

# CHECKLIST

## *for Meeting the Educational Needs of Youth on Probation*

### 1 | SCHOOL STABILITY:

- Has the youth been released from juvenile hall and wants to return to his/her regular school? **YES** → Right to return to school of origin from juvenile hall.
- Has the youth changed homes and wants to remain in the same school?  
**YES** → Right to remain in the school of origin.
  - If there is disagreement, the youth remains in school of origin until resolved.
  - Does the youth have transportation? (Check if the IEP or county can reimburse the caregivers for reasonable travel.)
- Has the youth changed homes and wants to change schools? **YES** → Involvement with juvenile justice system not a bar to enrollment in public school.

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

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

### 3 | HIGH SCHOOL GRADUATION:

- Will the youth have enough credits to graduate on time? (Check transcripts, calculate partial credits including credits from juvenile court school.)
- Is the youth eligible to graduate with a reduced credit requirement? (AB 167/216.)

### 4 | EDUCATION RIGHTS HOLDER (ERH):

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



## 5 | SPECIAL EDUCATION:

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

## 6 | SCHOOL DISCIPLINE:

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

## 7 | POST-SECONDARY EDUCATION:

- See the EBCLO Map to Higher Education.

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