



Navigating Rights of Homeless, Foster, and Detained Youth

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Navigating Rights of Homeless, Foster, and Detained Youth

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Attendance/Residency and Special Ed Responsibility

- California law determines which LEA is responsible for the provision of a FAPE.
- Generally, the determination of which agency is responsible to provide education to a particular child is controlled by residency as set forth in Ed. Code §§ 48200 and 48204. (*Katz v. Los Gatos-Saratoga Joint Union High School Dist.* (2004) 117 Cal.App.4th 47, 57.)

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Attendance/Residency and Special Ed Responsibility

- General Residency Rule
 - Each person between the ages of 6 and 18 not otherwise exempt must attend full time day school in the school district in which the residence of either the parent(s) or legal guardian is located.

(Ed. Code § 48200.)

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Attendance/Residency and Special Ed Responsibility

- Exceptions to the general residency rule allow students to attend schools in districts other than the one in which their parent(s) reside, in specified circumstances.
(Ed. Code, §§ 48204, 46600 *et seq.*, 48300 *et seq.*)
- Generally, when a student attends pursuant to one of these exceptions, *the district of attendance* becomes responsible for FAPE.

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Exceptions to Residency

- Student placed in LCI or foster family home pursuant to the Welfare and Institutions Code
- Interdistrict transfer student
- Legally emancipated minor
- Student living with a caregiver, with an affidavit on file
- Student in state hospital
- Student in juvenile court school
- Homeless and foster students

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Responsibility For Pupils Placed in LCI or Foster Home

- One residency exception in the Education Code covers pupils placed in a regularly established *licensed children's institution (LCI), or a licensed foster home*, or a family home within the boundaries of that school district pursuant to a commitment or placement under Chapter 2 (commencing with § 200), Part 1, Division 2 of the W&I Code.

(Ed. Code §§ 48204(a)(1)(A), 56155 *et seq.*)

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Responsibility For Pupils Placed in LCI or Foster Home

- The "commitment or placement" language refers to minors under the jurisdiction of the juvenile court (dependency or delinquency).
- This residency exception also applies for purposes of special education when placement is made by a court, regional center, or other public (non-educational) agency.
(Ed. Code § 56156.4.)

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LCI Terminology

LCI

- A residential facility that is licensed by the state or other public agency to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs.
- LCIs include group homes, as defined by 22 C.C.R. § 80001(q).
(Cal. Ed. Code, §§ 56155 et seq.)

LCI does not include:

- a juvenile court school, juvenile hall, juvenile home, day center, juvenile ranch, or juvenile camp administered;
- a county community school program;
- any special education programs provided pursuant to § 56150; or
- any other public agency.
(Cal. Ed. Code §§ 48645 et seq., 56155.5)

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Foster Care Home Terminology

Foster Family Home

- A family residence that is licensed by the state or other public agency to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs.

Foster Child

- A child who has been removed from his or her home pursuant to § 309 of the Welfare and Institutions Code, is the subject of a petition filed under § 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 § 300 or 602 of the Welfare and Institutions Code.
(Cal. Ed. Code, §§ 48853.5, 56155.5(b).)

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Foster Care Terminology

Awaiting Foster Care Placement Clarification

- Consider the extent to which the student lacks a fixed, regular, and adequate nighttime residence.
- For example, foster homes, shelters, evaluation centers, and group homes that are intended to be emergency, interim, or short-term are unlikely to be fixed, regular and adequate.
- Permanent foster care placement does not qualify a student for services under McKinney-Vento.

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Homeless and Foster Children and Youths – Federal or State Law?


- *Query:* If both McKinney-Vento (federal law) and AB 490 (state law) apply to a student, which one governs?
 - Both McKinney-Vento and AB 490 may simultaneously cover foster children awaiting placement.
 - Where McKinney-Vento provides greater protection (for example, McKinney-Vento specifically requires that school districts provide transportation to the school of origin), the youth is entitled to this greater level of protection.

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Homeless Children & Youth



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Definitions under McKinney- Vento

- **"Homeless" Children and Youths are individuals who:**
 - Lack a fixed, regular, and adequate nighttime residence and
 - Share housing due to loss of housing, economic hardship;
 - Live in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - live in emergency or transitional shelters; abandoned in hospitals public; or are awaiting foster care placement
 - Live in public or private place not designed for sleeping, cars, parks, and abandoned buildings, substandard housing (lack electricity, heat, plumbing, etc.), bus or train stations; and
 - Migratory children
- "Unaccompanied youth" are also covered by McKinney-Vento

(42 U.S.C. § 11434a(2).)

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Definitions under McKinney- Vento

"Unaccompanied youth" includes:

- Youth not in the physical custody of a parent or guardian, including youth living in runaway shelters, abandoned buildings, cars, on the street, or in other inadequate housing; and children and youth denied housing by their families; and school-aged unwed mothers, who have no other housing available.

Clarification:

- Who lack a "fixed, regular and adequate nighttime residence."

- Determinations should be made on a case-by-case basis, considering all factors of the child's living situation.
- Note that incarcerated children and youth/children in permanent foster homes are not considered homeless under McKinney-Vento.

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Definitions under McKinney- Vento

Trailer Park Clarification

- Trailer parks can be fixed, regular, and adequate residences.
- Asking questions about the condition and size of the trailer, the number of people living there, the intended length of stay, and whether the family or youth has an adequate alternative will help determine if the student is eligible for McKinney-Vento service.

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Homeless Children – School Choice

- Homeless children may attend either their school of origin or their local school, based on the child's best interest. Special education responsibility generally falls on the *district of attendance*.
- Students should stay in the "school of origin" to the extent feasible
 - for the duration of homelessness
 - if in the best interest of student
 - by parents' request
- "School of origin" is defined as the school the child attended when permanently housed or last enrolled.

(42 U.S.C. § 1432(g)(3)(A), (G).)

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Homeless Children – School Choice (cont'd)

- Feasibility Considerations
 - Continuity of instruction
 - Age of the child/youth
 - Safety of the student
 - Length of stay in shelter
 - Student's need for special instructional programs
 - Impact of commute on education
 - School placement of siblings
 - Time remaining in the school year

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Homeless Children – School Choice (cont'd)

- Students can stay in their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.
- If it is in the child's best interest, the child shall be enrolled in any public school non-homeless students living in the attendance area are eligible to attend.

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Homeless Children – School Choice (cont'd)

- If a student is sent to a school other than that requested by a parent or guardian or homeless liaison, the district must provide a written explanation to the parent or guardian of its decision and parent/guardian's right to appeal.

(42 U.S.C. § 1432(g)(3)(A).)

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Homeless Students – Transportation (cont'd)

- Must be provided or arranged to and from the school of origin at the parent/guardian's request
- If the student continues to live in the area served by the LEA in which the school of origin is located, that LEA must provide transportation. Otherwise, the LEA of origin and the LEA in which the student lives shall agree upon responsibility and costs or share equally.

- (42 U.S.C. § 11432(g)(1)(J)(iii).)


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Homeless Students – Transportation (cont'd)

- School districts that provide transportation to and from the school of origin have documented an increase in attendance and achievement, which resulted in an increase in funding to the districts.



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Homeless Students – Dispute Resolution

- When there is a disagreement as to a homeless student's school enrollment, the school district must:
 - Immediately enroll student in school of parent's choosing
 - Allow the student to attend that school until the dispute is settled
 - Explain in writing to the parents the district's enrollment decision and the parents' appeal rights
 - Contact district liaison to assist in settling the dispute with parents, guardian, or youth
 - If dispute is not resolved at the district level, refer case to the county liaison
 - If case is still not resolved, refer to state coordinator.

(42 U.S.C. § 11432(g)(3)(E).)

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Homeless Students – Basic Legal Rights

- Full and equal opportunity to succeed in schools with comparable services offered to other students
- No barriers to enrollment and retention, and must immediately enroll, despite any of the following:
 - Immunization and medical records requirements,
 - Residency requirements,
 - Lack of birth certificates, school records, or other documentation,
 - Guardianship issues, or
 - Uniform or dress code requirements

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Homeless Students – Basic Legal Rights (cont'd)

- Not be stigmatized or segregated because of homelessness
- Enrolling school shall immediately contact school last attended to obtain academic and other records
- Assistance with obtaining immunizations and medical records

(42 U.S.C. § 11432(g)(1)(H), (3)(C), (4).)

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Homeless Students – Immediate Enrollment

- Homeless children must be enrolled the day they arrive or the following day.
- "Enroll" and "enrollment" are defined to include attending classes and participating fully in school activities.
- No prior records are needed but should be obtained by the enrolling school immediately
 - includes birth certificates, social security numbers, immunization records, transcripts, and other records

(42 U.S.C. § § 11434a(1); 11432(g)(3)(C)-(D).)

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Homeless Students – Equal Access

- Homeless students must have equal access to all programs: Summer school, LmB, GATE, Special Ed., Migrant Ed., ELD programs, AVID, ROP, etc.
- They automatically qualify for Title I, school meals, and after school programs.
- Homeless preschoolers may be given priority enrollment to certain government funded preschool programs.
- Unaccompanied youth have the right to enroll without a legal guardian.
- Homeless youth who are unaccompanied minors now also have the right to access their own records at 14 years of age. (AB 1068)

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Homeless Youth Liaison

- All LEAs must have a homeless youth liaison.
- Under the NCLB, the liaison must ensure the following:
 - Homeless children and youth are identified
 - Homeless children and youth are informed of their rights
 - Homeless students and unaccompanied youth are immediately enrolled in school and have full and equal opportunity to succeed in the schools of the LEA
 - Homeless families, children, and youth receive educational services
 - Parents/guardians are informed of educational opportunities available to their children

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Homeless Youth Liaison (cont'd)

- Homeless Youth Liaisons must also ensure:
 - Public notice of the educational rights is disseminated
 - Enrollment disputes are mediated
 - Unaccompanied youth are assisted in placement/enrollment decisions
 - **Caveat:** This does not mean that the liaison can sign as guardian in any capacity other than enrollment
 - Children and youth who do not have immunizations receive them
 - Collaboration occurs with the state coordinator, the community and school personnel
(42 U.S.C. § 11432(g)(1)(I), (6)(A).)

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Special Education Issues: Homeless Children

- What about students without an identifiable "parent" or "residence"? Or a student with many identifiable parents?
- This has been the subject of much litigation and legislation recently.
- The Education Code has been frequently amended to address case law outcomes and to make the identification of a "parent" easier, and recent legislation has also expanded and further explained rights of homeless and foster children.

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Special Education Issues: Group Homes

- Group home placements, if the group home is certified as an LCI, meet the exception only where the placement is made by a non-educational agency.
- Special Education placements (i.e. placements made through the IEP process) do not affect residency determination or change residency.

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Foster Care Children & Youth

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Foster Children – Attendance Rights

- **School Selection:**
 - Whereas homeless children are to attend their schools of origin by default (assuming it is in their best interest), foster children are to attend programs of the LEA of residence unless:
 - they are entitled to attend their *school of origin* under § 48853.5,
 - their IEP requires otherwise, or
 - the child's best interest dictates otherwise.

(Cal. Ed. Code, § 48853.)

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School of Origin-Foster Youth

“School of Origin” means “the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled.”

- If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the educational rights holder for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

(Ed. Code, § 48853.5, subd. (f).)

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Foster Children – Attendance Rights (cont'd)

What is the duration of foster youth right to attend school of origin?

Pursuant to Education Code § 48853.5, subd.(e)(1):

- At the initial detention or placement, or any subsequent change in placement of a foster child, the LEA serving the foster child shall allow the foster child to continue his or her education in the school of origin for the duration of the jurisdiction of the court.

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Foster Children – Attendance Rights (cont'd)

- If the jurisdiction of the court is terminated before the end of an academic year, the LEA shall allow a former foster child in grades K-8 to continue in the school of origin through the duration of the academic school year.
- If the jurisdiction of the court is terminated while a foster child is in high school, the LEA shall allow the former foster child to continue in the school of origin through graduation.

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Foster Children – Attendance Rights (cont'd)

Education Code 48853.5, subd. (e)(4) also provides:

- To ensure that the foster child has the benefit of matriculating with his or her peers in accordance with the established feeder patterns of school districts, if the foster child is transitioning between school grade levels, the LEA shall allow the foster child to continue in the school district of origin in the same attendance area, or, if the foster child is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district.

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Foster Children – Transportation

- California law does not require LEAs provide transportation for foster youth, although it does require the LEA and the county placing agency to collaborate to ensure “maximum utilization of available federal moneys, explore public-private partnerships, and access any other funding sources to promote the well-being of foster children through educational stability.” (Ed. Code, § 48853.)
- It does require transportation, “if otherwise required by federal law (e.g. IEP).” (Ed. Code, § 48853.5(e)(3)(B) and (e)(5).)

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Foster Children – Transportation (cont'd)

- Foster parents and/or social workers are expected to make transportation arrangements for foster children.
- The cost of reasonable travel for the child to remain in the school of origin is an allowable foster care maintenance cost under 45 C.F.R. § 1356.60(c)(2).

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Foster Children – Dispute Resolution

- If a placement dispute arises, the child has the right to remain in his or her school of origin until the dispute is resolved.
 - Although stated differently, this rule likely produces the same result as the McKinney-Vento rule for homeless students, i.e., homeless students should be enrolled in the school their parents sought placement during a dispute.

(Ed. Code §§ 48853, 48853.5.)

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Foster Children – Basic Legal Rights

- *Similar to the rights of homeless students under McKinney-Vento:*
 - Meaningful opportunity to meet challenging state pupil achievement standards
 - Stable school placements in the least restrictive environment; access to academic resources, services, and extracurricular and enrichment activities available to all pupils
 - Immediately deemed to meet all residency requirements (Ed. Code, § 48204, subd. (a)(2).)

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Foster Children – Basic Legal Rights (cont'd)

- Wards and dependents of the court are entitled to immediate enrollment without barriers, i.e., despite any of the following:
 - Outstanding fees, fines, textbooks, or other money due to the school last attended
 - Inability to produce clothing or records normally required for enrollment, e.g., academic, medical, and immunization records

(Ed. Code, §§ 48850, 48853.5.)

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Foster Youth Liaison

- Every district and county office in California must have a person designated in this capacity.
 - *Best practice:* ensure to involve liaison in IEP process as appropriate.
- The foster youth liaison's role is similar to the homeless youth liaison's role and includes:
 - Assisting with immediate enrollment of foster children, proper placement, checkout, and transfer of student's records.
 - Ensuring that a foster youth's educational records are forwarded to a new school within two days

(Ed. Code, §§ 48645.5, 48853.5.)

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Foster Youth Liaison

- **Foster Youth Liaison**
 - The school liaison for the school last attended shall provide all records to the new school *within two business days* of receiving the request.
 - Ensuring foster students receive appropriate credit for any work completed while enrolled; partial credit is mandated for ALL students.
 - If the liaison, in consultation with the foster child and the ed rights holder, agree the best interests of the foster child would best be served by a school other than the school of origin, the foster child shall immediately be enrolled in that new school.

(Ed. Code, § 48853.5.)

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Foster Youth – Special Ed Responsibility

- Each SELPA is responsible for providing FAPE to students with disabilities placed in LCIs and foster family homes located in the geographical area covered by the local plan by non-educational agencies.
- In multidistrict and district and county office local plan areas, local written agreements developed pursuant to § 56195.7(f) determine which LEA will provide the special education services.

(Ed. Code, § 56156.4.)

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Foster Youth – Special Education Responsibility

- If there is no local agreement:
 - COE is responsible for special education for students in LCIs, *if the county office is part of the SELPA in which the LCI is located*; if not, special education is the responsibility of administrative unit of SELPA.
 - District in which the LCI or foster family home is located is responsible for special education services for students in LCIs or foster family homes regardless of student's right to attend in another district/school of origin.
- **Query:** what happens when two LEAs dispute responsibility?

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Foster Youth – Special Education Responsibility

- Unless or until a district, SELPA, or COE places a student with disabilities in a LCI or a foster family home, the court, regional center, or public agency placing the individual in the LCI is responsible for the residential and non-educational costs.
- An agency placing a pupil in an LCI must provide evidence to the school that the placement/commitment was pursuant to law.
- Note: 48853.5(e)(11) provides: "It is the intent of the Legislature that this subdivision shall not supersede or exceed other laws governing special education services for eligible foster children."

(Ed. Code, §§ 48204(a)(1)(B), 48853.5(e)(11), 56159.)

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Foster Youth Placed In NPS

- Can an NPS or other out of district placement be considered a school of origin?
- Does placement in an NPS impact responsibility for special education and its duration?

See Education Code, §§ 48853(a)(2), 56157

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Foster Youth Placed in NPS

Pursuant to Education Code 48853, providing "exceptions to attendance at local programs" for foster youth in a LCIs or foster family homes, provides those foster youth shall attend programs operated by the LEA in which the LCI or home is located, unless one of the following applies:

- The pupil is entitled to remain in his or her school of origin pursuant to paragraph (1) of subdivision (d) of Section 48853.5.
- The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
- The parent or guardian, or ed rights holder, determines that it is in the best interests of the pupil to be placed in another educational program, and provides a written statement indicating they understand: the pupil has a right to attend a regular public school in the least restrictive environment; the alternate education program is a special education program, if applicable; the decision to unilaterally remove the pupil from the regular public school and to place the pupil in an alternate education program may not be financed by the LEA and any attempt to seek reimbursement for the alternate education program may be at the expense of the parent, guardian, or other person holding the right to make educational decisions for the pupil.

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Foster Youth Placed in NPS

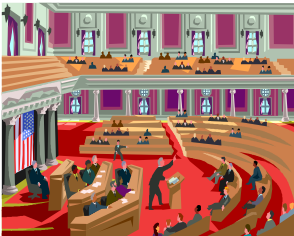
- Pursuant to Education Code section 56157(a), in providing appropriate programs to special education students residing in LCIs or foster family homes located within their boundaries, the LEA shall first consider services in programs operated by public educational agencies. If those programs are not appropriate, special education and related services shall be provided by contract with a NPS.
- An special education student residing in a LCI or foster family home shall not be referred to, or placed in, a NPS unless his or her IEP specifies that the placement is appropriate, in which case the terms of the contract with the NPS shall be developed in accordance with Section 56366.
- If placed in an NPS, the LEA that made the placement shall conduct an annual evaluation, in accordance with the IDEA and Ed Code, of whether the NPS placement is the LRE for the pupil. The NPS is required to report to the LEA that made the placement, on a quarterly or trimester basis, as appropriate, the educational progress made towards the goals and objectives specified in the IEP.

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Recent Changes in Education Laws Related to Homeless, Detained and Foster Children



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Recent Changes in Legislation

- Effective January 1, 2011, **S.B. 1353** defined "*best interest of the child*" to include consideration of educational stability.
- Effective January 1, 2011, **A.B. 1933** provided additional clarity and codified additional new duties and rights related to the education of dependents and wards in foster care.
 - "[T]he LEA shall allow the child to continue in the school district of origin in the same attendance area, or, if the child is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district." (Ed. Code, § 48853.5(d)(3).)

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Recent Changes in Legislation

- Effective January 1, 2012, **A.B. 709** clarified that a foster child's new school is required to immediately enroll the child even if he or she is unable to produce required records (e.g. immunization).
- Effective January 1, 2012, **A.B. 207** added Education Code § 48204.1 to govern proof of residency and its application to homeless youth, allowing homeless, unaccompanied youth to submit their own declaration of residency and confirming proof of residency requirements cannot be used to limit enrollment rights of homeless students.

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Recent Changes in Legislation

- Effective January 1, 2013, **A.B. 1573** codified that a foster child who remains in his or her school of origin meets residency requirements for attendance in that district.
- Effective January 1, 2013, **A.B. 1909** required the foster youth liaison to provide at least 10 days notice to a foster child's attorney and social worker when the foster child is facing possible discretionary suspension or expulsion or a manifestation determination. The foster child's attorney is responsible for providing the school district of attendance with updated contact information on an annual basis.

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Recent Changes in Legislation

- Effective January 1, 2013, **S.B. 121** required a parent or person with educational rights of a foster child to submit to the LEA a written statement of their determination that it is in the foster child's best interest to attend a program other than one operated by the LEA and prohibits placement of a student in nonpublic, nonsectarian schools unless the student's IEP identifies it as an appropriate placement.

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Recent Changes in Legislation

- Effective January 1, 2013, **SB 1088** required a school to give a student credit for satisfactorily completed course work when the student transfers from another public school, a juvenile court school or a nonpublic, non-sectarian school or agency; and, prohibits denial of enrollment or readmission in a public school solely because the student had contact with the juvenile justice system.

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Recent Changes in Legislation

- Effective January 1, 2013, **SB 1568** permitted a former foster child to continue attending their school of origin through graduation even if the court terminates jurisdiction while the foster child is in high school. School districts are not required to provide transportation unless the former foster child has an IEP that identifies transportation as a necessary related service. Educational agencies may qualify for reimbursement if the state determines the costs of **SB 1568** are mandated by the state.

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Recent Changes in Legislation

- Effective September 23, 2013, **AB 216** changed existing law to exempt foster youth who transfer between schools during their second year of high school from any graduation requirement imposed by the new school that exceeds state requirements unless the new school determines that the foster child is "*reasonably able*" to satisfy the new school's graduation requirements in time to graduate by the completion of the foster child's fourth year in high school; alternatively, a foster child may choose to attend high school for a fifth year to complete the new school's graduation requirements.

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Q & A

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About Our Firm

Danniss Woliver Kelley is a diverse firm that has distinguished itself over a 30-year history as the best education law firm in California. One of the nation's largest women-owned law firms, DWK is proud to be considered the "thought leaders" in education law: the firm that best knows the legal issues our clients face, and even more importantly, how to resolve them. Our range of experience at Danniss Woliver Kelley and the communication between our practice groups provide an unmatched resource. Since we have clients throughout the state, we are aware of trends that impact your interests. We recognize issues that others may fail to spot, and work in close collaboration with clients to devise practical strategies for resolution.

We were one of the first law firms in California to dedicate its practice to serving public schools. We advise school districts, community college districts and county offices of education with passionate conviction and insight. We find our work enormously rewarding. Since 1978, we have stood shoulder-to-shoulder with our clients, working together for the betterment of California education.

We offer high-quality, effective, and prompt legal services in any area the district may require. Our practice groups are comprised of experienced attorneys who possess thorough knowledge of the issues and challenges facing public schools. Our practice groups cover the areas of:

- Labor Relations
- Personnel Management & Human Resources
- Business, Property & Construction
- Special Education & Student Services
- Counsel to Governing Boards
- Charter Schools
- Litigation

Because we have clients throughout the state, we are aware of trends that enable us to represent you better. Our team approach to client service means that while specific attorneys represent your district, several others will remain informed of the district's issues so that they may assist if needed. We pride ourselves on the breadth and depth of experience within the firm and on the promptness with which we respond to clients' inquiries. We regard ourselves as members of your team at all levels of our service.



Shareholder

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Sarah L.W. Sutherland is a Shareholder in the San Diego office and co-chair of the firm’s Special Education and Student Issues Practice Group. She is an advocate for public education, and has dedicated her career to serving school districts, county offices and special education local plan areas (SELPA). Sarah’s legal experience on behalf of school districts includes petitioning and responding to requests for due process, due process hearings, appeals of special education due process hearings, student discipline proceedings, policy development and revision, student transfers, and student’s first amendment rights and responsibilities. She is also well versed and experienced in legal issues surrounding charter schools, including petition review, oversight, special education compliance, student rights and discipline, and revocation. Sarah litigated one of the longest due process hearings in the history of the Individuals with Disabilities Education Act (IDEA), has successfully compelled charter school compliance with special education and other laws, and guided authorizers through charter revocations where needed. She has also proven successful in practical, results oriented representation and dispute resolution, and effectively represented special education local plan areas and county offices of education involving cutting edge charter school and special education cross-over issues. Sarah’s expertise in student, special education and charter school issues uniquely poises her to deal with the complex issues that require in-depth knowledge and experience in each area. While at the University of Hawai’i she was actively involved in the community, serving various non-profit organizations and government agencies. She became interested in charter schools when working at the Governor’s Office in Hawai’i, and special education and student issues while working at the San Diego Unified School District. Her interest was peaked because both areas allowed her to work directly with educators on issues involving education.

Education

- » University of Colorado, Boulder (B.A., summa cum laude)
- » William S. Richardson School of Law at the University of Hawai’i, Manoa (J.D. and Public Policy Certificate with an emphasis on public education)

Practice Areas

- » Special Education and Students
- » Charter Schools
- » Governing Boards

Admission

- » State Bar of California

Memberships & Associations

- » California Bar Association

» California Council of School Attorneys

Media/Publications

- » **Special Education & Students Coffee Break Webinar - Unilateral Residential Placements: Where Are We?**
- » **Special Education & Student Coffee Break Webinar - Diastat Administration & Related Sticky Issues**
- » **Charter Authorizers "201" Webinar: Charter Petitions - Tips, Tricks and Politics**
- » **Special Education & Students Coffee Break Webinar: County Mental Health Services Following Suspension of AB 3632 - Now What?**
- » **Charter Authorizers "201" Webinar Series: Charter Renewal, Revisions and Revocation**
- » **Charter Authorizers Webinar Series: Charter Schools As LEAs**
- » **The Uneasy Mix of Charter Schools and Special Education**
- » **Charter Authorizers Webinar Series: Setting High Standards Before and During the Petition Process, Part I**

