



EXPLORATION QUESTIONS

Improving School Stability

Informing Youth/Education Rights Holders (ERH) about School of Origin (SOO) and Identifying When SOO Discussions Are Necessary

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1. How are youth and their caregivers and education rights holders being given information about their SOO rights (e.g., **Alliance for Children's Rights Education Rights Handout**, individual discussions during enrollment process or during 30 day intake meeting)?

 2. How is the district **screening youth in foster care or in the juvenile justice system at enrollment** for a school of origin discussion?

 3. How is the district identifying youth in foster care or in the juvenile justice system when they disenroll for a SOO discussion?

 4. How is the district identifying youth in foster care or in the juvenile justice system who 'disappear' (i.e., are no longer attending a school but have not formally disenrolled) for a SOO discussion? After how many days of missed attendance? Does the district have a procedure or protocol for how to attempt to locate youth who have not disenrolled but are no longer attending?

 5. Who on your staff is currently designated to identify youth at these points in time? Is that staffing sufficient to meet the need, based on the number of youth in foster care or in the juvenile justice system who are impacted by school instability?

 6. What efforts need to be undertaken to ensure youth/CGs/ERHs know about SOO rights? How can the district most effectively identify youth in foster care or in the juvenile justice system at enrollment/disenrollment/disappearance for SOO discussions? Can the district's SIS help you do this?

Best Interest Determination Discussion with Youth/ERH

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7. Do your best interest determination meetings or discussions occur in a district led meeting, a child welfare led Child and Family Team meeting, or within another context?

 8. Which district staff are designated to participate in and/or convene the best interest determination meeting or discussion? Which district staff is responsible for ensuring a best interest determination meeting/discussion occurs for every youth experiencing a school change?

 9. Do district staff struggle to contact caregivers/ERHs to participate in these discussions? What are your communication needs with CGs/ERHs?

 10. Are child welfare/probation agency/congregate care staff invited and/or participating in those conversations? What are the barriers to including them?

 11. How does the district gather information on possible schools of origin for the youth (i.e., school attended when first removed from parents, schools attended in the past 15 months where the youth feels a connection)?

 12. Does the district have a tool to help guide the best interest determination conversation (e.g., **Foster Youth Education Toolkit** and **School Stability for California's Youth in Foster Care**)?

SOO Transportation

13. Do youth regularly transfer between your district and surrounding or neighboring districts? Would developing deeper relationships with those districts enable smoother coordination around best interest meetings?

14. What is your district doing around transportation to SOO for youth living elsewhere and attending a SOO in your district? What is your district doing around transportation to SOO for youth living in your district and attending a SOO in another district? Are you using existing district bussing routes to transport youth to their SOO within your district? Are you partnering with other districts to transport youth across district boundaries using district bussing?

15. Do you have other transportation funding arrangements (e.g., taxi, public transportation passes, Title I funding)?

16. How are you arranging transportation for youth with transportation as a required service in their IEP (e.g., district buses are going outside of district lines, contracting with bussing company outside of that normally provided by the district, shared bussing with other districts meeting at boundary line)?

17. Do you have a final ESSA transportation plan? How does that inform arranging transportation? Do additional conversations need to happen with child welfare/probation staff to move things toward creating a final transportation plan?

18. Who is designated as your ESSA point of contact? If it is not the AB 490 Foster Youth Liaison, how will they integrate their work with that liaison?

19. What new materials, tools, trainings, buy-in etc. is needed to implement your changes?

Policy/Procedure Changes

20. Who needs to be involved in making any policy or procedure changes in your district (e.g., School Board, Superintendent, Director of Student Services or Child Welfare and Attendance, school site or other level administrators, Data/Technology specialists)?



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