

Educational Services of Foster Care Youth



Who is responsible for the timely and appropriate educational placement of foster youth?

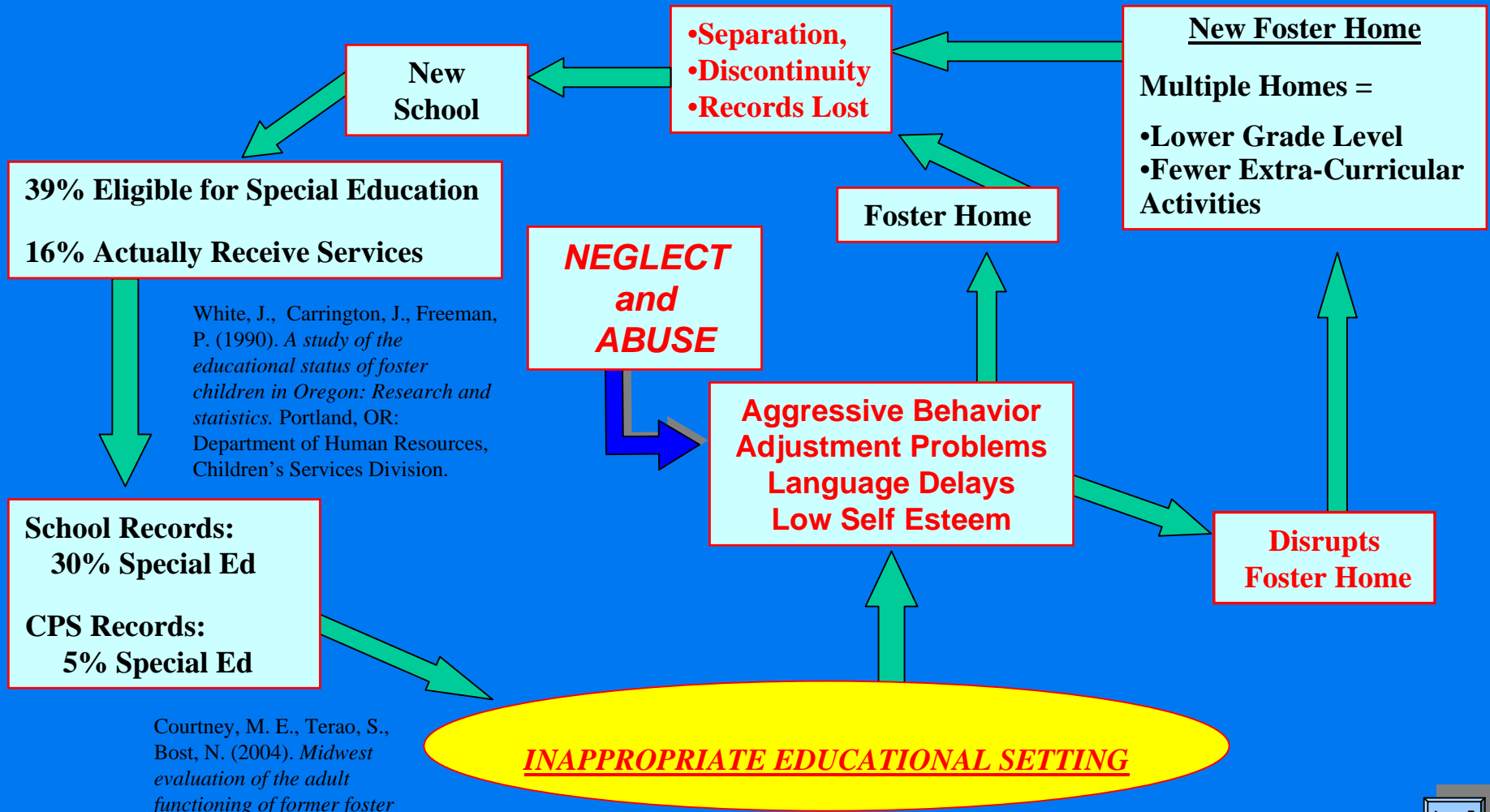
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CalSWEC

Problems Faced by Foster Youth in Schools



Research on Outcomes for Foster Youth

**2.5 - 4 Years After Leaving Foster Care
(*Nationwide*)**



54% - Completed High School

60% - Young Women Had Given Birth


49% - Employed

17% - Self Supporting

Westat. (1991). *A national evaluation of the Title IV-E Foster Care Independent Living Programs for Youth, phase 2 final report* (Vol. 1, Report to the Department of Health and Human Services, Administration for Children, Youth and Families). Washington, DC: U.S. Department of Health and Human Services.

Research on Outcomes for Foster Care Youth

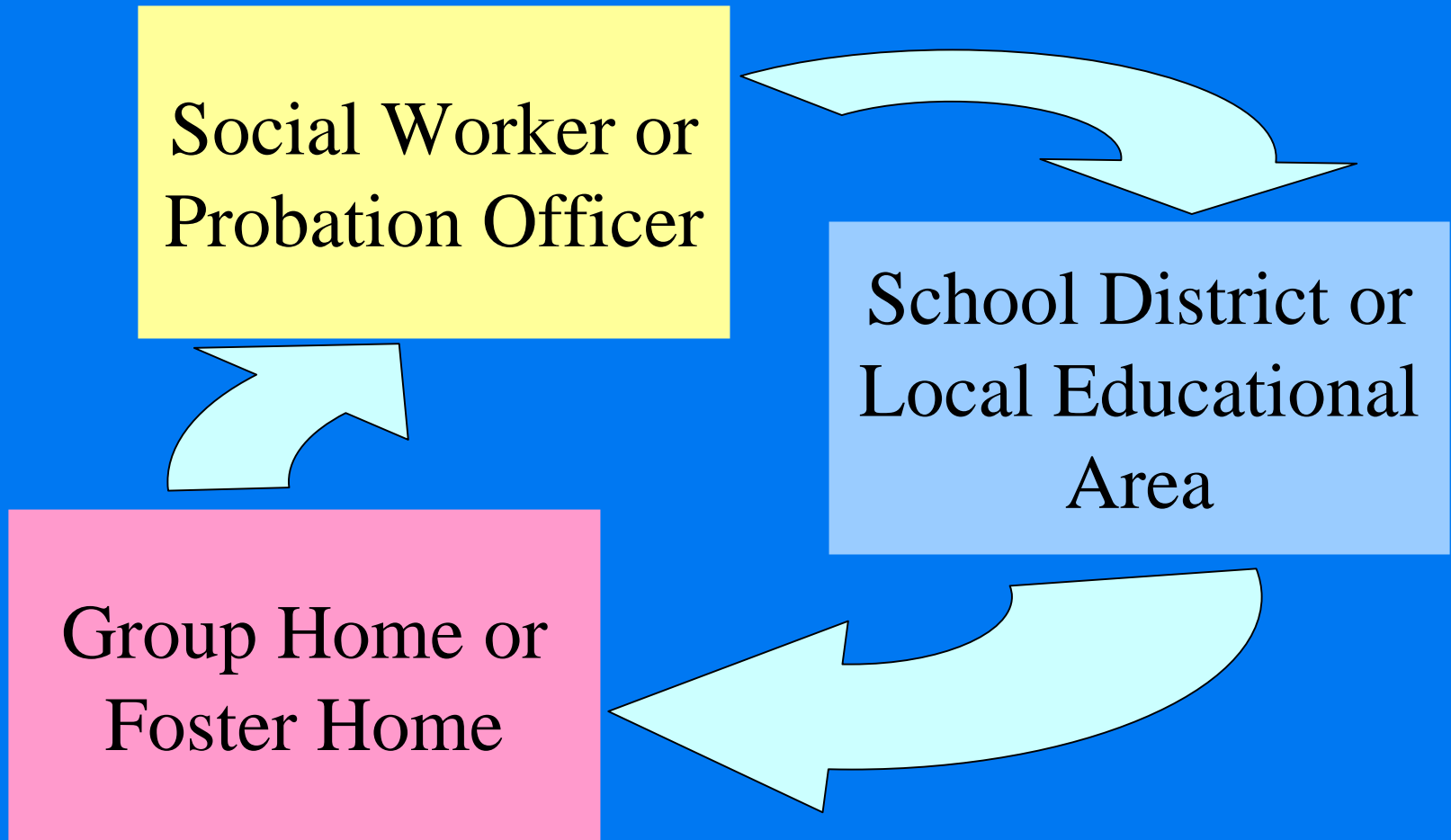
17- to 18-Year-Old Youth in Foster Care
(3 States)



- 52% Completed 11th grade
- 12 % Completed High School
- 33% of Females – one or more pregnancy
- 28 % of Males convicted of a crime

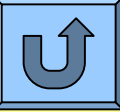
Courtney, M. E., Terao, S., Bost, N. (2004). *Midwest evaluation of the adult function of former foster youth: Conditions of youth preparing to leave state care in Illinois*. Chicago: University of Chicago, Chapin Hall Center for Children.

Stakeholders' Responsibilities in Enrolling Foster Youth in School



Timely and appropriate educational placement for foster care youth depends on the collaboration of these three stakeholders.

Social Worker or Probation Officer



Responsibilities for Placing Foster Youth in School



Before moving child:

- Identify last school attended and/or location of school records
- Inquire about special educational needs
- Contact current school district's Educational Liaison to assist with transfer
- Contact receiving school district liaison to assist with enrollment
- Ask if child has been expelled from school



With new foster/group home:

- Give them information about location of school records, Special Education status, name of pediatrician, and any other significant information.
- Ask them to promptly enroll child in their local school using SOC 156/158



See: Foster/Group responsibilities for placing foster children in school

Social Worker or Probation Officer



Responsibilities for Placing Foster Youth in School

If child is identified as potentially eligible for Special Education:

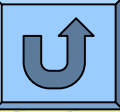
- **Notify the Special Education administrator or education liaison of the school district or county office of the child's admission to the district.**
- **Identify:**
 - a) **whether the courts have terminated the educational rights of the parents and appointed a surrogate,**
 - b) **The location of the parents if they retain educational rights,**
 - c) **Whether the location of the parents is unknown.**



Determine whether relative caregivers may be considered “persons acting in the place of a parent” and no educational rights order or surrogate appointment is required.

If a different is surrogate preferred, an *educational rights order* is required before the court or the school district can appoint a surrogate.

Social Worker or Probation Officer



Responsibilities for Placing Foster Youth in School

If child is newly placed in a *licensed* foster home or group home *and* there is no parent available, willing, or competent to represent the child's special educational needs then the social worker should:

- 1) Petition the court to terminate the parents' educational rights and to assign an educational representative or "Surrogate Parent".
- 2) Provide contact information of the surrogate parent or a copy of the educational rights order to the LEA (school) where the child attends so it may appoint a surrogate to represent the child's educational needs.
- 3) If the court did not assign an educational representative, then identify for the school, persons who are familiar with the child and may be eligible to be appointed as a surrogate parent (i.e. CASAs, attorneys, previous surrogates, etc.).



See School Staff responsibilities in
placing foster children in school

School District and/or Local Educational Agency

Responsibilities in Placing Foster Youth in School



- Request records from previous school immediately upon verifying that the child is eligible for enrollment.



- Inquire about partial credits for work in progress or completed with the previous high school.



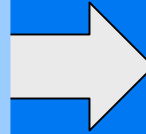
- Place the child in the most appropriate classes possible as quickly as possible.
- Arrange transportation promptly if the child needs to attend school outside of his or her attendance area.

School District and/or Local Educational Agency

Responsibilities in Placing Foster Youth in School



- *If the child has an IEP,* administratively place the child in the setting most similar to the last school placement or in the least restrictive alternative possible pending a review.
- Use the 30-day review period to identify legal parents, persons acting as a parent, and/or to appoint an educational representative or surrogate parent.



- Request the assistance of the social worker or probation officer in identifying legal parents, educational representative, or persons acting as a parent; locating legal parents; and/or establishing the child's eligibility to be appointed a representative.



**See Social Worker/Probation Officer
Responsibilities
for school placement**

School District and/or Local Educational Agency

Responsibilities in Placing Foster Youth in School

If the court has not appointed an educational representative or surrogate parent:

- Appoint and educate a representative so that she or he has the knowledge and skills to adequately represent the child.
- The representative should be selected in the following order of preference:

1) *foster parent,*

2) *close relative or adult sibling,*

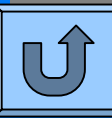
3) *CASR or other advocate identified by the social worker or probation officer,*

4) *surrogate parent recruited and trained by the LEA.*

- The Representative *may not* be an employee of a public or private agency that is involved in the education or care of the child

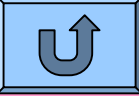


- Provide the surrogate parent or educational representative access to all educational records of the child to insure that he or she has adequate knowledge to represent the child.



See Foster Home/Group Home responsibilities for school placement

Foster Home or Group Home



Responsibilities for Enrolling Youth in School

- Enroll child promptly in the local public school using “Foster Home or Group Home Agreement” form (SOC 156/158) as proof of residence.
- Provide the school with the name and location of the last school of attendance and/or location of educational records.



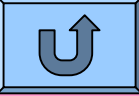
- Be assertive in requesting the prompt placement of the child.
- Request transportation be arranged if child cannot attend the local school.
- Pursue the child’s right to a free and appropriate education through the chain of command as necessary.



- If the child is identified as being eligible for Special Education, request that the child be administratively placed in the educational setting most similar to the last school placement or the least restrictive alternative available.

See School District/LEA responsibilities for placing foster children in school

Foster Home or Group Home



Responsibilities for Enrolling Youth in School

• If the child is suspected as needing Special Education but has not yet been identified as eligible for it, request, *in writing*, that the school assess the child.

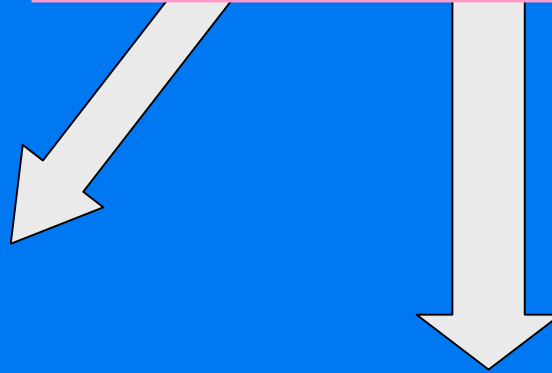


• Immediately inform the social worker or probation officer of the need to identify the legal parent or terminate educational rights so that the assessment and/or review of the educational placement can occur as soon as possible.

• If you are appointed as the “surrogate parent” or are considered the “person acting as a parent”:

1) Request that the district provide you with any available literature and/or training that is required to insure adequate representation of the child,

2) Inspect and review the child’s educational records.



See Social Worker/Probation Officer responsibilities for placing foster children in school

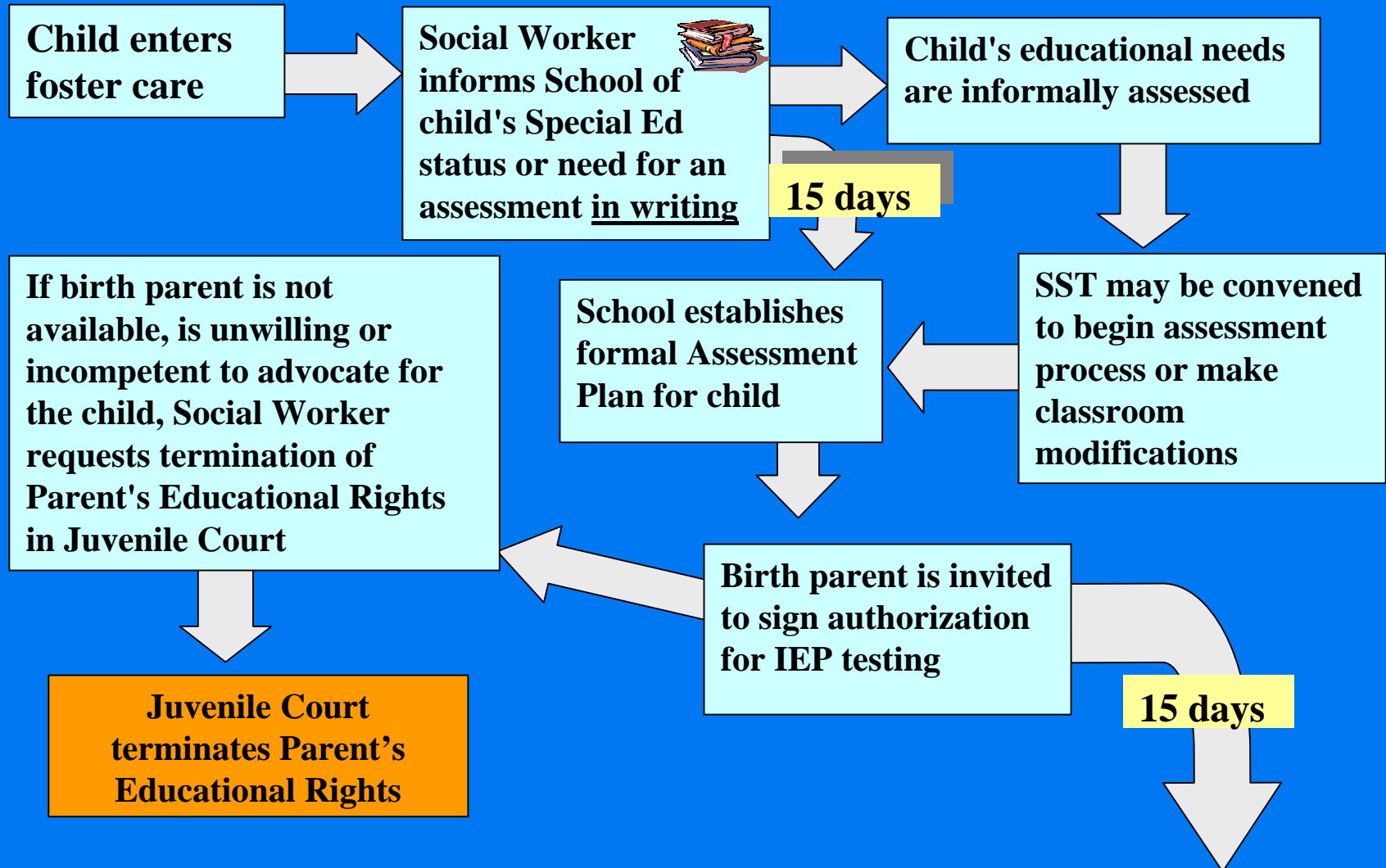
Foster home or Group Home



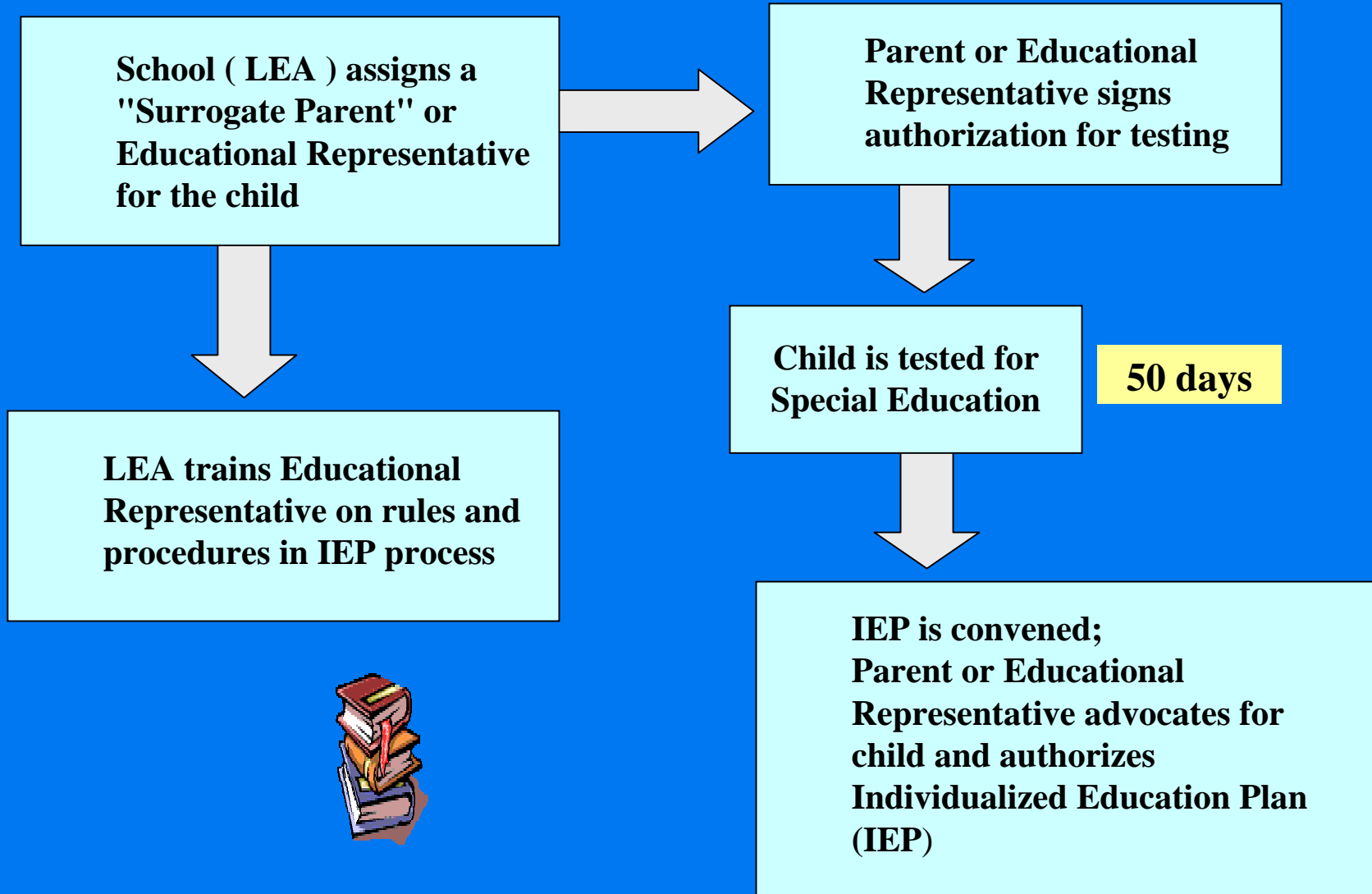
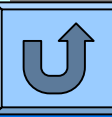
Responsibilities for Enrolling Youth in School

- **Attend all IEP meetings and carefully review the information shared at those meetings**
- **Communicate regularly with school staff regarding the progress of the child in school**
- **Communicate with the social worker/probation officer regarding the child's status and progress in Special Education**

"Surrogate Parent" Law - Procedures



continued "Surrogate Parent" Law - Procedures



The End



For more information on this topic please contact:

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**California Department of Education, Foster Youth Services --
<http://www.cde.ca.gov/lb/pf/fy/>**

Center for Social Service Research -- <http://cssr.berkeley.edu/>

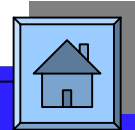
Center for Child and Youth Policy -- <http://ccyp.berkeley.edu/>

Section 48645.5

Awarding Partial Credit upon transfer:

Section 48645.5 of the Education Code is amended to read:

48645.5. Each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework shall be transferred by means of the standard state transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a diploma from the school the pupil last attended before detention or in the alternative, the county superintendent of schools may issue the diploma.



Section 48853.5

continues on to next slide

Designation and Duties of LEA Educational Liaison: SEC. 4. Section 48853.5 is added to the Education Code, to read: 48853.5.

(a) This section applies to any foster 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.

(b) **Each local educational agency shall designate a staff person** as the educational liaison for foster children. In a school district that operates a foster children services program pursuant to Chapter 11.3 (commencing with Section 42920) of Part 24, the educational liaison shall be affiliated with the local foster children services program. The liaison shall do all of the following: (1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children. (2) Assist foster children when transferring from one school to another or from one school district to another in ensuring proper transfer of credits, records, and grades. (c) This section does not grant authority to the educational liaison that supersedes the authority granted under state and federal law to a parent or 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 school of origin. (d) (1) At the initial detention or 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 his or her education in the school of origin for the duration of the academic school year. (2) The liaison, in consultation with and the agreement of the foster child and the person holding the right to make educational decisions for the foster child may, in accordance with the foster child's best interest, recommend that the foster child's right to attend the school of origin be waived and the foster child be enrolled in any public school that pupils living in the attendance area in which the foster child resides are eligible to attend. (3) Prior to making any recommendation to move a foster child from his or her school of origin, the liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how this recommendation serves the foster child's best interest.

Continued Section 48853.5:

- (4) (A) If the liaison in consultation with the foster child and the person holding the right to make educational decisions for the foster child agree that the best interests of the foster child would be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school.
- (B) The new school shall immediately enroll the foster child even if the foster child is unable to produce records or clothing normally required for enrollment, such as previous academic records, medical records, proof of residency, other documentation, or school uniforms.
- (C) **The liaison for the new school shall, within two business days of the foster child's request for enrollment, contact the school last attended by the foster child to obtain all academic and other records. The school liaison for the school last attended shall provide all records to the new school within two business days of receiving the request.** (5) If any dispute arises regarding the request of a foster child to remain in the school of origin, the foster child has the right to remain in the school of origin pending resolution of the dispute. (6) The local educational agency and the county placing agency are encouraged 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. (e) For purposes of this section, "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, the liaison, in consultation with and the agreement of the foster child and the person holding the right to make educational decisions for the foster child, shall determine in the best interest of the foster child, the school that shall be deemed the school of origin. (f) This section does not supersede other law governing the educational placements in juvenile court schools, as defined by Section 48645.1, by the juvenile court under Section 602 of the Welfare and Institutions Code.



To Group Home Slide



To School District Slide

Section 48853

Section **48853** is added to the Education Code, to read: 48853. (a) A pupil placed in a licensed children's institution or foster family home shall attend programs operated by the local educational agency, unless one of the following applies: (1) The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency. (2) The parent or guardian, or other person holding the right to make educational decisions for the pupil pursuant to Section 361 or 727 of the Welfare and Institutions Code or Section 56055, determines that it is in the best interest of the pupil to be placed in another educational program, or that the pupil continue in his or her school of origin pursuant to paragraph (1) of subdivision (d) of Section 48853.5. (b) Before any decision is made to place a pupil in a juvenile court school as defined by Section 48645.1, the parent or guardian, or person holding the right to make educational decisions for the pupil pursuant to Section 361 or 726 of the Welfare and Institutions Code or Section 56055, shall first consider placement in the regular public school. (c) If any dispute arises as to the school placement of a pupil subject to this section, the pupil has the right to remain in his or her school of origin, as defined in subdivision (e) of Section 48853.5, pending resolution of the dispute. (d) This section does not supersede other laws that govern pupil expulsion. (e) This section does not supersede any other law governing the educational placement in a juvenile court school, as defined by Section 48645.1, of a pupil detained in a county juvenile hall, or committed to a county juvenile ranch, camp, forestry camp, or regional facility. (f) Foster children living in emergency shelters, as referenced in McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11431 et seq.), may receive educational services at the emergency shelter as necessary for short periods of time for either of the following reasons: (1) For health and safety emergencies. (2) To provide temporary, special, and supplementary services to meet the child's unique needs if a decision regarding whether it is in the child's best interest to attend the school of origin cannot be made promptly, it is not practical to transport the child to the school of origin, and the child would otherwise not receive educational services. The educational services may be provided at the shelter pending a determination by the person holding the right regarding the educational placement of the child. (g) All educational and school placement decisions shall be made to ensure that the child is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, educational and school placement decisions shall be based on the best interests of the child.

Section 49069.5

Efficient Transfer of Pupil records 49069.5 (a) The Legislature finds and declares that the mobility of pupils in foster care often disrupts their educational experience. The Legislature also finds that efficient transfer procedures and transfer of pupil records is a critical factor in the swift placement of foster children in educational settings.

- (b) **The proper and timely transfer between schools of pupils in foster care is the responsibility of both the local educational agency and the county placing agency.**
- (c) As soon as the county placing agency becomes aware of the need to transfer a pupil in foster care out of his or her current school, the county placing agency shall contact the appropriate person at the local educational agency of the pupil. The county placing agency shall notify the local educational agency of the date that the pupil will be leaving the school and request that the pupil be transferred out.
- (d) Upon receiving a transfer request from a county placing agency, the local educational agency shall, within two business days, transfer the pupil out of school and deliver the educational information and records of the pupil to the next educational placement.
- (e) As part of the transfer process described under subdivisions(c) and (d), the local educational agency shall compile the complete educational record of the pupil including a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 et seq.) or individualized education program adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).
- (f) The local educational agency shall assign the duties listed in this section to a person competent to handle the transfer procedure and aware of the specific educational record keeping needs of homeless, foster, and other transient children who transfer between schools.
- (g) The local educational agency shall ensure that if the pupil in foster care is absent from school due to a decision to change the placement of a pupil made by a court or placing agency, the grades and credits of the pupil will be calculated as of the date the pupil left school, and no lowering of grades will occur as a result of the absence of the pupil under these circumstances.
- (h) The local educational agency shall ensure that if the pupil in foster care is absent from school due to a verified court appearance or related court ordered activity, no lowering of his or her grades will occur as a result of the absence of the pupil under these circumstances.



To Social Worker/PO Slide



To School District Slide



To Group Home Slide

Section 49069.5

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Section 56156

Placing Agency responsibilities re: Special Education needs notification:

56156. (a) Each court, regional center or the developmentally disabled, or public agency that engages in referring children to, or placing children in, licensed children's institutions shall report to the special education administrator of the district, special education local plan area, or county office in which the licensed children's institution is located any referral or admission of a child who is potentially eligible for special education.

- (b) At the time of placement in a licensed children's institution or foster family home, each court, regional center for the developmentally disabled, or public agency shall identify all of the following:
 - (1) Whether the courts have specifically limited the rights of the parent or guardian to make educational decisions for a child who is a ward or dependent of the court.
 - (2) The location of the parents, in the event that the parents retain the right to make educational decisions.
 - (3) Whether the location of the parents is unknown.
- (c) Each person licensed by the state to operate a licensed children's institution, or his or her designee, shall notify the special education administrator of the district, special education local plan area, or county office in which the licensed children's institution is located of any child potentially eligible for special education who resides at the facility.
- (d) The superintendent shall provide each county office of education with a current list of licensed children's institutions in that county at least biannually. The county office shall maintain the most current list of licensed children's institutions located within the county and shall notify each district and special education local plan area within the county of the names of licensed children's institutions located in the geographical area of the county covered by the district and special education local plan area. The county office shall notify the director of each licensed children's institution of the appropriate person to contact regarding individuals with exceptional needs.



Section 56321

Timelines and Authorizations for Assessments:

56321. (a) Whenever an assessment for the development or revision of the individualized education program is to be conducted, the parent of the pupil shall be given, **in writing**, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent agrees, in writing, to an extension. However, in any event, the assessment plan shall be developed within 10 days after the commencement of the subsequent regular school year or the pupil's regular school term as determined by each district's school calendar for each pupil for whom a referral has been made 10 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 15-day time shall recommence on the date that the pupil's regular schooldays reconvene. A copy of the notice of parent rights shall be attached to the assessment plan. A written explanation of all the procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following), and the rights and procedures contained in Chapter 5 (commencing with Section 56500), shall be included in the notice of parent rights, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; and the type of representative who may be invited to participate.

(b) The proposed assessment plan given to parents shall meet all the following requirements:

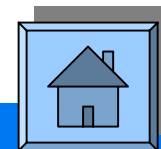
- (1) Be in language easily understood by the general public.
- (2) Be provided in the primary language of the parent or other mode of communication used by the parent, unless to do so is clearly not feasible.
- (3) Explain the types of assessments to be conducted.
- (4) State that no individualized education program will result from the assessment without the consent of the parent.
- (c) No assessment shall be conducted unless the written consent of the parent is obtained prior to the assessment except pursuant to subdivision (e) of Section 56506. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the consent.



Section 56325

Interim Placement when Special Education Students Transfers Schools:

- 56325.** (a) Whenever a pupil transfers into a school district from a school district not operating programs under the same local plan in which he or she was last enrolled in a special education program, the administrator of a local program under this part shall ensure that the pupil is immediately provided an interim placement for a period not to exceed 30 days. The interim placement must be in conformity with an individualized education program, unless the parent or guardian agrees otherwise. The individualized education program implemented during the interim placement may be either the pupil's existing individualized education program, implemented to the extent possible within existing resources, which may be implemented without complying with subdivision (a) of Section 56321, or a new individualized education program developed pursuant to Section 56321.
- (b) Before the expiration of the 30-day period, the interim placement shall be reviewed by the individualized education program team and a final recommendation shall be made by the team in accordance with the requirements of this chapter. The team may utilize information, records, and reports from the school district or county program from which the pupil transferred.



To School District Slide
To School District Slide

Section 7579.5 (a)

Appointment of Surrogates for representation in IEP process

7579.5. (a) A local educational agency shall appoint a surrogate parent for a child in accordance with clause (iii) of paragraph (2) of subsection (c) of Section 300.515 of Title 34 of the Code of Federal Regulations under one or more of the following circumstances:

- (1) (A) The child is adjudicated a dependent or ward of the court pursuant to Section 300, 601, or 602 of the Welfare and Institutions Code upon referral of the child to the local educational agency for special education and related services, or if the child already has a valid individualized education program,
(B) the court has specifically limited the right of the parent or guardian to make educational decisions for the child, and
(C) the child has no responsible adult to represent him or her pursuant to Section 361 or 726 of the Welfare and Institutions Code or Section 56055 of the Education Code.
- (2) No parent for the child can be identified.
- (3) The local educational agency, after reasonable efforts, cannot discover the location of a parent.



To Social Worker/PO Slide



IEP process slide

Section 7579.5 (b-e)

7579.5 (b) When appointing a surrogate parent, the local educational agency shall, as a first preference, select a relative caretaker, foster parent, or court-appointed special advocate, if any of these individuals exists and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the local educational agency shall select the surrogate parent of its choice. If the child is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the local educational agency shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.

(c) For the purposes of this section, the surrogate parent shall serve as the child's parent and shall have the rights relative to the child's education that a parent has under Title 20 (commencing with Section 1400) of the United States Code and pursuant to Part 300 of Title 34 (commencing with Section 300.1) of the Code of Federal Regulations. The surrogate parent may represent the child in matters relating to special education and related services, including the identification, assessment, instructional planning and development, educational placement, reviewing and revising the individualized education program, and in all other matters relating to the provision of a free appropriate public education of the child. Notwithstanding any other provision of law, this representation shall include the provision of written consent to the individualized education program including non-emergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to this chapter.

(d) The surrogate parent is required to meet with the child at least one time. He or she may also meet with the child on additional occasions, attend the child's individualized education program meetings, review the child's educational records, consult with persons involved in the child's education, and sign any consent relating to individualized education program purposes.

(e) As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.



Section 7579.5(f-j) Continued

- (f) The surrogate parent shall comply with federal and state law pertaining to the confidentiality of student records and information and shall use discretion in the necessary sharing of the information with appropriate persons for the purpose of furthering the interests of the child.
- (g) The surrogate parent may resign from his or her appointment only after he or she gives notice to the local educational agency.
- (h) The local educational agency shall terminate the appointment of a surrogate parent if (1) the person is not properly performing the duties of a surrogate parent or (2) the person has an interest that conflicts with interests of the child entrusted to his or her care.
- (i) Individuals who would have a conflict of interest in representing the child, as specified under federal regulations, may not be appointed as a surrogate parent. "An individual who would have a conflict of interest," for purposes of this section, means a person having any interests that might restrict or bias his or her ability to advocate for all of the services required to ensure that the child has a free appropriate public education.
- (j) Except for individuals who have a conflict of interest in representing the child, and notwithstanding any other law or regulation, individuals who may serve as surrogate parents include, but are not limited to, foster care providers, retired teachers, social workers, and probation officers who are not employees of the State Department of Education, the local educational agency, or any other agency that is involved in the education or care of the child. (1) A public agency authorized to appoint a surrogate parent under this section may select a person who is an employee of a nonpublic agency that only provides noneducational care for the child and who meets the other standards of this section. (2) A person who otherwise qualifies to be a surrogate parent under this section is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

Section 7579.5(k-o) Continued

- (k) The surrogate parent may represent the child until (1) the child is no longer in need of special education, (2) the minor reaches 18 years of age, unless the child chooses not to make educational decisions for himself or herself, or is deemed by a court to be incompetent, (3) another responsible adult is appointed to make educational decisions for the minor, or (4) the right of the parent or guardian to make educational decisions for the minor is fully restored.
- (l) The surrogate parent and the local educational agency appointing the surrogate parent shall be held harmless by the State of California when acting in their official capacity except for acts or omissions that are found to have been wanton, reckless, or malicious.
- (m) The State Department of Education shall develop a model surrogate parent training module and manual that shall be made available to local educational agencies.
- (n) Nothing in this section may be interpreted to prevent a parent or guardian of an individual with exceptional needs from designating another adult individual to represent the interests of the child for educational and related services.
- (o) If funding for implementation of this section is provided, it may only be provided from Item 6110-161-0890 of Section 2.00 of the annual Budget Act.

Section 366.27

SEC. 11. Section 366.27 of the Welfare and Institutions Code is amended to read: 366.27. (a) If a court, pursuant to paragraph (3) of subdivision (g) of Section 366.21, Section 366.22, or Section 366.26, orders the placement of a minor in a planned permanent living arrangement with a relative, the court may authorize the relative to provide the same legal consent for the minor's medical, surgical, and dental care as the custodial parent of the minor. (b) If a court orders the placement of a minor in a planned permanent living arrangement with a foster parent, relative caretaker, or nonrelative extended family member as defined in Section 362.7, the court may limit the right of the minor's parent or guardian to make educational decisions on the minor's behalf, so that the foster parent, relative caretaker, or nonrelative extended family member may exercise the educational consent duties pursuant to Section 56055 of the Education Code. (c) If a court orders the placement of a minor in a planned permanent living arrangement, for purposes of this section, a foster parent shall include a person, relative caretaker, or a nonrelative extended family member as defined in Section 362.7, who has been licensed or approved by the county welfare department, county probation department, or the State Department of Social Services, or has been designated by the court as a specified placement.