEP):
    - request an assessment if appropriate, and approve all IEPs
    - attend all meetings
    - meet with the child at least once in advance of a meeting
    - review and revise the plan
    - provide written consent to the IEP

EC 48850 et seq.; GC 7579.5; WIC 16000(c); CRC 5.650(f)

Procedures Re: District-Appointed Surrogate Parents

STEP 1: COURT DETERMINES NEED FOR DISTRICT-APPOINTED SURROGATE

As indicated in Step 2 under "Procedures Re: Educational Rights," the court will determine the legal need for a district-appointed surrogate parent under the following circumstances:

- The court has limited the educational rights of the parent(s), guardian, or Indian custodian, AND
- The court cannot identify a responsible adult to hold educational rights, AND
- The child is potentially eligible for special education or already has an IEP

STEP 2: REFERRAL TO LEA

Once the need for a district-appointed surrogate parent is determined, the court will refer the matter to the LEA. The JV-535 is the form the court uses to notify the LEA of the need to appoint a surrogate. (For JV-535 see Appendix B1.)

STEP 3: INITIAL TRANSFER OF DOCUMENTS

Once the court has limited educational rights, the same process for transferring documents is followed as described in Step 4 under "Procedures Re: Educational Rights." There are two additional document transfers as well:

1. Along with the JV-535 Form, the court clerk emails the Local Education Agency Response to JV-535—Appointment of Surrogate Parent (Form JV-536) to the FYSCP designee who emails the appropriate AB 490 School District Foster Care Liaison. (For JV-536 see Appendix B2.)

2. The AB 490 School District Foster Care Liaison provides both the JV-535 and the JV-536 Forms to the designated school personnel at the child's current school and/or the special education director and/or school site personnel.

STEP 4: LEA APPOINTS DISTRICT SURROGATE

Upon receipt of the referral from the court, the LEA promptly appoints a district surrogate parent for the child. Selection criteria are as follows:

- The person is NOT an employee of any agency that is involved in the education or care of the child.
- The person has no interests that conflict with the interests of the child.
- The person has knowledge and skills that ensure adequate representation of the child.
- The person may be an employee of a nonpublic agency that provides only non-educational care for the child as long as the person also meets the other selection criteria.

The preferred choices for appointment of a person to serve as district surrogate parent are the same as for appointment of an educational rights holder. These are:

1. the child's caregiver (includes relative, NREFM or resource parent/caregiver)
2. a Court-Appointed Special Advocate (CASA)

STEP 5: NEXT TRANSFER OF DOCUMENTS

The LEA completes the JV-536 Form and returns it to the court clerk within 21 calendar days of the appointment of a district surrogate parent. The court clerk emails the data to the FYSCP designee, who enters it into FOSTER FOCUS© and forwards a copy of the JV-536 Form to the placing agency.

STEP 6: CHANGE IN DISTRICT SURROGATE

If the appointed surrogate resigns or is terminated or replaced, the LEA notifies the court's clerk via the JV-536 Form. Again, the LEA must complete and submit the JV-536 Form to the court within five business days of the appointment, termination, or replacement of the district-appointed surrogate parent, or within 30 days of receipt if no surrogate is appointed. The court clerk notifies the FYSCP designee, who enters the data into FOSTER FOCUS© and forwards a copy of the JV-536 Form to the placing agency. If the court cannot identify a responsible adult to make educational decisions for the child, the appointment of a district surrogate parent as defined in EC 56050(a) is not warranted, and there is no resource parent/caregiver to exercise the authority granted by EC 56055, the court may, with the input of any interested person, make educational decisions for the child.

B. School Placement Choice

OVERVIEW

At the initial detention, placement, or any subsequent change in placement of a foster child, the local educational agency serving the foster child shall allow the foster child to continue attending the school of origin for the duration of the jurisdiction of the court. The first key decision is whether the child will remain in the same school. The federal Fostering Connections legislation states that the child's case plan must contain both of the following:

- An assurance that the placement takes into account the appropriateness of the current

educational setting and the proximity to the school in which the child is enrolled at the time of placement.

- An assurance that the placement agency has coordinated with the person holding the right to make educational decisions for the child and appropriate local educational agencies to ensure that the child remains in the school in which the child is enrolled at the time of placement or, if remaining in that school is not in the best interests of the child, assurances by the placement agency and the local educational agency to provide immediate and appropriate enrollment in a new school and to provide all of the child's educational records to the new school. WIC 16501.1(g)(8).

A foster child who remains in the school of origin pursuant to EC 48853.5(f) and (g) complies with the residency requirements for school attendance in the school district operating the school of origin.

School stability is critical for academic achievement. Studies show students who switch schools score lower on standardized tests, take four to six months to recover academically and, if moved during high school, are much less likely to graduate. Therefore, the law allows the child to remain in the school of origin if the child, the person holding educational rights and the AB 490 School District Foster Care Liaison all determine that remaining in the school of origin is in the best interest of the child. The factors to consider in assessing whether the child should remain in the school of origin are listed in step three of this section.

Other guiding principles for decisions regarding school placement are:

- School placement must be based on the best interests of the youth.
- Placement in a regular public school where the youth would otherwise attend must be the first option considered.
- The youth must be in the least restrictive educational environment.

RESPONSIBILITIES

All agencies are responsible for working together to ensure that all educational and school placements for foster youth are made so that:

- The child is in the least restrictive educational program.
- The child has access to academic resources, services and extracurricular and enrichment activities that are available to all students.
- Preference is given to a regular public-school placement unless certain conditions outlined in an IEP or expulsion order exist.
- All placement decisions are in the best interest of the child and shall consider, among other factors, educational stability, and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
- The AB 490 School District Foster Care Liaison, in consultation with, and with the agreement of, the foster child and the educational rights holder for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be enrolled in a public school in the attendance area where the foster child resides. EC 48853.5(f)(6).

The AB 490 School District Foster Care Liaisons of the school district of origin and school district of attendance, if different, are responsible for participating in the best interest decision process.

San Diego County Office of Education FYSCP will notify each Short-Term Residential Therapeutic

Program (STRTP) of whom to contact (the AB 490 School District Foster Care Liaison) regarding students in their placement. SDCOE will also provide information to placing agencies about education options for children residing in LCIs, along with an appropriate contact person. EC 48850(b).

Local Education Agencies (LEAs) will:

- consider a comprehensive public school in the area where the pupil is residing and would otherwise attend as the first school placement option and allow the child to remain in the school of origin, if in their best interest:
    - for the duration of the court's jurisdiction,
    - through the end of the school year if the court's jurisdiction is terminated and the student is in grades K-8,
    - through high school graduation if the court's jurisdiction is terminated and the student is in grades 9-12. EC 48853.5(f).
- place the child in the least restrictive environment, to be handled by the AB 490 School District Foster Care Liaison, in conjunction with the school. EC 48853(h).
- ensure immediate enrollment and appropriate educational placement without delay, to be handled by the AB 490 School District Foster Care Liaison, via the school registrar or designee. EC 48853.5(f)(8)(B).

Note: School placement decisions for students receiving special education are made by the IEP and the District or SELPA in which the foster youth's home, group home or STRTP is located. That District or SELPA is responsible for convening these meetings and providing FAPE, absent another placing agency. EC 56167.

A Short-Term Residential Therapeutic Program (STRTP) shall not require as a condition of placement that it (the STRTP itself) provide the education through a nonpublic school that is owned, operated, or associated with the STRTP. EC 56366.9.

Placing agencies will:

- include in case plans an assurance that the child's foster care placement takes into account proximity to the school in which the child is enrolled at the time of the placement as well as a summary of health and education records.
- include in case plans specified information about the child such as names and addresses of the child's education providers, grade level performance, school record and other relevant education information. WIC 16010(a), 16501.1(g)(8).
- notify school personnel and AB 490 School District Foster Care Liaison at the time of a placement change and work together to determine whether the child can and should remain at the school of origin for purposes of educational stability and the child's best interest.
- ensure that information in the student information system and Emergency Card is up to date and inform school personnel when the student has reunified or is otherwise changing home placement.

Resource Parents/Caregivers will:

- comply with the provisions of law as designated by the placing agency.
- support the education of the foster youth by ensuring that:

    - Youth who wish to remain in the school of origin under EC 48853.5 receive the

opportunity to do so provided that it is in their best interest.

- If youth are reluctant to attend school, the placing agency and schools will be notified immediately.
- All youth are immediately taken to school for enrollment and the student information system has all necessary contacts and phone numbers for the caregiver as well as any restrictions imposed by the placing agency or the Juvenile Court.
- If youth remain in the school of origin, student information will be updated in the student information system and emergency cards.
- Attendance at school-related activities is facilitated and encouraged.
- A comprehensive public school is considered as the first school placement option.
- All youth receive assistance in the development and achievement of academic goals, including receiving credit for full or partial coursework.
- All youth receive assistance in the preparation and completion of homework.
- Eligible youth are referred for tutoring, special education services and advanced academic placement services, as necessary and appropriate.
- A care provider attends school conferences regarding the foster child.
- All youth have a needs-and-services plan, and the youth's health and education summary are maintained.
- Communication is maintained with the educational rights holder when this person is not the caregiver.

Remaining in School of Origin - Considerations

STEP 1: YOUTH WILL CHANGE RESIDENCES

When the placing agency becomes aware that a youth will change residences, the placing agency or its designee must notify the school and the AB 490 School District Foster Care Liaison of both the current school and the school district in which the youth will live. If the school of origin and the school of residency differ, the youth has the right to remain in the school of origin for as long as the court has jurisdiction over the child's placement, including matriculation between grades within established feeder patterns, provided that it is in the youth's best interest. The youth also has the right to attend school where the youth is living, and a best interest determination should be made.

If court jurisdiction ends during the course of a school year, the student retains the right to remain in the school of origin until the end of the school year. If jurisdiction ends while the student is in high school, the student retains the right to remain in the school of origin through graduation. EC 48853.5(f).

Within one court day of determining that a proposed placement or placement change would result in a school change, the social worker or probation officer must notify the court, the child's attorney, and the educational rights holder or surrogate parent. CRC 5.651(e)(1)(A).

- Children awaiting foster care placement cease to be entitled to protections under the McKinney Vento Homeless Assistance Act on December 10, 2016. However, children in emergency homeless shelters are still covered under the McKinney Vento Act.

STEP 2: CONSULT WITH PERSON HOLDING EDUCATIONAL RIGHTS & YOUTH

The AB 490 School District Foster Care Liaison contacts the person holding educational rights and the youth to see if they agree about school placement. The AB 490 School District Foster Care Liaison will,

whenever possible, comply with the wishes of the youth and the person holding educational rights in terms of which school placement is in the best interest of the youth. If there is not agreement, the AB 490 School District Foster Care Liaison notifies the placing agency of the decision. Note: The role of the AB 490 School District Foster Care Liaison is advisory. EC 48853.5(e) specifically states:

"(e) This section does not grant authority to the educational liaison that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible adult appointed by the court to represent the child pursuant to Section 361 or 726 of the Welfare and Institutions Code, a surrogate parent, or a foster parent exercising the authority granted under Section 56055. The role of the educational liaison is advisory with respect to placement decisions and determination of the school of origin."

When a request is made for a student to attend a school that is neither the school of residency nor the school of origin, the AB 490 School District Foster Care Liaison will work with the placing agency and the person holding educational rights to follow the procedures for intra or inter district transfers.

STEP 3: EVALUATE BEST INTEREST OF YOUTH

The youth, the person holding educational rights, the AB 490 School District Foster Care Liaison, the placing agency, and the Substitute Care Provider (as appropriate) should consider the following factors in evaluating what is in the best interest of the youth:

	Remaining in the Same School (School of Origin) Considerations		Transferring to a New School Considerations
	Continuity of Instruction		
	The child is best served at the same school due to prior history.		The child is best served at a different school due to his or her future.
	Age and Grade Placement of the Child		
	Maintaining friends and contacts with peers is critical to the child's meaningful school experience and participation.		Maintaining friends and contacts with peers is not critical to the child's meaningful school experience and participation.
	The child has been in this environment for an extended period of time.		The child has attended the school of origin for only a brief time.
	Academic Strength		
	The child's academic performance is weak, and the child would fall further behind if transferred to another school.		The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.
	Social and Emotional State		
	The child is suffering from the effects of mobility, has developed strong ties to the current school, does not want to leave, or is involved in school related or extracurricular activities.		The child seems to be coping adequately with mobility, does not feel strong ties to the current school, does not mind transferring to another school, or is not involved in school-related or extracurricular activities.
	Distance of the Commute and Impact on the Child's Education and/or Special Needs		
	The advantage of remaining in the school of origin outweighs any potential disadvantages presented by the length of the commute.		A shorter commute may help the child's concentration, attitude, or readiness for school. The new school can meet all of the educational and special needs of the child.
	Personal Safety of the Child		

	The school of origin has advantages for the safety of the child.		The new school has advantages for the safety of the child.
Child's Need for Special Instruction			
	The child's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.		The child's need for special instruction, such as Section 504 or special education and related services, can be met better at the new school.
Length of Anticipated Stay in a Placement			
	The child's current living situation is outside the school of origin attendance area, but the living situation or location continues to be uncertain. The child will benefit from the continuity of remaining in the school of origin.		The child's current living situation appears to be stable and unlikely to change suddenly. The child will benefit from developing relationships with school peers who live in the community.
School Academic Performance/Progress			
	The child is connected (academically or socially) to the school of origin, and this connection outweighs transferring to a new school that can provide more academic supportive services and greater opportunities.		The new school can provide more academic support services and greater opportunities than the school of origin.

STEP 4: DISPUTE RESOLUTION PROCEDURE

If agreement among the AB 490 School District Foster Care Liaison, the person holding educational rights and the youth cannot be reached, the AB 490 School District Foster Care Liaison is responsible for informing the person holding educational rights and the youth of the district's enrollment dispute procedures in writing. See EC 48853.5(f)(9).

Effective January 1, 2016, these protections are included in the Uniform Complaint Process afforded to all students.

STEP 5: PLACEMENT DURING DISPUTE

If any dispute arises as to the placement of a pupil, the pupil has the right to remain in the school of origin pending resolution of the dispute. EC 48853(d), 48853.5(f)(9).

EXCEPTIONS TO STEP 5

Foster children living in emergency shelter homes may receive educational services at the emergency shelter as necessary for short periods of time for either of the following reasons:

- For health and safety emergencies
- To provide temporary, special, and supplementary services to meet the child's unique needs if agreed by the educational rights holder that it is in the child's best interest to attend the shelter school.

STEP 6: SPECIFIC SCHOOL CHOICE

A student in foster care must attend programs operated by the school district in which the child lives unless the child remains in the school of origin, the child has an IEP requiring a different educational placement, or the educational rights holder determines it is in the child's best interest to attend a different educational program. Before placing a child in a county office of education juvenile court setting, the educational rights holder must consider placement in the regular public school. EC 48853(a)(c).

C. Change in Schools

OVERVIEW

This section covers the procedures to follow once the decision has been made to transfer a student from one school to another. Whether or not a change of schools is in the best interest of the child is covered in the section of this Agreement titled "School Placement Choice."

Due to changes in placements, students are subject to frequent changes in schools. The goals of the Interagency Agreement with respect to a change in schools are to:

- Expedite enrollment
- Transfer complete records within two days
- Ensure transfer of credits
- Ensure that the child is placed in the most appropriate setting
- Minimize absences from school

RESPONSIBILITIES

Shared by LEAs and Placing Agencies:

The timely (two-day) transfer of a student and the student's records from one school to another is the responsibility of both the local education agency (LEA) and the placing agency. This includes all appropriate enrollment and disenrollment documentation. On behalf of the LEA, this responsibility will be handled by the school registrar or designee. EC 49069.5(b).

The LEA and placing agency representatives shall each monitor a placement in a nonpublic school (NPS). Placing agency concerns about the education provided at a NPS should be communicated to the LEA via the AB 490 School District Foster Care Liaison. EC 48856.

Shared by Resource Parents/Caregivers and Placing Agencies: Resource parents/caregivers and placing agencies are responsible for maintaining accurate and updated records regarding the youth's health and education. WIC 16010(a).

Placing agencies, via resource parents/caregivers, are responsible for notifying the school when a child is absent due to a placement change, attendance at a court hearing or other court-related activity so that grades are not lowered as a result. EC 48852, 49069.5(h), GC 7579.1.

When a child is disabled and identified as eligible for special education under the Individuals with Disabilities Education Act, the following responsibilities are specific to Special Education Local Plan Areas (SELPAs):

The SELPA that serves the geographic area where the student resides (including children placed in Short-Term Residential Therapeutic Programs and foster family homes) is responsible for providing special education services. Typically, these services are provided by the district in which the foster family home, group home, or STRTP is located. The County Office is responsible for ensuring each SELPA has a plan in place. EC 56156.4. This is the case even when children exercise their right to remain in the school of origin which may be in another SELPA. If that is the case, both SELPAs should coordinate to ensure the student is being appropriately served in the least restrictive environment by the responsible agency.

Charter schools are also responsible for compliance with the IDEA, although they may have different levels of responsibility depending on whether the charter school is a member of the SELPA or operating as a school of the district that authorized it. If a charter is a participating member of a SELPA, it must provide special education services. See Wells v. One2One Learning Foundation (2006) 39 Cal. 4th 1164. In addition, if a charter school receives federal funding under the IDEA, it must comply with all code sections under AB 490. The CDE Charter School Locator can be found here:

https://www.cde.ca.gov/ds/si/cs/

Each SELPA must describe a process for evaluating NPS placements, including whether the student is making progress, and must ensure that the NPS is meeting all of the requirements of an IEP. EC 56205(c).

Each SELPA will provide the placing agencies with information about the availability of appropriate public or nonpublic special education programs in the area where the youth's foster home, group home or STRTP is located. On behalf of the SELPA, this responsibility will be handled by the San Diego County Office of Education, Foster Youth Services Coordinating Program.

> "Prior to placing a disabled child or a child suspected of being disabled in a residential facility, outside the child's home, a court, regional center for the developmentally disabled, or public agency other than an educational agency, shall notify the administrator of the special education local plan area in which the residential facility is located. The administrator of the special education local plan area shall provide the court or other placing agency with information about the availability of an appropriate public or nonpublic, nonsectarian special education program in the special education local plan area where the residential facility is located." GC 7579(a).

The SELPA must first consider services in public education agencies for children with disabilities who reside in LCIs and foster homes. Only if these programs are not appropriate can nonpublic services be utilized. EC 56157(a). Generally, the agency making the NPS placement remains responsible to determine the NPS's ongoing appropriateness and the student's need for such a restrictive environment.

Specific to LEAs:

Students shall attend programs operated by the LEA where the STRTP or foster home is located unless the child remains in the school of origin, the child has an IEP requiring a different educational placement, or the educational rights holder determines it is in the child's best interest to attend a different educational program. Before placing a child in a juvenile court school, community school, or other alternative school setting, the educational rights holder must consider placement in the regular public school. EC 48853(a)-(c).

*Please note that placement decisions for students in special education are made by the IEP team,

which requires consent by the educational rights holder.

A child who changes schools has the right to be enrolled in the new school immediately, even if there are outstanding fees, fines, textbooks, or other items due to a school or if the child does not have the clothing or records normally required for enrollment. EC 48853.5(f)(8)(B).

LEAs must award all students credit for full or partial coursework satisfactorily completed at a public school, juvenile court school, or nonpublic, nonsectarian school or agency. EC 48645.5.

A child's grades may not be lowered due to absences caused by a change in placement, a court appearance, or a court-ordered activity. EC 49069.5(g)-(h).

For students identified as eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), the LEA shall appoint a district surrogate parent for a foster youth if requested by the juvenile court. If the court is unable to locate a responsible adult for the child, including via the Educational Rights Holder Program referenced on page (31) of this Agreement, and the child has either been referred to the LEA for special education or has an IEP, the court must refer the child to the LEA for appointment of a surrogate parent. WIC 361(a), 726(c); GC 7579.5-.6; CRC 5.650(d).

A surrogate parent makes decisions related to special education evaluation, eligibility, planning, and services. GC 7579.5(c). The LEA must make reasonable efforts to appoint a surrogate parent within 30 days after a determination that the child needs a surrogate parent. GC 7579.5(a). The LEA must select a relative caretaker, foster parent, or CASA if one is willing and able to serve. GC 7579.5(b). The LEA must use court form JV-536 to tell the court about appointments and changes. CRC 5.650(d).

When a child who has an IEP is transferred from one district to another within the state, the new school district shall provide a free appropriate public education (FAPE) without delay, including services comparable to the existing IEP, for the initial 30 days of enrollment. After 30 days, the district should convene an IEP meeting to adopt the previous IEP or present a new offer of FAPE for the parents or educational rights holder's consent. EC 56325; see also 5 CCR 3024.

FAPE refers to the provision of individualized special education and related services provided at public expense. 20 USC 1401(9); 34 CFR
300.17; EC 56000.

Four factors should be considered to determine whether a placement represents the least restrictive environment (LRE):

- Academic benefits of placement in regular education.
- Non-academic benefits of placement in regular education.
- Negative effects that the student's presence may have on the regular education environment and other pupils in it; and
- Cost of educating the student in a mainstream environment.

Sacramento City Unified Sch. Dist. v. Rachel H., 14 F.3d 1398, 1400-1401 (9th Cir. 1994).

School Districts/SELPAs/County Offices of Education shall first consider placement and services available in public schools – regardless of whether the child is placed with a relative, foster parent, or group home/licensed children's institution (LCI). Foster youth with special needs may be placed in an NPS only if the district/SELPA does not have a public program that can meet the child's needs. EC 56157(a).

When a child is placed in an STRTP with an on-grounds NPS, the child may attend the on-grounds school only if the IEP team has determined that there is no appropriate public program in the community (e.g., resource specialist program, special day class, etc.) and the on-grounds program is appropriate and can implement the child's IEP. 2 CCR 60510(c)(2). The placing agency typically retains responsibility to monitor the student's progress and ensure placement in the NPS continues to meet LRE requirements.

LEAs will provide access to school records to both placing agencies and dependency attorneys. CASAs will have a court order authorizing access to educational records. The County placing agency (social workers and probation officers) is authorized to access the child's school records—without parental consent or a court order—to help with school transfer and enrollment, compile the child's education summary, and conduct case management. EC 49076(a)(1)(K). The child's dependency attorney shall have access to all records regarding the child which are maintained by the LEA. WIC 317(f).

Specific to LEAs/AB 490 School District Foster Care Liaison:

Each school district and county office of education must designate an AB 490 School District Foster Care Liaison, whose duties are and may be fulfilled by a designee:

- To ensure proper educational placement, school enrollment and checkout from school.
- To assist with the transfer of grades, credits, and records when there is a school change.

EC 48853.5 (c)(1)(2).

A student in foster care must attend programs operated by the LEA unless the child remains in the school of origin, the child has an IEP requiring a different educational placement, or the educational rights holder determines it is in the child's best interest to attend a different educational program. Before placing a child in a juvenile court school, community school, or other alternative school setting, the educational rights holder must consider placement in the regular public school. EC 48853(a)-(c).

A child who changes schools has the right to be enrolled in the new school immediately, even if there are outstanding fees, fines, textbooks, or other items due to a school or if the child does not have the clothing or records normally required for enrollment. EC 48853.5(f)(8)(B).

Within two business days of receiving a request for enrollment, the new school's AB 490 School District Foster Care Liaison (or designee) must contact the school last attended to obtain all of the child's records. EC 48853.5(f)(8)(C).

Within two business days of receiving a transfer request, the current school district must transfer the child out and deliver the child's records to the new school. The records must include a determination of seat time, full or partial credits earned, classes and grades, immunization records, and, if applicable, special education or Section 504 records. EC 49069.5(d)-(e). All records must be provided regardless of any fees, fines, textbooks, or other items or money owed to the school last attended. EC 48853.5(f)(8)(C).

Specific to Placing Agencies:

As soon as the social worker or probation officer becomes aware of the need to transfer a child to a new school, s/he must notify the AB 490 School District Foster Care Liaison and the school site of the child's last expected day of attendance and request that the child be transferred out. EC § 49069.5(c); see WIC 16501.1(g)(8)(B). Social workers and probation officers may access the child's school records—without parental consent or a court order—to help with school transfer and enrollment, compile the child's education summary, and conduct case management. EC 49076(a)(1).

The placing agency will assist the caregiver in compiling the information needed for enrollment. The placing agency must make certain that arrangements for, and monitoring of the child's educational progress while in placement are undertaken. CDSS Manual of Policies and Procedures (hereinafter MPP) 31-405.25.

Specific to Resource Parents/Caregivers:

Resource parents/caregivers will interact with other agencies to communicate with educational representatives, including, but not limited to, the placing agency, the LEA, teachers and teaching assistants, and the AB 490 School District Foster Care Liaison.

Resource parents/caregivers will notify the school when a youth must miss school due to court appearance, placement changes or court-ordered activities.

The STRTP will notify the school district and SELPA about children who may qualify for special education. EC 56156(c).

Resource parents/caregivers will maintain health and education records while a child is in their care, keep the placing agency informed as to updates and changes, and provide all updated health and education records to the placing agency upon change of placement. WIC 16010(e).

Resource parents/caregivers shall enroll the student in school and sign forms where the signature of the parent/guardian is requested. They are responsible for compiling the information needed for enrollment, with assistance from the placing agency. A STRTP must ensure that each child has a needs and services plan that identifies the child's educational needs and information about services to meet those needs. 22 CCR 84068.2(b)(2). A STRTP also must ensure each child's attendance at an educational program in accordance with state law. 22 CCR 84079(a)(4).

Specific to Superior Court of California, County of San Diego (Juvenile Court), Attorneys and Court-Appointed Special Advocates (CASAs):

With respect to special education, the court shall:

- See that children who come before the court and are suspected of having exceptional needs or other educational disabilities are referred for assessment. Standards of Judicial Administration 5.40(h).
- Make efforts to ensure that special education services and accommodations are provided when there are placement changes. Standards of Judicial Administration 5.40(h). The child's attorney must discuss any proposed school change with the child and the child's educational rights holder, as appropriate, and may request a hearing on the proposed change. The educational rights holder also may request a hearing. CRC 5.651(e)(2). If the court sets a hearing, the social worker or probation officer must provide a report on the proposed change within two court days, and the hearing must be held within five court days. Pending the hearing, the child has a right to remain in the current school. CRC 5.651(e)(2)-(4).
- Facilitate coordination of services by joining the LEA when it appears that an educational agency has failed to fulfill its legal obligations to provide special education to a child who has been identified as having exceptional needs or educational disabilities. Standards of Judicial Administration 5.40(h).

Procedures for Checking Youth Out of School

STEP 1: RETURN PROPERTY

As soon as the student's checkout date is known, the placing agency via the resource parent/caregiver arranges for the return of all school property and payment of any debts.

STEP 2: PLACING AGENCY NOTIFIES SCHOOL AND SDFCL OF TRANSFER REQUEST

As soon as the student's checkout date is known (within a two-day range), the placing agency notifies the current school registrar/attendance personnel or designee and the AB 490 School District Foster Care Liaison to transfer the child out of school via the placing agency.

STEP 3: SCHOOL COMPLETES TRANSFER REQUEST

Within two business days of receiving a transfer request, the current school must transfer the child out and deliver the child's records to the new school. The records must include a determination of seat time, full or partial credits earned, classes and grades, immunization records, and, if applicable, special education or Section 504 records. EC 49069.5(d)-(e). All records must be provided regardless of any fees, fines, textbooks, or other items or money owed to the school last attended. EC 48853.5(f)(8)(C).

STEP 4: MONITOR GRADES

A child's grades may not be lowered due to absences caused by a change in placement, a court appearance, or a court-ordered activity. EC § 49069.5(g)- (h). In addition, LEAs must award all students credit for full or partial coursework satisfactorily completed at a public school, juvenile court school, or nonpublic, nonsectarian school or agency. EC § 48645.5.

STEP 5: PREVIOUS SCHOOL SENDS OFFICIAL RECORDS TO NEW SCHOOL UPON REQUEST

Within two business days of receiving a request for enrollment, the new AB 490 School District Foster Care Liaison or their designee must contact the school last attended to obtain all of the child's records. EC 48853.5(f)(8)(C).

Criteria for Enrolling Youth in New School

Barring current expulsion status, the school must immediately enroll the youth without the normal enrollment records. For safety reasons, the following health information is critical, but should not delay immediate enrollment:

- Immunization records
- Health alerts
- Current medications

The new school should acquire the information above as soon as possible.

Please note that all students in foster care are active to the San Diego County Immunization Registry.

Enrollment Procedures

This section sets forth the tasks to be performed by the following:

- Placing agency or designee
- School
- SDCOE: Foster Youth Services Coordinating Program

PLACING AGENCY (OR DESIGNEE) TASKS

As soon as it is decided that a student will be enrolling in a new school, ensure that the substitute care provider (SCP) has all the information needed for enrollment and emergency contact information at the school. The SCP also should be aware of any contact or court-ordered restrictions that the school should know about, including if the placement is confidential or if there are any restraining orders or probation conditions.

Ensure the SCP has placing agency information to complete enrollment and is aware of what information can and cannot be shared with the school.

Arrange for the youth's enrollment in school the next school day after disenrollment from the previous school.

Ensure that the student information system is up to date.

If the student does not have an IEP but is suspected of having a disability, request an assessment in writing.

Ensure that the SCP knows to contact the social worker or probation officer if there is an enrollment issue.

The social worker or probation officer should contact the SDCOE School Success Liaison in their region office regarding any enrollment issues.

Although neither is required for enrollment, provide any IEP or transcripts at enrollment to ensure appropriate services are provided.

Ensure that the SCP can provide appropriate school supplies, including any uniforms, etc.

SCHOOL TASKS

Review enrollment documents and request material if any information is missing or outdated.

Except for credit any full or partial coursework the student earned while attending public school, juvenile court school or non-public school.

Request official records from the prior school within two business days of the student's arrival for enrollment.

SDCOE: FYSCP TASKS

Provide training to AB 490 School District Foster Care Liaisons on an ongoing basis and assist with troubleshooting if problems in enrollment arise.

ALL PARTIES' TASKS

Be aware of and share guidelines for the sharing of the following confidential information with the student's school:

- All special education documents including IEPs, 504 plans and any notices received from the prior school
- All school records, including those contained in the Health and Education Passport
- The names and locations of all prior schools attended
- Any Behavior Support Plans, Student Study Team documents
- JV-535 form with current educational rights holder appointment
- Placement Agreement
- Current social worker, child's attorney, and educational rights holder contact information
- Any temporary or permanent restraining orders

D. Residential Placement: Notification of Change of Residence

The school needs to be notified when a student changes residence. The table below sets forth the procedure according to the status of the student.

IF THE STUDENT CHANGES RESIDENCE AND . . .	**THEN. . .**
DOES NOT CHANGE SUBSTITUTE CARE PROVIDER OR SCHOOL	The substitute care provider shall notify the school of the new address.
DOES NOT CHANGE SCHOOLS	The placing agency shall notify the school and AB 490 School District Foster Care Liaison (SDFCL) that the youth changed residence, but will remain at the school of origin, AND If the youth is taken to PCC, the placing agency shall notify the identified PCC staff member that the youth will remain in the school of origin and transportation must be arranged.
DOES CHANGE SCHOOLS	The placing agency shall notify the prior school and the SDFCL that the child will not remain at the school of origin, AND The placing agency shall notify the new school and SDFCL that the child will be enrolled, AND If the youth is taken to PCC, the placing agency shall notify the identified PCC staff member if the youth will not remain in the school of origin and will temporarily attend the school at PCC or a neighborhood school.

DOES NOT CHANGE SCHOOLS BUT HAS A CHANGE IN SUBSTITUTE CARE PROVIDER	The placing agency or designee shall notify the school of the new substitute care provider information and update the Student Information System and/or Emergency Card
IS BEING RELEASED FROM CUSTODY	The placing agency or designee shall notify the school of the new substitute care provider information and update the Student Information System and/or Emergency Card. The Probation Department may use Form JV-1050 or other means.
IS NEW TO FOSTER CARE	CLSSD will provide the AB 490 Notification to FYSCP, which will send that form to the AB 490 School District Foster Care Liaison.

Information Needed by School for Students in Foster Care

The school enrollment forms are designed for students living with their parents or guardian. However, there is additional information that the school needs when the student is a foster child, who is listed in the table below. Some information will be provided by the substitute care provider. Other information must be provided by the child's attorney or educational rights holder. Missing information shall not lead to a delay in enrollment.

ITEM	LEGAL/CONTACT INFORMATION	SOURCE OF INFORMATION OR STANDARD ANSWER
1.	Placing agency's name and phone number.	FYSCP/FOSTER FOCUS©, placing agency or substitute care provider
2.	Who holds the child's educational rights? Name, relationship to child and phone number.	JV- 535 or Supplemental Information Form, FYSCP/FOSTER FOCUS©
3.	Parents' names, addresses and phone numbers ONLY if they have educational rights.	Placing Agency
4.	Does parent have full access to the child, or is access limited or prohibited? (If limited or prohibited, a copy of the court order is needed.)	Placing Agency
5.	Who has authority to see the child on school premises? Name, relationship, and phone number.	Placing Agency
6.	Date of placement with substitute care provider and expected duration of stay.	Placing Agency
7.	Who has authority to sign permission slips for field trips or participation in extracurricular activities?	Substitute care provider
8.	Who should be notified re: behavior or attendance problems?	Parents/guardian, substitute care provider, educational rights holder, and Placing Agency
9.	Who should be invited to parent-teacher conferences?	Parents/guardian, substitute care provider, educational rights holder, and Placing Agency
10.	Who should receive the child's report card?	Parents/guardian, substitute care provider, educational rights holder, and Placing Agency

E. Records, Lists, Notifications and Monitoring

OVERVIEW

This section covers the procedures for meeting legal requirements pertaining to recordkeeping, notifications, and the right to access records. References are sometimes made to the phrase "health and education summary." This is a legal term defined by WIC 16010. The law states that the summary may be maintained in the form of a health and education passport or in a comparable format designed by the child protective agency.

The Health and Education Passport (HEP) is a comprehensive document of all obtainable health and education information for children in out-of-home care from birth to present. Health information includes the child's immunizations, alerts, hospitalizations, and routine health visits. Education information includes parental educational rights, school, grade, grade level performance, special needs, attendance, IEPs, or 504 plans, if any, and report cards.

Children's Legal Services of San Diego, Inc. will complete the AB 490 Case Closure form for each student entering or exiting foster care. The form is then sent to FYSCP and distributed to the AB 490 School District Liaison.

Placing Agency staff will present their HHSA, CWS official badge at all school sites and allow the badge to be photocopied. They will sign in on a confidential log, not the standard public visitor log. To ensure confidentiality and staff safety, placing agency staff are not required to have their driver's license scanned.

SDCOE – FYSCP will distribute forms to LEAs and will maintain a secure web-based database known as FOSTER FOCUS©. This system will house education and health information on foster youth in the dependency and juvenile justice systems. After receiving authorization, district personnel, and placing workers will be able to utilize this system to compile health and education records for the youth they serve. SDCOE is responsible for ensuring the confidentiality, privacy, security, and secure accessibility of this data. SDCOE also is responsible for authorizing access and opening accounts.

Procedures: Maintenance of Records

PLACING AGENCY

The child's case plan must include the following items.

1. Assurances that the child's foster care placement takes into account proximity to the school in which the child is enrolled at the time of placement. Assessment and documentations are done at the initial placement and again at any subsequent change of placement and are recorded in the child's file. The placing agency must document in the court report whether the child is remaining in the school of origin and, if not, the reason why.

2. A summary of the health and education information or records. The summary is maintained in the Health and Education Passport (HEP). Names and addresses of all educational providers, grade level performance, school records and other relevant information must be recorded and updated by the placing agency.

WIC 16010(c) requires that the HEP be provided to the substitute care provider (SCP) as soon as possible, but no later than 30 days after initial placement or 48 hours after a change of placement. Social workers and probation officers must include additional education and health information as well as a statement as to whether the parent's right to make educational decisions for the child should be limited in all detention, jurisdictional/dispositional, status review and other court reports. CRC 5.651(c). The placing agency notifies both the substitute care provider and the school in the event there is a change in the person holding educational rights.

The placing agency or designee is responsible for notifying the school when a child is absent due to a placement change, attendance at a court hearing or other court-related activity so that grades are not lowered as a result.

RESOURCE PARENTS/CAREGIVERS

Resource parents/caregivers must ensure that each child has an Appraisal/Needs and Services Plan, either a Lic 625 (Needs and Services Plan) for group homes and foster family agency foster homes or the 04-258 "Placement Needs & Services Plan" for foster homes. The plan must be completed within 30 days of placement unless the youth is placed on an emergency basis (adjunct) and remains less than 7 days.

Resource parents/caregivers receive a copy of the Health and Education Passport within days when a child is initially placed or 48 hours following a change of placement. Resource parents/caregivers are responsible for maintaining health and education records for children in their care and forwarding all medical and educational records to placing agency staff when the child transfers to another substitute care provider.

Information maintained by resource parents/caregivers shall include:

- Health and dental records, including immunizations and allergies
- Records of past health problems and current known problems
- School records
- Current medications

Information maintained by resource parents/caregivers may include:

- Developmental history- especially for very young children, e.g., when the child crawled, walked, first word, etc.
- Awards, certificates, and school pictures
- IEP records, if applicable

THE SCCSD (JUVENILE COURT)

The SCCSD (Juvenile Court) shall require that court reports, case plans, assessments and permanency plans address the following:

- Child's educational entitlements and how those entitlements are being satisfied.
- Information to assist the court in deciding whether the right of the parent, guardian, or Indian custodian to make educational decisions should be limited; and
- Information concerning whether the school has met its obligation to provide educational services.

Procedures: Lists and Notifications

Foster Youth Services Coordinating Program will:

- Maintain the list of LCIs and notify each AB 490 School District Foster Care Liaison and SELPA of the LCIs in their region on an annual basis.
- Annually inform each placing agency on education options for children residing in LCIs.
- Maintain a current list of AB 490 School District Foster Care Liaisons available on the website at:

https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-programs-services.aspx

- Maintain the current version of this Interagency Agreement on its website at:

https://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-forms-and-brochures.aspx

THE RIGHT TO ACCESS RECORDS:

PLACING AGENCY

Placing agencies may access education records to manage the case or to assist with the transfer and enrollment. This right is codified in The Uninterrupted Scholars Act of 2014, which amended the Family Educational Rights and Privacy Act of 1974:

"An agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 5304 of Title 25), who has the right to access a student's case plan, as defined and determined by the State or local tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records." (20 USC 1232g(b)(1)(L).)

". . . [W]hen a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101 note)) or dependency matters, and the order [to furnish confidential information] is issued in the context of that proceeding, additional notice to the parent by the educational agency or institution is not required." (20 USC 1232g(b)(2)(B).)

In addition, this right is set forth in Education Code 49076(a)(1)(K) as follows:

"(1) Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to do the following:

". . . [¶¶] . . .

"(K) A county placing agency when acting as an authorized representative of a state or local

educational agency pursuant to subparagraph (C). School districts, county offices of education, and county placing agencies may develop cooperative agreements to facilitate confidential access to and exchange of the pupil information by email, facsimile, electronic format, or other secure means, if the agreement complies with the requirements set forth in Section 99.35 of Title 34 of the Code of Federal Regulations."

DEPENDENCY MINOR'S ATTORNEYS

Dependency minor's attorneys shall have access to all records regarding the child client that are maintained by the LEA. This right is set forth in WIC 317(f) as follows:

"… For the sole purpose of fulfilling his or her obligation to provide legal representation of the child, counsel shall have access to all records with regard to the child maintained by a health care facility…, health care providers…, a physician and surgeon or other health practitioner…, or a child care custodian… Notwithstanding any other law, counsel shall be given access to all records relevant to the case that are maintained by state or local public agencies. All information requested from a child protective agency regarding a child who is in protective custody, or from a child's guardian ad litem, shall be provided to the child's counsel within 30 days of the request."

CASAs

CASAs have the right to access educational records for specific youth per court order. (For Order of the Appointment of CASA/Educational Surrogate, see Appendix B3 and WIC 103(h), 107.

SDCOE, FYSCP

This Agreement allows the release of information to SDCOE-FYSCP pursuant to EC 42921, 49076(a)(4) and WIC 827(b). Any sharing of specific information is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the Child Abuse Prevention and Treatment Act (CAPTA), and the Health Insurance Portability and Accountability Act (HIPAA). This information will be used solely to meet the educational needs of foster youth and shall not be shared with others or used for any other purposes.

Transportation continues to be a barrier to students remaining in their school or origin when they move placements. In order to help alleviate this barrier and to meet the requirements of the ESSA, San Diego created the Countywide Transportation MOA providing a cost sharing agreement between our local LEAs, SDCOE, FYSCP, and County of San Diego, CWS. This agreement provides transportation services to students in foster care. The eligibility criteria to utilize SDCOE contracted providers are:

- A best interest determination
- All other transportation options have been explored and are not available
- Student is age 8-18 or traveling with a sibling who is in that age range
- Student is emotionally and behaviorally appropriate

CWS will:

- Contribute $350,000.00 to SDCOE, FYSCP to cover 1/3 of the transportation costs

- Manage the contract with SDCOE
- Provide a Policy Analyst dedicated to troubleshooting challenges around all educational needs of foster youth
- Invite educational partners to Child and Family Team meetings (if the family agrees)

LEAs will:

- Collaborate with CWS and SDCOE to determine school of origin transportation options for the student
- Contribute the following (if LEA chooses to participate in agreement)
  - 1/3 of transportation costs associated with transporting student to school of origin if student is travelling between two districts
  - 1/2 of transportation costs associated with transporting student to school of origin if student is travelling within district boundaries
- Make claims for recuperating transportation costs to SDCOE
- Participate in Child and Family Team meetings as applicable
- Have the option to be both a service provider and a recipient of the service

FYSCP will:

- Vet all referrals and exhaust all other options prior to referral
- Provide administrative support for tracking, billing and record keeping, and audit transfer (no invoicing)
- Cover all indirect costs of funds contributed by HHSA, CWS and LEAs

Transportation Mediation Process:

- The SDCOE, FYSCP Executive Advisory Council has created a local mediation process to address issues related to the cost sharing agreement.
- If no agreement is met, a UCP Dispute can be filed against the LEA.
  - The child remains in the school of origin until the dispute is resolved
  - Disputes against CWS will go through a similar process on the child welfare side.

MONITORING

OVERVIEW

This section covers the procedures to follow for monitoring the provision of educational services to foster youth.

The goal of the Interagency Agreement with respect to monitoring is to put mechanisms in place to ensure accountability among agencies.

EDUCATIONAL PROGRESS OF EACH CHILD

PLACING AGENCIES

Placing agencies monitor the educational progress of students by:

- Obtaining information from schools and the substitute care provider
- Documenting educational changes or updates in the HEP
- Consulting with the person holding educational rights
- Attending IEP meetings or reviewing IEP reports

THE SUPERIOR COURT

The superior court provides oversight of the placing agencies to ensure that the child's educational rights are investigated, reported, and monitored. The court ensures that special education, related services, and accommodations continue to be provided whenever a child's school placement changes by inquiring about this issue at the next court hearing following the change.

DEPENDENCY MINOR'S ATTORNEYS

Minor's attorneys monitor the educational rights of foster youth by communicating with the child and substitute care provider regarding the child's educational needs during the investigation and by bringing any concerns to the attention of the court.

LEAs

The LEAs are responsible for creating and implementing a Local Control Accountability Plan that has specialized supports and services for students in foster care. They are required to garner stakeholder input on the needs of students in foster care. There is additional accountability for achievement based on the Local Control Funding Formula.

CASAs

Court-Appointed Special Advocates are responsible for monitoring academic achievement and progress and reporting directly to the Superior Court.

ERHs

Educational Rights Holders have the same duties and responsibilities as parents to monitor and support the education of students in foster care.