

## Best Interest Determination Process and Worksheet

### Contra Costa County

**Instructions:** Before recommending that a youth involved in the foster care or probation system move from their school of origin, the district must provide a written explanation of why a school change is in the youth's best interests, and obtain a written waiver from the Educational Rights Holder(s).

- The following steps guide a determination of whether the youth should remain in the school of origin or should transfer to a new school, and what plans are needed to ensure continuous school enrollment.
- This form, once completed, can be submitted to the court to meet the district and ERH's obligations to provide written explanations of their recommendations/decisions on school of origin.

Student 1 Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Student State ID: \_\_\_\_\_  
Student 2: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Student State ID: \_\_\_\_\_  
Student 3: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Student State ID: \_\_\_\_\_  
Student 4: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Student State ID: \_\_\_\_\_

#### STEP 1: Meeting Participants      Date of Meeting: \_\_\_\_\_ Type of Meeting: \_\_\_\_\_

AB Foster Youth Liaison (Origin school)      Present? Name: \_\_\_\_\_  
AB Foster Youth Liaison (Residence school)      Present? Name: \_\_\_\_\_  
Education Rights Holder(s) ("ERH")  
    *Mandatory Participant*      Present? Name: \_\_\_\_\_  
Additional Ed. Rights Holder(s) ("ERH")      Present? Name: \_\_\_\_\_  
Additional Ed. Rights Holder(s) ("ERH")      Present? Name: \_\_\_\_\_  
Additional Ed. Rights Holder(s) ("ERH")      Present? Name: \_\_\_\_\_  
Youth      Present? Name: \_\_\_\_\_  
Caregiver(s), if different than ERH      Present? Name: \_\_\_\_\_  
Social Worker/Probation Officer      Present? Name: \_\_\_\_\_  
Attorney for Youth/Public Defender      Present? Name: \_\_\_\_\_  
Academic Counselor      Present? Name: \_\_\_\_\_  
School Administrator      Present? Name: \_\_\_\_\_  
Other:      Present? Name: \_\_\_\_\_

#### STEP 2: Student Status

School of Origin: \_\_\_\_\_ Length of Attendance: \_\_\_\_\_

S.O.O. Type: \_\_\_\_\_

School of Residence: \_\_\_\_\_ Has student transferred to School of Residence: \_\_\_\_\_

Has the student(s) moved outside the district boundaries for their School of Origin?      Month: \_\_\_\_\_

Student(s) is(are)      McKinney-Vento Youth      Foster Youth

Student 2 S.O.O.: \_\_\_\_\_ Length of Attendance: \_\_\_\_\_

S.O.O. Type: \_\_\_\_\_

School of Residence: \_\_\_\_\_ Has student transferred to School of Residence: \_\_\_\_\_

Student 3 S.O.O.: \_\_\_\_\_ Length of Attendance: \_\_\_\_\_

S.O.O. Type: \_\_\_\_\_

School of Residence: \_\_\_\_\_ Has student transferred to School of Residence: \_\_\_\_\_

Student 4 S.O.O.: \_\_\_\_\_ Length of Attendance: \_\_\_\_\_

S.O.O. Type: \_\_\_\_\_

School of Residence: \_\_\_\_\_ Has student transferred to School of Residence: \_\_\_\_\_

### STEP 3: Complete Best Interest Analysis by Considering School Options

<b>Stakeholder Perspectives</b>	
<b>Youth's Perspective</b> What has the youth's experience been at school?	
<b>School Representative</b> How is the youth doing at school? Consider attendance, discipline, special programs, extracurriculars, therapeutic services, and relationships with staff.	
<b>Ed Rights Holder Perspective</b> What concerns or priorities come to mind when thinking about the youth's placement?	
<b>Caregiver Perspective</b> What concerns or priorities come to mind when thinking about the youth's placement?	
<b>Logistical Considerations</b>	
<b>Transportation</b> How much time would the student spend commuting? Which schools are proximate to their residence? What modes of transportation are available?	
<b>Special Education Programming</b> If the youth has an IEP, which schools provide the most appropriate program?	

<b>Anticipated Length of Placement</b> If the youth is in (or about to be in) a permanent living situation, which schools are sustainable for that home placement?	
<b>Timing of Transfer</b> Is there an optimal time for a transition, if applicable? Is there a short-term option to remain in the School of Origin?	

#### STEP 4: School of Origin Foster Youth Liaison Recommendation

The youth's AB 490 Education Liaison recommends \_\_\_\_\_ for the following reasons:

#### STEP 5: Ed. Rights Holder Best Interest Determination

The Ed. Rights Holder makes the final decision about whether remaining in the current school or any other school of origin is in the youth's best interest, based on the completion of the chart, all the information available to the team, the Foster Youth Liaison's recommendation, and what the ERH believes would best serve the youth's needs.

Ed. Rights Holder(s) chooses to have student \_\_\_\_\_ for the following reasons:

## STEP 6: Transportation Plan

If the youth is remaining in their school of origin, pursuant to an Ed. Rights Holder decision that moving is not in their best interests, refer to your county Every Student Succeeds Act ("ESSA") plan to determine who will arrange and fund the transportation between the school districts and county child welfare agency.

### Summary of Transportation Plan

Transportation to school of origin method: \_\_\_\_\_

Funding will be provided by: \_\_\_\_\_

#### If Reimbursement to an Individual:

Individual's Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Agency Providing Reimbursement:  
\_\_\_\_\_

#### If Public Transportation:

Identified Route: \_\_\_\_\_

#### If Other Transportation Requires a Cost Share:

County Office of Education: \_\_\_\_\_ %

District of Origin: \_\_\_\_\_ %

District of Residence: \_\_\_\_\_ %

Child Welfare: \_\_\_\_\_ %

\_\_\_\_\_ : \_\_\_\_\_ %

Total Amount Per Agency: \_\_\_\_\_

## STEP 7: Consent

\_\_\_\_\_  
ERH Signature \_\_\_\_\_ Date \_\_\_\_\_  
S.O.O. District Liaison \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
ERH Signature \_\_\_\_\_ Date \_\_\_\_\_  
ERH Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
ERH Signature \_\_\_\_\_ Date \_\_\_\_\_