

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") <i>Mandatory Participant</i>	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: _____
Other:	Present?	Name: _____
Other:	Present?	Name: _____
Other:	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

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

Anticipated Length of Placement If the youth is in (or about to be in) a permanent living situation, which schools are sustainable for that home placement?	
Timing of Transfer 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 Other Transportation Requires a Cost Share:

County Office of Education: _____%

District of Origin: _____%

District of Residence: _____%

Child Welfare: _____%

_____ : _____ %

Total Amount Per Agency: _____

If Public Transportation:

Identified Route:

STEP 7: Consent

ERH Signature _____ Date _____

S.O.O. District Liaison _____ Date _____

ERH Signature _____ Date _____

ERH Signature

Date

ERH Signature _____ Date _____