

STANISLAUS COUNTY INTERAGENCY AGREEMENT

ESSA EDUCATION STABILITY & TRANSPORTATION

FOR CHILDREN & YOUTH IN FOSTER CARE

SECTION I. PARTIES

This Interagency Agreement established between the Stanislaus County Adult, Child, and Family Services Division (ACFSD), the Stanislaus County Office of Education (SCOE), and Stanislaus County Local Education Agencies (LEAs) included in (Exhibit A - Agencies Party to this Agreement).

SECTION II. INTENT

Through this agreement, all parties, in accordance with the [Every Student Succeeds Act \(ESSA\) Section 1112\(c\)\(5\)\(B\)](#) will collaborate to develop and implement clear written procedures governing how foster care placement changes will be conducted in accordance with [42 USC 675\(1\)\(G\)](#) and transportation to maintain foster youth in their school of origin when in their best interest will be provided, arrange and funded for the duration of the time in foster care, which procedures shall:


(i) ensure that foster youth needing transportation to their school of origin will promptly receive transportation in a cost-effective manner and accordance with [Section 475\(4\)\(A\) of the Social Security Act](#); and

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain pupils in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if

- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- (II) the local educational agency agrees to pay for the cost of such transportation; or
- (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation...”

ESSA education stability and transportation provisions for preschool children in foster care, even if an LEA does not otherwise provide transportation to students who are **not** in foster care **if** the LEAs offers public preschool education they must also meet Title I requirements unless a determination is made that it is not in the child’s best interest. [ESEA section 1111\(g\)\(1\)\(E\)](#)

In addition, LEAs who receive Title I funds under the Elementary and Secondary Education Act (ESEA) are required to coordinate with Head Start programs and, **if** feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education Program ([ESEA section 1115 \(b\)\(2\)\(C\)](#)). All parties in this agreement shall implement the Early Care and Education program (ECEP) stability protections and policies outlined in this agreement to better assist foster children transition from one ECEP such as Head Start, literacy program under subpart 2 of part B of title II, or State-run preschool school program to another elementary



NOW, THEREFORE, in consideration of the mutual agreements and assurances set forth, and valuable consideration, acceptance and hereby acknowledge, the parties hereto agree as follows:

SECTION III. ADMINISTRATION OF AGREEMENT

Each party identifies the following individual to serve as the Point of Contact (POC) (authorized administrative representative) for that party. Any party may change its administrative representative by notifying the SCOE POC of such change. Any such change will become effective upon the receipt of such notice by the other party to this Agreement. The POC's responsibilities are described below and in detail under Section IV and the Education Stability and Transportation Protocol (Exhibit C) included in this agreement.

Notice of the authorized representative shall be sent to each party as follows:

A. Stanislaus County Office of Education

Vicki Bauman, Director III
Foster Youth Services Coordination Program
1100 H Street Modesto CA 95354
(209) 238-1361
vbauman@stancoe.org

Point of Contact:

Elisa Beltran, Foster Youth Liaison
Foster Youth Services Coordination Program
1100 H Street Modesto CA 95354
(209) 238-1384
ebeltran@stancoe.org

B. Stanislaus County Adult, Child & Family Services Division

Dwight Simpson, Manager III
251 E Hackett Road Modesto, CA 95358
(209) 558-1076
SimpsDb@stancounty.com

Point of Contact:

Lisa Thompson, Education Liaison
251 E Hackett Road Modesto, CA 95358
(209) 558-3743
thompla@stancounty.com

C. Stanislaus County Local Education A Point of Contacts (Foster Youth Liaisons) see Foster Youth Services Coordinating Program website under related links at:

<https://www.stancoe.org/division/educational-options/prevention-programs/foster-youth-services>

SECTION IV. ROLES AND RESPONSIBILITIES

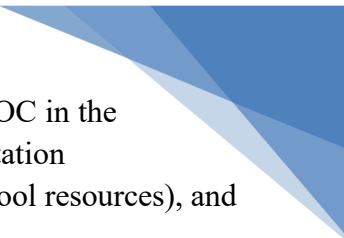
[ESEA section 1112\(c\)\(5\)\(A\)](#) requires local education agencies (LEAs) and child welfare agencies to identify and establish a local-level Foster Care Point of Contact to facilitate the implementation of, and compliance with, the federal Title I, Part A protections provided to youth in foster care by the Every Student Succeeds Act.

POCs serve as a bridge between state and local education and child welfare systems to ensure educational stability for students in foster care. Therefore must be versed in ESSA's Title I, Part A foster care provisions as well as other laws, regulations, state and local policies, and guidance governing education services for youth in foster care.

- 1) **SCOE Point of Contact (POC):** The SCOE Foster Youth Services Coordinating Program (FYSCP) POC shall collaborate with the appropriate ACFSD and LEA POCs in the development and implementation of ESSA school stability and transportation requirements. The SCOE FYSCP POC will have the capacity (time, access to school resources) and the necessary resources to fulfill their duties, which include:
 - a. Serve as the point of contact to promote educational stability for students in foster care, including supporting best practices for local policies and procedures that remove barriers to education for youth in foster care; [EC§48850](#), [AB854](#), and [SB860](#)
 - b. Facilitate collaboration between county agencies, school districts, and community organizations to increase education stability by minimizing changes in school placement by supporting the implementation of [Section 48850, subdivision \(c\) of Section 48853](#), and [all related statutes](#) that pertain to children, youth, and non-minor dependents in foster care;
 - c. Coordination and implementation of interagency information-sharing policies, procedures, and services for foster youth consistent with this agreement for the fulfillment of ESSA transportation and school stability requirements in collaboration with the ACFSD and LEAs for fulfilling the responsibilities of this agreement, in accordance with the confidentiality laws included under number 4 of Section IV;
 - d. Coordination of countywide foster care home and school placement changes, entries and exits from foster care, and commencement and termination of trial visitation notifications which include, but are not limited to, school base program needs and services, court orders, academic records, etc. required to support the foster youth's Best Interest Determination (BID) and School Stability and Transportation Agreement (SSTA) process;
 - e. Collaborate with LEAs and ACFSD to ensure children, youth, and non-minor dependents in foster care remain in their SOO when in their best interest; transportation is provided and arranged promptly and is funded for the duration of their time in foster care cost-effectively in accordance with [section 675\(4\)\(A\) of title 42](#). Ensure if additional costs are incurred in providing transportation to maintain foster youth in his/her school of origin, LEAs and ACFSD will provide transportation to the school of origin under the provisions of this agreement; [20 USC](#)

6312(c)(5)(B)(ii)

- f. Maintain, track, monitor, and manage foster care status, home, and school placement changes, foster youth academic records, and services in [Foster Focus statewide data system](#); including foster care transportation agreements and services to the school of origin for Stanislaus County dependents;
- g. Collaborate in providing ACFSD social workers and LEA staff with foster youth education stability training (countywide home and school placement change and transportation to the school of origin rights, protocols, and procedures);
- h. Collaborate with LEAs and ACFSD to ensure the prompt review, approval, execution, and notification of foster care school placement and transportation agreements, and transfer of foster youth records and other information required through this agreement;
- i. Provide quarterly reports to FYSCP Executive Advisory Board (e.g. the number of foster care and school placement changes, transportation agreements, transportation to SOO, etc.);
- j. Provide technical assistance including problem-solving strategies and facilitate collaborative meetings between the LEAs and ACFSD when challenges in meeting the requirements of this agreement occur; [AB854, ACL16-91](#)
- k. Educate education rights holders (ERHs), caregivers, and foster youth of education laws about school stability and school of origin transportation rights; provide guidance and support to ensure parties are knowledgeable and foster youth benefit from the provisions associated with this agreement; [EC§48850\(b\)](#)
- l. Collaborate with LEAs, ACFSD, court-ordered ERH/LEA surrogate or parent, foster youth, and all other relevant parties and follow dispute resolution processes when disagreements arise about school placement, modes of transportation, or financial responsibilities associated with the school of origin transportation costs. Work with all parties to ensure foster youth receive prompt support and transportation to their school of origin while awaiting a dispute resolution; [EC§48853.5\(f\)\(9\)](#)
- m. Coordinate review of countywide written foster care school stability, school placement, and transportation procedures and documents associated with this agreement in collaboration with LEAs and ACFSD within 60 days of the end of the agreement term to review its implementation;
- n. Manage the review and revision process of information-sharing policies, documents, procedures and services for foster youth consistent with this agreement for the fulfill ESSA transportation and school stability requirements through partner work group facilitation as needed; max of five members within the group, in accordance with the confidentiality laws included under number 4 of Section IV.
- o. Process all audit transfers and ensure additional costs are shared equally among all parties as agreed upon; As needed, SCOE will facilitate the identification of resources needed to continue the provision of services under this agreement.

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2. **LEA POCs** shall collaborate with the appropriate SCOE and ACFSD POC in the development and implementation of ESSA school stability and transportation requirements. The LEA POC shall have the capacity (time, access to school resources), and the necessary resources to fulfill their duties, which include:
- a. Serve as the foster care point of contact and promote educational stability for students in foster care, including supporting best practices for local policies and procedures that remove barriers to education for foster youth in accordance with [state education law](#);
 - b. Coordinate regularly with ACFSD and SCOE POCs to implement ESSA's Title I, Part A provisions, which include collaboration, participation in school placement BID, provision of transportation, and facilitation of immediate enrollment and records transfers;
 - c. Facilitation of foster youth BID and SSTA requirements; ensure all educational and school placement decisions are made based on the foster youth's best interests and BID members consider, among other factors, educational stability and the least restrictive educational setting necessary to achieve academic progress in agreement with the ERH/LEA Surrogate or parent in consultation with the foster youth; [EC§48850\(a\)\(1\)](#), [48853\(h\)](#)
 - d. Ensure foster youth in foster care remain in his/her school of origin when determined in the best interest of the foster youth, for as long as the court has jurisdiction over the child's placement and is in the best interest of the foster youth. Moreover, when transitioning between grade levels, ensure the foster youth continues in his/her school district of origin or, if applicable, to enroll in the same middle or high school district as his/her classmates, following established school district feeder patterns; [EC§48853.5\(e\)\(1\)-\(4\)](#)
 - e. Ensure foster youth who exit foster care during kindergarten or grades 1 through 8 academic years remain in the school of origin through the end of that academic year, if it is determined to be in the foster youth's best interest. If it is determined to be in the foster youth's best interest, POCs will ensure that foster youth who exit foster care during high school remain in the school of origin through graduation; [EC§48853.5\(e\)\(1\)-\(4\)](#)
 - f. Ensure immediate enrollment, placement, and checkout of school for foster youth, even if the foster youth has outstanding fees, fines, textbooks, or other items or money due to a school or does not have the clothing or records normally required for enrollment, including but not limited to academic records, medical records, proof of immunization history, proof of residency, or school uniforms; [EC§48853.5\(e\)\(8\)\(B\)](#)
 - g. Ensure proper transfer of credits, health, cumulative, discipline records, test scores, correspondence (e.g., inter-office notes, memos, letters, etc.) special education assessments (e.g. psychological, educational, speech, OT, PT, etc.), and Individual Education Program or 504 plans, etc.; [EC§48853.5\(c\)](#)
 - h. Make certain all coursework satisfactorily completed by foster youth is accepted while attending another public school, a juvenile court school, or a nonpublic,

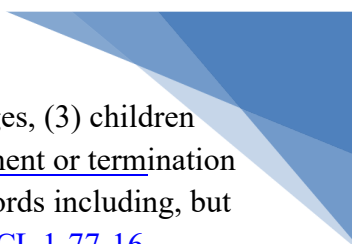
nonsectarian school or agency, even if the child did not complete the entire course. Apply credits accepted to the same or equivalent coursework, if applicable;

[EC§51225.2](#)

- i. Issue full or partial credit for the coursework satisfactorily completed by foster youth and will not require the foster youth to retake a course already satisfactorily completed in one of these settings. If partial credit has been awarded in a particular course, the foster youth must be enrolled in the same or equivalent course, if applicable;
[EC§48645.5\(a\)](#)
- j. Coordination and implementation of interagency information-sharing policies, procedures, and services for foster youth consistent with this agreement for the fulfillment of ESSA transportation and school stability requirements in collaboration with the ACFSD, SCOE and LEAs for fulfilling the responsibilities of this agreement, in accordance with the confidentiality laws included under number 4 of Section IV;
- k. Collaborate with SCOE, LEAs, court-ordered ERH/LEA surrogate or parent, foster youth, and all other relevant parties and follow dispute resolution processes when disagreements arise about school placement, modes of transportation, or financial responsibilities associated with the school of origin transportation costs. Work with all parties to ensure foster youth receive prompt support and transportation to their school of origin while awaiting a dispute resolution; [EC§48853.5\(f\)\(9\)](#)
- l. Collaborate with SCOE to ensure the prompt review, approval, execution, and notification of foster care school placement and transportation agreements, and transfer of foster youth records and other information required through this agreement;
- m. Collaborate with SCOE and ACFSD to ensure foster youth remain in their SOO when in their best interest; transportation is provided and arranged promptly and is funded for the duration of their time in foster care cost-effectively in accordance with [section 675\(4\)\(A\) of title 42](#). Ensure if additional costs are incurred in providing transportation to maintain foster youth in his/her school of origin, LEAs and ACFSD will provide transportation to the school of origin under the provisions of this agreement; [20 USC 6312\(c\)\(5\)\(B\)\(ii\)](#)
- n. Collaborate with SCOE FYSCP and LEAs in the review and revision of program and information-sharing policies, procedures, and services for foster youth in foster care consistent with this agreement for the fulfillment of ESSA transportation and school stability requirements, in accordance with the confidentiality laws included under number 4 of Section IV for fulfilling the responsibilities of this agreement;
- o. Will ensure all applicants are vetted and all awarded contract providers adhere to all applicable Education and Vehicle codes outlined in California Law relating to student transportation; Will provide orientation to all transportation provider drivers; Conduct background clearances of all contracted providers transporting eligible foster youth under this agreement and cover all costs associated with clearances of all contracted providers transporting eligible foster youth under this agreement.

3. **ACFSD POC** shall collaborate with the appropriate SCOE and LEA POCs in the development and implementation of ESSA school stability and transportation requirements. The ACFSD POC will have sufficient capacity and the necessary resources to fulfill their duties, which include:

- a. Serve as the foster care point of contact to promote educational stability for students in foster care, including supporting best practices for local policies and procedures that remove barriers to education for youth in foster care; [20 USC 6312\(c\)](#); [ACL16-91](#)
- b. Coordinate regularly with SCOE and LEA POCs to implement ESSA's Title I, Part A provisions, which include collaboration, participation in school placement BID, provision of transportation, and facilitation of immediate enrollment and records transfers; [Public Law No: 114-95](#)
- c. Inform the court-ordered ERH or parent, caregiver, and foster youth of potential foster care placement changes that could result in a school placement change and explain Foster Care Education laws about school placement, BID process, SOO, and related services; [CRC 5.651\(e\)\(1\)\(A\)](#)
- d. ACFSD will ensure the appropriate agency representatives follow the Educational Stability Policy Action Memo regarding educational stability before making decisions regarding a foster youth's foster care placement change. If the foster youth's foster care placement must change, the social worker will make every effort to find a new foster care placement close to his/her school of origin; [WIC§16501.1\(c\)\(4\)](#), [16010.7](#), [16501.1\(f\)\(8\)](#), [ACL 19-26](#), [AB2247](#)
- e. Ensure social workers and other child welfare agency staff partake in Foster Care Education training opportunities to learn about the educational needs of students in foster care, such as educational stability provisions of ESSA and [Fostering Connections](#), [special education laws](#), and processes;
- f. Work collaboratively with County LEA to provide a minimum of 1 workshop annually regarding how the child welfare system works, the impact of trauma, and the specialized needs of students in foster care to LEAs;
- g. Encourage social workers to actively participate in education teams created to support students with whom they are working and regularly discuss the student's education with the student and other supportive adults in the student's life;
- h. Ensure social workers notify SCOE POC of all foster youth who are enrolled in an Early Care and Education program (i.e. Head Start, Early Head Start, and preschool programs operated by the state or district) who will or have experienced a foster care placement change; [ESEA section 1115 \(b\)\(2\)\(C\)](#)
- i. The monitoring, training, and implementation of internal interagency collaboration and information-sharing policies, procedures, and services for foster youth consistent with this agreement for the fulfillment of ESSA transportation and school stability requirements, in collaboration with the ACFSD and LEAs for fulfilling the responsibilities of this agreement, in accordance with the confidentiality laws included under number 4 of Section IV for fulfilling the responsibilities of this agreement;
- j. Facilitation of timely placement change notifications to SCOE POC which include




(1) foster care home placement changes, (2) school placement changes, (3) children and youth entering or exiting the foster care system, (4) commencement or termination of trial visits and the prompt transfer of all required foster youth records including, but not limited to those included in this agreement to the SCOE POC; [ACL 1-77-16](#)

- k. Collaborate with SCOE, LEAs, ERH/LEA surrogate or parent, foster youth, and all other relevant parties and follow dispute resolution processes when disagreements arise concerning school placement, modes of transportation, or financial responsibilities associated with the school of origin transportation costs. Work with all parties to ensure foster youth in foster care receive prompt support and transportation to their school of origin while awaiting a dispute resolution;
 - l. Collaborate with SCOE and LEAs to ensure foster youth in foster care remain in their SOO when in their best interest; transportation is provided and arranged promptly and is funded for the duration allowable by law cost-effectively;
 - m. Facilitate the prompt review, approval, and execution of foster care school placement and transportation agreements, and transfer of foster youth records and all other information required through this agreement. If additional costs are incurred in providing transportation to maintain foster youth in foster care in their schools of origin, LEAs and ACFSD will provide transportation to the school of origin under the provisions of this agreement; [20 USC 6312\(c\)](#), [section 675\(4\)\(A\) of title 42](#)
 - n. Collaborate with SCOE and LEAs in the review and revision of program and information-sharing policies, procedures, and services for foster youth in foster care consistent with this agreement for the fulfillment of ESSA transportation and school stability requirements, in accordance with the confidentiality laws included under number 4 of Section IV for fulling the responsibilities of this agreement.
4. All parties to this agreement will adhere to interagency information-sharing policies, procedures, and services for foster youth consistent with the Family Educational Rights and Privacy Act (FERPA) and the confidentiality provisions in the Individuals with Disabilities Education Act (IDEA) as well as comply with the provisions of Section 10850 of the Welfare and Institutions Code (WIC) and Division 19 of the California Department of Social Services Manual of Policies and Procedures and any state [confidentiality laws](#) in collaboration with the ACFSD and LEAs for fulling the responsibilities of this agreement;

SECTION V. INTERAGENCY EDUCATION STABILITY POLICIES & PROCEDURES

Stanislaus County Education Stability & Transportation Procedures and Forms associated with the terms of this agreement are as follows:

- 1. Foster Care Education Stability and Transportation Agreements/Protocols:
 - a. Exhibit A: Agencies Party to the Agreement
 - b. Exhibit B: Terms and Definitions of Agreement
 - c. Exhibit C: Foster Care Education Stability & Transportation Protocol
 - d. Exhibit D: Consideration for Best Interest Determination Protocol
 - e. Exhibit E: Foster Youth School of Origin Dispute Protocol
 - f. Exhibit F: Financial Responsibilities & Share of Cost Protocol

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2. Foster Care Education Stability and Transportation Forms:
- g. Exhibit G: ACFSD Foster Youth Education Stability Assessment Form
 - h. Exhibit H: ACFSD School of Origin Waiver
 - i. Exhibit I: SCOE/ACFSD Foster Youth Information Form
 - j. Exhibit J: ACFSD Trial Visitation Verification Letter
 - k. Exhibit K: Court Orders
 - i. Appointment of Education Rights Holder,
 - ii. LEA Response to JV535 Appointment of Surrogate Parent,
 - iii. Safety and Restraining Orders,
 - iv. Findings and Orders Regarding Transfer From School of Origin
 - v. Termination of Dependency (i.e. adoptions, reunification, legal guardianship, opt-out of AB12, name change, etc.)
 - l. Exhibit L: SCOE Foster Care Early Care & Education Notice of Transfer
 - m. Exhibit M: SCOE Foster Care Placement Change Notification
 - n. Exhibit N: Best Interest Determination Forms
 - o. Exhibit O: LEA Letter of Recommendation
 - p. Exhibit P: SCOE School Stability & Transportation Agreement
 - q. Exhibit Q: SCOE Early Care& Education Placement Verification form
 - r. Exhibit R: LEA Dispute Form
 - s. Exhibit S: ERH Dispute Form

SECTION VI. DURATION OF TRANSPORTATION

Transportation to and from the SOO will be provided for the duration of the pupil's time in foster care if the foster youth's ERH/LEA Education Surrogate determines it to be in his/her best interest.

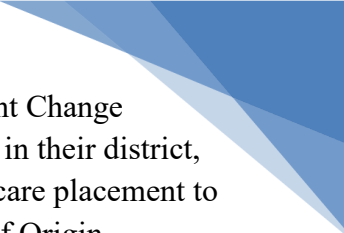
Foster Care Case Closure/Court Jurisdiction Ends:

If the court's jurisdiction ends during an academic year and the foster youth is in kindergarten or grades 1 through 8, inclusive, the right to remain in the school of origin lasts through the end of that academic year as long as it continues to be in the foster youth's best interest. If the court's jurisdiction ends while the foster youth is in high school, the right to remain in the school of origin lasts through graduation, as long as it continues to be in the foster youth's best interest. [EC 48853.5\(e\)\(1\)-\(4\)](#)

An LEA is not required to provide transportation to a former foster youth who has an individualized education program that does not require transportation as a related service and who changes residence but remains in his or her school of origin pursuant to this paragraph unless the individualized education program team determines that transportation is a necessary related service [EC 48853.5\(5\)\(A\)](#)

SECTION VII. OUT OF COUNTY FOSTER YOUTH PLACEMENTS

Placement change notifications and transportation arrangements for foster youth and under the jurisdiction of a county ***other than*** Stanislaus County:

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1. The SCOE Transition Assistant or POC will provide a Foster Care Placement Change Notification to the LEA of Origin upon learning that a foster youth enrolled in their district, and under the jurisdiction of another county, will be moved to a new foster care placement to facilitate communication between the county welfare agency and the LEA of Origin.
 2. The LEA of Origin will contact the foster youth's county social worker and ERH to discuss the foster youth's education stability rights under ESSA and school placement based on the pupil's best interest.
Whenever possible, the LEA of Origin will apply the terms of this agreement to ensure the educational stability of foster youth and provide transportation to the SOO as needed.
 3. SCOE will provide a copy of the Stanislaus County Interagency Education Stability and Transportation Agreement upon request of the other county's placement agency for reference.


ACFSD: OUTSIDE STANISLAUS COUNTY FOSTER CARE PLACEMENT CHANGES
ECEP Notice of Relocation and Verification Notifications and Placement Change Notifications and Transportation Arrangements for Stanislaus County eligible foster youth enrolled in ECEPs and attending school outside of Stanislaus County:

1. The ACFSD will apply the procedures outlined in this agreement:
 - a. Whenever possible, the ACFSD social worker or POC will apply the terms of this agreement to ensure the educational stability of foster youth and provide transportation to their SOO as needed.
2. The LEA of Origin and SCOE will apply procedures outlined in this agreement:
 - a. Whenever possible, and in agreement with ACFSD, the LEA of Origin and SCOE POC Transition Assistant or POC will apply terms of this agreement to ensure the educational stability of foster youth and provide transportation to the SOO as needed.

SECTION VIII: RESPONSIBILITIES

SCOE is an LEA under federal law and agrees to provide coordination and oversight of the provisions in this agreement. To fulfill its responsibilities and ensure compliance with Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B) school stability and transportation to and from their school of origin and 42 USC 675(1)(G) provisions, SCOE has agreed to coordinate with all parties to this agreement and administer a countywide school stability and transportation program to ensure all foster youth who are under the jurisdiction of the Juvenile Court and are governed by the Fostering Connections Act as defined by 48853.3 (a).

ACFSD agrees to SCOE's administration and coordination of this agreement and to fulfill their responsibilities as outlined in this agreement in compliance with Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B) school stability and school of origin transportation and 42 USC 675(1)(G) provisions for all foster youth who are under the jurisdiction of the Juvenile Court and are governed by the Fostering Connections Act as defined by 48853.3 (a).



LEAs agrees to SCOE's administration and coordination of this agreement and to fulfill their responsibilities as outlined in this agreement in compliance with the Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B) school stability and school of origin transportation to ensure all eligible foster youth have the right to remain in their school of origin and obtain transportation to and from their school of origin.

WHEREAS, this Interagency Agreement is for purposes of ensuring eligible foster youth in Stanislaus County maintain education stability and efficient methods of transportation to their school of origin are provided and arranged promptly and collaboratively.

WHEREAS, this Interagency Agreement and its parties will adhere to the Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B), 42 USC 675(1)(G), and the provisions outlined in this agreement to ensure school stability and provide transportation to and from the school of origin to all eligible foster youth. Students in foster care covered by this agreement include foster youth who are under the jurisdiction of the Juvenile Court and are governed by the Fostering Connections Act as defined by 48853.3 (a) and are attending school within Stanislaus County.

Through ***June 30, 2023***, the parties agree to implement this agreement and gather data to further improve school stability and transportation services to eligible foster youth. This Agreement may be modified, amended, changed, added to or subtracted from by the mutual written consent of the parties hereof if such amendment or change is in written form and executed with the same formalities as this Agreement and attached to the original of this Agreement.

Agency Contacts:

SCOE: Vicki Bauman, Prevention Programs Director
1100 H St. Modesto, CA 95354
(209) 238-1361 / vbauman@stancoe.org

CSA: Kathy Harwell, Director
Community Services Agency, Stanislaus County
251 E Hackett Road Modesto, CA 95358
(209) 558-1076 / HarwellK@stancounty.com

Billing: Community Service Agency Stanislaus County
251 E Hackett Road Modesto, CA 95358

Authorizing Signatures:

Vicki Bauman, Director III, Prevention Programs
Stanislaus County Office of Education

Date

Scott Kuykendall, Superintendent
Stanislaus County Office of Education

Date

Julie Betschart, Deputy Superintendent, Business Services
Stanislaus County Office of Education

Date

Tony Jordan, Executive Director, Child & Family Services
Stanislaus County Office of Education

Date


Kathryn M. Harwell (Jul 16, 2021 09:47 PDT)

Jul 16, 2021

Kathy Harwell, Director
Community Services Agency, Stanislaus County

Date


Todd James (Jul 13, 2021 13:51 PDT)

Jul 13, 2021

Todd James, Deputy County Counsel
Community Services Agency, Stanislaus County

Date

Anthony Solina, Area Superintendent
Aspire Charter Schools & Academy - Central Valley Region

Date

Denise Wickman, District Superintendent
Ceres Unified School District

Date

Cherise Olvera, District Superintendent
Chatom Union School District

Date

Sherri Nelson, Executive Director
Connecting Waters Charter School

Date

Terry Metzger, District Superintendent
Denair Unified School District

Date



David Garcia, District Superintendent
Empire Union School District

Date

Chris Essary, Residential Division Director
Aspiranet - Fusion Charter School

Date

Wendy Williams, District Superintendent
Gratton School District

Date

Leah Silvestre, Chief Executive Officer
Great Valley Academy (Modesto/Salida)

Date

Matthew Shipley, District Superintendent
Hart-Ransom Union School District

Date

Paul Gardner, District Superintendent
Hickman School District

Date

Brenda Smith, District Superintendent
Hughson Unified School District

Date

Helio Brasil, District Superintendent
Keyes Union School District

Date

Janet Skulina, District Superintendent
Knights Ferry School District

Date

Sara Noguchi, District Superintendent
Modesto City Schools Districts

Date

Shawn Posey, District Superintendent
Newman-Crows Landing Unified School District

Date

David Kline, District Superintendent
Oakdale Joint Unified School District

Date



Heath Thomason, District Superintendent
Paradise Elementary School District

Date

Philip Alfano, District Superintendent
Patterson Joint Unified School District

Date

Christine Facella, District Superintendent
Riverbank Unified School District

Date

Bob Loretelli, District Superintendent
Roberts Ferry School District

Date

Twila Tosh, District Superintendent
Salida Union School District

Date

Seth Ehrler, District Superintendent
Shiloh School District

Date

Matt Devins, Executive Director
Stanislaus County Special Education Local Plan Area

Date

Shannon Sanford, District Superintendent
Stanislaus Union School District

Date

Eric Fredrickson, District Superintendent
Sylvan Union School District

Date

Dana Trevethan, District Superintendent
Turlock Unified School District

Date

Bill Slikker, District Superintendent
Valley Home Joint School District

Date

Don Davis, District Superintendent
Waterford Unified School District

Date

Stanislaus County LEAs Party to Agreement

Local Education Agencies (LEA) included in this agreement with the Stanislaus County Office of Education (SCOE) and the Stanislaus County Adult, Child and Family Services Division (ACFSD) are as follows:

Stanislaus County Office of Education
Scott Kuykendall, Superintendent
1100 H St. Modesto, CA 95354
(209) 238-1700 / SKuykendall@stancoe.org

Stanislaus County Community Services Agency
Kathy Harwell, Director
251 E Hackett Road Modesto, CA 95358
(209) 558-1076 / HarwellK@stancounty.com

Aspire Charter Schools & Academy - Central Valley Region
3311 E Morada Lane, Stockton, CA 95212
Anthony Solina, Area Superintendent,
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Ceres Unified School District
Denise Wickman, District Superintendent
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Chatom Union School District
Cherise Olvera, District Superintendent
7201 Clayton Avenue, Turlock 95380
(209) 664-8505 / colvera@chatom.k12.ca.us

Connecting Waters Charter School
Sherri Nelson, Executive Director
12420 Bentley Street, Waterford, CA 95386
(209) 874-1119 / snelson@connectingwaters.org

Denair Unified School District
Terry Metzger, District Superintendent
3460 Lester Road, Denair 95316
(209) 632-7514 / tmetzger@dusd.k12.ca.us

Empire Union School District
David Garcia, District Superintendent
116 North McClure Road, Modesto, CA
(209) 521-2800 / dgarcia@empire.k12.ca.us

Fusion Charter School, Aspiranet
Chris Essary, Division Director
441 W. Linwood Avenue, Turlock, CA 95380
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Gratton School District
Wendy Williams, District Superintendent
4500 South Gratton Rd. Denair, CA 95316
(209) 632-0505 / wwilliams@grattonschool.net

Great Valley Academy (Modesto/Salida)
Leah Silvestre, Chief Executive Officer
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Hart-Ransom Union School District
Matthew Shipley, District Superintendent
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Hickman School District
Paul Gardner, District Superintendent
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Hughson Unified School District
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Keyes Union School District
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Knights Ferry School District
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Modesto City Schools Districts
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Newman-Crows Landing Unified School District
Shawn Posey, District Superintendent
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Oakdale Joint Unified School District
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Paradise Elementary School District
Heath Thomason, District Superintendent
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Patterson Joint Unified School District
Philip Alfano, District Superintendent
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Riverbank Unified School District
Christine Facella, District Superintendent
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Roberts Ferry School District
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Salida Union School District
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Shiloh School District
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Stanislaus County Special Education Local Plan Area
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Stanislaus Union School District
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Sylvan Union School District
Eric Fredrickson, District Superintendent
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Turlock Unified School District
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Valley Home Joint School District
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Waterford Unified School District
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STANISLAUS COUNTY INTERAGENCY AGREEMENT TERMS AND DEFINITIONS

For purposes of this Agreement, the following terms and definitions shall have the following meanings (such meanings to be equally applicable to both the singular and plural forms of the terms defined):

504 Plan: A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. 504 plans legally ensure that students will be treated fairly at school.

Additional Cost:

Additional costs are defined as the difference between what Local Education Agency (LEA) would otherwise spend to transport a student to his/her assigned school and the cost of transporting the student to his/herschool of origin based on transportation options made available through the LEA,

Best Interest Determination (BID):

Under federal and California law, a child in foster care shall remain or enroll in his/her school of origin, unless a determination is made that it is not in the child's best interest. Best interest determinations are conducted to make decisions about the school a student will attend following a foster care placement or change in placement. These decisions should be made collaboratively by the parties who are best situated to understand the student's unique needs. All appropriate parties should have the opportunity to participate meaningfully in the decision-making process. Every effort should be made to reach a consensus regarding the appropriate school placement of a student in foster care. Transportation costs should not be a factor in determining the best interest of the student for school selection.

These parties may include the foster youth, Education Rights Holder (ERH), ACFSD social worker (SW), (CSW)/Probation Officer (PO), Caregiver(s)/Resource Parent(s), minor's Attorney/Public Defender, the LEA Foster Youth Liaison (FYL) or school representative (SR) initiating the BID, and when appropriate, a representative from the District of Residence (DR).

Educational Stability & Case Plan Assurances (ESCPA):

In a court hearing relating to a change of placement that affects a child's attendance at his or her school of origin, the California Rules of the Court Rule 5.651(e) requires the court to determine whether the social worker, within 24 hours of determining that a proposed placement change would result in the removal of the child from the school of origin, noticed the child's attorney and the educational rights holder of the proposed placement change. Social workers are encouraged to assist the child and the educational rights holder in deciding whether or not it is in the child's best interests to remain in their school of origin.

Public Law (PL) 110-351 and 112-34 amended Title IV-E of the Social Security Act to require that social workers include a plan for ensuring the educational stability of the child while in foster care in the child's case plan, hereinafter referred to as "educational stability plan," which includes:

- An assurance that each placement of the foster child takes into account the appropriateness of the current educational setting and the proximity of the foster home placement to the school in which the child is enrolled at the time of placement.
- An assurance that the county agency has coordinated with the appropriate Local Educational Agency (LEA) to ensure that the foster child remains in the school in which the child is enrolled at the time of each placement; or

If remaining in such school is not in the best interests of the foster child as determined by the child's education rights holder, assurances by the state agency and the appropriate LEA to provide immediate and appropriate enrollment in a new school, which includes submission of all educational records to the new school.

County Office of Education (COE): The agency that provides, in general, educational programs for certain students; business, administrative, and curriculum services to school districts; and financial oversight of districts. These services are affected by the size and type of districts within the county, the geographical location and size of the county, and the special needs of students that are not met by the districts.

Early Care & Education Program (ECEP): (A) a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; (B) a State licensed or regulated child care program; or (C) a program that- (i) serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and (ii) is- (I) a State pre-kindergarten program; (II) a program authorized under section 619 or part C of the Individuals with Disabilities Education Act [20 USCS § 1419 or §§ 1431 et seq.]; or (III) a program operated by a local educational agency.” 20 USCS § 1003(8)

Education Rights Holder (ERH):

1. Court Ordered Education Representative: An adult identified or appointed by the court to make educational or developmental-services decisions for a child, nonminor, or nonminor dependent. If the court limits a parent's or guardian's decision making rights and appoints an educational rights holder, the appointed rights holder acts as the child's or youth's parent, spokesperson, decision-maker, and "authorized representative" as described in sections 4512(j) and 4701.6(b) in regard to all matters related to educational or developmental-services needs, including those described in sections 319, 361, 726, 4512, 4646-4648, and 4700-4731; Education Code sections 56028(b)(2), 56050, and 56055; Government Code sections 7579.5 and 7579.6; chapter 33 (commencing with section 1400) of title 20 of the United States Code; and part 300 (commencing with section 300.1) of title 34 of the Code of Federal Regulations, unless the court orders otherwise.
2. Court Appointed District Educational Surrogate (CASA): If the court is unable to appoint a responsible adult AND a child has been referred for a special education assessment or has an Individual Education Plan (IEP) or is subject to disciplinary proceedings, then the District must appoint a “Surrogate Parent” as ERH.

Foster Youth (FY):

1. A foster child/youth who has been removed from his/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/her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code. As of 1/1/2020, a foster youth is also defined as a dependent child/youth of a court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court in accordance with the tribe's law provided the child would also meet one of the descriptions of specified existing law describing when a child may be adjudged a dependent child of the juvenile court. Education Code section 48853.5 and 42238.01.
2. Non-Minor Dependant: A non-minor dependent is defined as a current dependent child or ward of the juvenile court, or a nonminor under the transition jurisdiction of the juvenile court, who satisfies all of the following criteria: (2) has attained 18 years of age while under an order of foster care placement by the juvenile court, and is not more than 21 years of age; (2) is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization; and (3) has a transitional independent living case plan pursuant to Section 475(8) of the federal Social Security Act, Cal. Welf & Inst. Code § 11400(v)

Individual Education Plan (IEP): An Individual Education Plan is a written legal document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals. The right of a child with a disability to an educational program designed to meet their individual needs and based on adequate assessment is assured. At or before age 16, this includes the development of an Individual Transition Plan (ITP) to provide for transition into the world of work. EC 56032, 56043(g)(1).

Individuals with Disabilities Education Act (IDEA) was first passed in 1975. The primary purposes of IDEA are to provide a free appropriate public education (FAPE) to children with disabilities. IDEA requires schools to find and evaluate students suspected of having disabilities, at no cost to families. Once children are found to have a qualifying disability, schools must provide them with special education and related services (like speech therapy and counseling) to meet their unique needs. The goal is to help students make progress in school.

JV535: A court order designating the ERH for the foster youth.

Local Education Agency (LEA): "LEA" has different definitions throughout the Education Code but, for purposes of these fact sheets, generally means a school district, a county office of education, a charter school participating as a member of a Special Education Local Plan Area (SELPA), or a SELPA. *See EC §§ 48859(c), 56026.3.* SELPAs are consortia of educational agencies formed to serve the special education needs of children residing within their boundaries. See <http://www.cde.ca.gov/sp/se/as/caselpas.asp> for a list of SELPAs.

LEA/School of Origin (SOO): School of origin is defined as (1) the school in which a child is enrolled at the time of placement in foster care, (2) the school in which the student was last enrolled, or (3) any other school the student attended within the immediately preceding 15 months to which the child feels connected, including magnet programs and charter schools. EC 48853.5(g). If a foster child's residence changes, the LEA must let the child remain in his/her school of origin for as long as the court has jurisdiction over the child's placement. EC 48853.5(f)

Other Alternative Schools & Programs under Ed. Code section 48853(a):

Provide a different means of attaining the objectives of regular education and meeting students' needs; voluntary for districts, teachers, students, and their parents. School and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential. Examples of types of schools and programs that may be established as Alternative Schools and Programs of Choice under California *Education Code* sections 58500 to 58512 can be found on the California Department of Education webpage at <https://www.cde.ca.gov/sp/eo/> and <https://www.cde.ca.gov/sp/eo/as/examples.asp>.

It is important to note: “(c) Before any decision is made to place a pupil in a juvenile court school as defined by Section 48645.1, a community school as described in Sections 1981 and 48660, or other alternative educational setting, 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) 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 local educational agency.

(D) 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.

(e) This section does not supersede other laws that govern pupil expulsion.

(f) 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.

School Attendance Review Board (SARB): In 1974, the Legislature enacted California Education Code (EC) Section 48320 to enhance the enforcement of compulsory education laws and to divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. EC Section 48321 provides several organizational structures for School Attendance Review Boards (SARBs) at the local and county level to create a safety net for students with persistent attendance or behavior problems. Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.

School Attendance Review Team (SART), District Attendance Review Team (DART), or District Improvement Team (DIT): SART, DART, and DIT are School Site Teams which includes the parent and the student, Principal, and School Attendance Review Board Chairperson. The goal of these teams is to identify possible solutions for improving the students' attendance and/or behavior. At this meeting, the student and parent agree to abide by the directives of the team. Failure to comply with such directives or attend the team meeting with the School Attendance Review Board Chairperson will result in a referral to the district School Attendance Review Board (SARB).

Special Education Local Plan Area (SELPA): An organization of one or more LEAs into an overarching body to disburse and utilize special education funding to meet the needs of children attending schools that are members of the SELPA— including, but not limited to, staff training and specialized programs. EC 56195.1.

School of Residence (SOR): A pupil placed within the boundaries of that school district in a regularly established licensed children’s institution or a licensed foster home as defined in Section 56155.5, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.

SOO Residency Requirements: A foster child who remains in his/her school of origin satisfies the residency requirements for attendance in that school district. EC § 48204(a)(2).

STANISLAUS COUNTY INTERAGENCY AGREEMENT EDUCATION STABILITY AND TRANSPORTATION PROTOCOL

To maintain the educational stability for all foster youth, SCOE, LEAs and ACFSD representatives are committed to the implementation and oversight of the policies and procedures outlined in this agreement upon its authorization by way of signature.

STEP 1: FOSTER YOUTH IDENTIFICATION FOR NOTIFICATION (ACFSD)

ACFSD Social workers will identify all children and youth on their caseload who meet the following criteria and follow the process indicated in his document.

1. Enter or Reenter the Foster Care System
2. Exit the Foster Care system
3. Will be Commencing or Terminating Trial Visits
4. A Foster Care Placement Change has been Determined to take place
5. The Juvenile Court has Identified and Ordered School Placement for them

STEP 2: NOTIFICATION OF SAFETY ORDERS OR CONCERNS:

1. ACFSD Social workers overseeing foster youth who have Court issued Safety or Stay-Away Orders that can or will impact the foster youth's education or well-being while at school or a school-related activity will:
 - a. Notify the LEA POC by phone within twenty-four (24) hours of having knowledge of such orders and
 - b. Provide the LEA and SCOE POC a written notification within forty-eight (48) hours of having knowledge of such orders by completing a Safety/Court Order Notification form (*Exhibit K*), attaching a copy of the court order, and submitting documents via Fax and/or Email.
 - c. Collaborate with the appropriate LEA POC and school officials in the development of a safety plan to maintain the safety and wellbeing of the foster youth.
2. Social workers overseeing foster youth who do not have Court issued Safety or Stay-Away Orders, yet they have identified safety concerns that can or will impact the foster youth's education or well-being while at school or a school-related activity will:
 - a. Notify the LEA POC by phone within forty-eight (48) hours of determining there is a safety concern
 - b. Provide the LEA and SCOE POC a written notification within forty-eight (48) hours determining there is a safety concern by completing and submitting a Safety/Court Order Notification form via Fax and/or Email.
 - c. Collaborate with the appropriate LEA POC and school officials in the development of a safety plan to ensure the safety and wellbeing of the foster youth.

STEP 3: EDUCATIONAL RIGHTS & ADVOCACY (ACFSD):

Before making changes to a foster youth's home or school placement, the ACFSD social worker will explain and consult with the foster youth's education right holder (ERH), foster youth (when appropriate), and potential caregiver the following:

1. Foster Youth Education Rights, especially the School of Origin (SOO) and transportation rights.
2. How to best advocate for the foster youth in their care.
3. Provide them with community resources and supports.

STEP 4: EDUCATION STABILITY & CASE PLAN ASSURANCES (ACFSD)

As part of the Educational Stability and Case Plan Assurance mandates, the social worker will:

1. Complete the Foster Youth Educational Stability Assessment (FYESA) form (*Exhibit G*) in consultation with the foster youth's ERH, foster youth (when appropriate), and potential caregiver in accordance with [EC§48853.5\(d\)\(3\)](#), [EC§48850\(a\)\(1\)](#), [WIC§16010\(a\)](#).
2. If the ACFSD social worker in consultation with the ERH, upon completion of the above, determine **all** the following apply, the ACFSD social worker will ensure the foster youth's ERH completes and signs an ACFSD School of Origin waiver (*Exhibit H*):
 - a. It is in the foster youth's best interest to move from his/her current home placement to a foster care placement **outside** of the school of origin, **and**
 - b. It is in the foster youth's best interest to attend a school **other** than his/her SOO were his/her educational needs will be met, **and**
 - c. The new school of attendance is located **outside** school of origin.

Example of School of Residence Placement Best Interest Determination:

A twelve-year-old foster youth is moved from his foster care placement in Stanislaus County to a new foster care placement in a different school district. The foster youth's ERH determines that it is in the best interest of the foster youth to waive his/her right to remain in his/her SOO based on several factors (see considerations for BID (*Exhibit D*)). Factors include the travel time between the foster youth's new foster care placement and his SOO (approx. 2.5 to hours one-way; 4.5 to 5 hours round trip), the transportation method available is requiring multiple bus transfers. As a result, the ERH has determined it would not be in the foster youth's best interest to remain in his/her SOO.

STEP 5: PLACEMENT CHANGE NOTIFICATION TIMELINES & PROCESS

(ACFSD) The assigned ACFSD social worker or POC will complete and submit the following information and related documents for all foster youth enrolled in Early Education programs and school-age foster youth to the SCOE Transition Assistant and POC via Fax and/or Email within the timelines provided below.

Foster Youth Placement Change Notification Timelines:

1. Placement Change Notifications for foster youth with no current Individualized Education Plan (IEP) must be completed no later than two (2) business days after determining a foster care placement change will take place.
2. Placement Change Notifications for foster youth with an active IEP must be completed no later than fourteen (14) days before conducting a foster care home placement change.

Foster Youth Placement Change Notification Process:

1. The ACFSD social worker will complete the Foster Youth Information (FYI) form (*Exhibit I*), leaving no blanks. If the requested information does not apply to the foster youth for the forms are being completed, please enter N/A.
2. Using the timelines established above, the ACFSD social worker will gather and submit the following documents to the SCOE Transition Assistant and POC via Fax and/or Email.
 - a. Foster Youth Information Form
 - b. When Applicable:
 - i. ACFSD School of Origin waiver signed by ERH
 - ii. Court Orders that impact the foster youth's Education, Safety, and Wellbeing while at school or school-related activities.
 - iii. Trial Visit Notification letter (*Exhibit J*).

STEP 6: PLACEMENT CHANGE REVIEW & DATA COLLECTION (SCOE)

The SCOE Transition Assistant or POC, within two (2) business days will review and collect all foster care placement change information and records necessary to assist with the education stability and transportation needs of foster youth under the care, supervision, and responsibility of ACFSD.

1. **Review of Foster Youth Placement Change Documents:** The SCOE Transition Assistant or POC will review all Foster Youth Information forms and other records submitted to determine the foster youth's:

- a. Foster Care Status:
 - i. Has experienced an "Entry" or "Re-Entry" into the foster care system
 - ii. Has experienced an "Exit" from the foster care system (i.e. reunification, adoption, legal guardianship, or Opted out of AB12)
 - iii. Has an "Ongoing" foster care case
- b. Foster Care Placement:
 - i. New foster care placement change has moved them within, out of, or into the Stanislaus County residence boundaries
- c. School Placement Needs:
 - i. Has a signed ACFSD SOO waiver
 - ii. Has a short-term or permanent SOO transportation plan in place
 - iii. Will require a Best Interest Determination (BID) meeting to determine School Placement and School Stability & Transportation Agreement (SSTA).
 - BID may not be required if the ERH has signed a ACFSD SOO Waiver or SSTA waiving the student's right to remain in their school of origin.
- d. Educational Needs:
 - i. Has a current Individual Education Plan (IEP) and will require a 30-day IEP if the student transfers schools
 - ii. Has a current 504 Plan and may require a 504 plan meeting to review plan if student transfers schools
 - iii. Requires an Assessment for Special Education Services
 - 1. Verification of disability impacting the foster youth academically (*ONLY if a special education eligibility assessment is needed for the student*)
 - 2. Doctor's verification of food allergies, medication requirements, physical education restrictions, psycho-educational and educational related mental health services reports, etc.
- Early Care and Education Program (ECEP) foster youth:**
- iv. Has a current Individual Family Service Plan (IFSP) and will require a 30-day IFSP meeting if the student transfers schools
- v. Will require a meeting to discuss ECEP placement options and/or transition plan.
- e. Legal Compliance & Safety and Wellbeing:
 - i. Court Orders impacting the foster youth's Education, Safety, and Wellbeing while at school or school-related activities. (*Exhibit K*)
 - ii. Has a Trial Visitation Notification letter stating he/she is Commencing/Terminating trial visitations

If foster youth information or records are missing and are necessary to assist the foster youth in maintaining education stability and transportation to his/her SOO, a records request will be submitted to the ACFSD social worker and/or POC *immediately*.

2. **Foster Youth & Education Placement Data Collection:** The SCOE Transition Assistant or POC will obtain the following information required to ensure foster youth remain in their school of origin and best interest determination or school placement change can be coordinated promptly from internal and external sources.
 - a. Contact information for the following Education Representatives:
 - i. County of Origin, POC
 - ii. LEA of Origin POC
 - i. School of Origin Principal and Registrar or ECEP of Origin Representative
 - iii. County of Residence POC
 - iv. LEA of Residence POC
 - ii. School of Residence Principal and Registrar or ECEP of Residence Representative
 - b. SCOE Transition Assistant or POC will contact the foster youth's Education Right Holder (ERH) and caregiver to complete the following on a case by case basis:
 - i. Explain the role of the Foster Youth Services Coordinating Program (FYSCP) and offer services and supports as needed,
 - ii. Provide foster youth education rights information, especially those related to education stability, transportation, and transition between ECEPs or ECEP to public school
 - iii. Identify if the foster youth is currently enrolled and participating in a school-based program (Before/After School, tutoring, mentoring, etc.)
 - iv. Determine if either party has concerns about the student's program or school placement, education, transportation, or transition services

STEP 7: NOTIFICATION OF FOSTER YOUTH PLACEMENT CHANGE (SCOE) The SCOE Transition Assistant or POC will determine, within *two (2) business days* of receiving the foster youth's placement change notification forms and other required documents, the next steps required to maintain the education stability of foster youth and provide supports and services as needed.

A. Early Care and Education Program Notification

1. The SCOE Transition Assistant or POC will complete the following to ensure the LEA has the information necessary to coordinate a meeting to determine the foster youth's ECEP placement or program transition and enrollment process based on the child's best interest:
 - a. Complete the Early Care & Education Notice of Transfer (*Exhibit L*) form.
 - b. SSCS Transition Assistant or POC will collect the following documents:
 - i. Foster Youth Information form
 - ii. SCOE Foster Youth ECEP Notice of Transfer
 - iii. Foster Child Records *when applicable*:
 1. Progress Reports
 2. Attendance Records
 3. Discipline Reports
 4. Individual Family Service Plan (IFSP) / IEP / 504 plan
 5. Records for the coordination of Health and Special Education services (including mental health):
 - a. Letter of Request for Special Education Services Assessment
 - b. Verification of disability impacting the foster youth's education. (*ONLY if a special education eligibility assessment is needed for the student*)
 - c. Doctor's verification of food allergies, medication requirements, physical education restrictions, psycho-educational and educational related mental health services reports, etc.
 6. Court Orders impacting the foster youth's Education, Safety, and Well-being while at school or school-related activities.
2. The SCOE Transition Assistant or POC will Fax and/or Email the records listed above to the following representatives:
 - a. County of Origin POC
 - b. LEA of Origin POC
 - c. ECEP of Origin Representative
 - d. County of Residence POC
 - e. LEA of Residence POC
 - f. ECEP of Residence Representative
 - g. ACFS Social Worker
3. SCOE Transition Assistant will update the foster youth's information in his/her Foster Focus Data System file using the information obtained from child welfare, education agencies and other representatives included as part of the foster youth's education team.

**B. School of Residence Placement Determination via ACFSD School of Origin
LEA SSTA:**

1. The SCOE Transition Assistant or POC will:
 - a. Review all ACFSD SOO waivers and other information received from other sources to ensure the foster youth's ERH as determined all of the following:
 - i. It is in the foster youth's best interest to move from his/her current foster care placement to a foster care placement outside of the school of origin,
 - ii. It is in the foster youth's best interest to attend a school other than his/her SOO were his/her educational needs will be met, and
 - iii. The new school of attendance is located outside of school of origin.
 - b. Review all LEA SSTA forms for accuracy and signatures before processing.
2. If the above requirements are met, the SCOE Transition Assistant or POC will complete the followings to ensure a seamless school transition and enrollment process for foster youth:
 - a. Complete the Foster Care Placement Change Notification (FCPCN) packet (*Exhibit M*)
 - b. Collect the following academic records, when applicable:
 - i. Transcript/Grades
 - ii. Progress Reports,
 - iii. Attendance,
 - iv. Discipline,
 - v. SARB Directives,
 - vi. AB167 Verification,
 - vii. IEP or 504 Plan,
 - viii. Psychoeducational Reports,
 - ix. Educationally Related Mental Health Services Reports
 - x. SSTA forms signed by ERH
 - c. Court orders, documents, and records provided by the ACFSD social worker:
 - i. Foster Youth Information form (*required*)
 - ii. Foster Youth Records when applicable:
 1. Required records for Special Education services.
 - a. Verification of disability impacting the foster youth academically (*ONLY if a special education eligibility assessment is needed for the student*)
 - b. Doctor's verification of food allergies, medication requirements, physical education restrictions, psycho-educational and educational related mental health services reports, etc.

2. ACFSD School of Origin waiver signed by ERH
 3. Court Orders impacting the foster youth's Education, Safety, and Wellbeing while at school or school-related activities.
- d. Fax and/or Email the records listed above to the education representatives listed
 - i. County of Origin POC
 - ii. LEA of Origin POC
 - iii. School of Origin Principal and Registrar
 - iv. County of Residence POC
 - v. LEA of Residence POC
 - vi. School of Residence Principal and Registrar
 - vii. ACFSD Social Worker
3. The SCOE Transition Assistant or POC will contact the caregiver and/or ERH to:
 - a. Provide the LEA of Residence POC contact information,
 - b. Provide the foster youth's new school information,
 - c. Request the foster youth be to enroll in his/her new school immediately,
 - d. Provide them with the contact information for enrollment services and support,
 - e. Request notification of the foster youth's enrollment status to the SCOE Transition Assistant and ACFSD social worker,
 - f. Provide the SCOE POC's contact information and request they contact the POC if they have questions or concerns.

C. Court-Ordered School of Origin Placement Determination

The SCOE Transition Assistant or POC will complete the following steps to ensure LEAs are notified of the court order, foster youth remain in their school of origin, and the LEAs have the information needed to collaborate with the foster youth's ERH, caregiver, and other individuals in developing a school of origin transportation plan and eliminate gaps in the foster youth's education.

1. Complete a Foster Care Placement Change Notification packet
2. Collect the following court orders and records listed below:
 - a. Foster Youth Information form
 - b. Foster Youth Records ***when applicable:***
 - i. Required records for Special Education services.
 1. Verification of disability impacting the foster youth academically
(ONLY if a special education eligibility assessment is needed for the student)
 2. Doctor's verification of food allergies, medication requirements, physical education restrictions, psycho-educational and educational related mental health services reports, etc.
 3. Court Orders impacting the foster youth's Education, Safety, and Well-being while at school or school-related activities.

3. Collect the following academic records, when applicable:
 - a. Progress Reports,
 - b. Attendance,
 - c. Discipline,
 - d. School Attendance Review Boards (SARB) Directives,
 - e. AB167 Verification,
 - f. IEP or 504 Plan,
 - g. Psychoeducational Reports,
 - h. Educationally Related Mental Health Services Reports

4. Fax and/or Email the records listed above to the following foster youth education representatives *when applicable*:
 - a. County of Origin, POC
 - b. LEA of Origin POC
 - c. School of Origin Principal and Registrar
 - d. County of Residence POC
 - e. LEA of Residence POC
 - f. ACFSD Social Worker

5. Contact the caregiver and or Education Right Holder to:
 - a. Explain the role of the Foster Youth Services Coordinating Program (FYSCP)
 - b. Provide the LEA of Origin POC's contact information
 - c. Notify them that the LEA of Origin POC will contact them soon to discuss school placement and transportation needs
 - d. Provide the SCOE POC's contact information and request they contact the POC if they have questions or concerns

D. ALL Other Foster Care Placement Change Notifications:

The SCOE Transition Assistant or POC will complete the followings steps to help reduce gaps in educational instruction for foster youth and assist LEAs to obtain the data needed to coordinate and fulfill the BID process with the foster youth's education team as follows:

1. Complete a Foster Care Placement Change Notification packet
2. Collect all academic records listed below ***if*** the School of Origin is not the foster youth's current school of enrollment or the school they not are expected to return to for the next academic year.
 - a. Transcript/Grades,
 - b. Progress Reports,
 - c. Attendance,
 - d. Discipline,

- e. SARB Directives,
 - f. AB167 Verification, IEP or 504 Plan,
 - ii. Psychoeducational Reports,
 - iii. Educationally Related Mental Health Services Reports
3. Collect all court orders and other foster youth records such as:
- a. Foster Youth Information form
 - b. Foster Youth Records *when applicable*:
 - i. Required records for Special Education services.
 - 1. Verification of disability impacting the foster youth academically (*ONLY if a special education eligibility assessment is needed for the student*)
 - 2. Doctor's verification of food allergies, medication requirements, physical education restrictions, psycho-educational and educational related mental health services reports, etc.
 - 3. Most current IEP
 - c. Court Orders impacting the foster youth's education, safety, and well-being while at school or school-related activities.
4. Fax and/or Email the records listed above to the following representatives when applicable:
- a. County of Origin, POC
 - b. LEA of Origin POC
 - c. School of Origin Principal
 - d. County of Residence POC
 - e. LEA of Residence POC
 - f. School of Residence Principal
 - g. ACFSO Social worker
5. Contact the Education Rights Holder and/or caregiver to:
- a. Explain the role of the Foster Youth Services Coordinating Program (FYSCP)
 - b. Provide the LEA of Origin POC's contact information
 - c. Notify them that the LEA of Origin POC will contact them soon to discuss school placement and transportation needs
 - d. Provide the SCOE POC's contact information and request they contact the POC if they have questions or concerns

STEP 8: BEST INTEREST DETERMINATION (LEA OF ORIGIN)

The LEA will initiate the best interest determination process within two (2) business days of receiving a Foster Care & School Placement Change Notification or Foster Youth Early Care and Education Program Notice of Transfer for foster youth who are experiencing a foster care placement change as follows:

A. Early Care and Education Program Foster Youth (ECEP):

1. LEA POC will collaborate with the ECEP of Origin representative to schedule an in-person, telephone conference, or internet-based meeting with the ERH and/or caregiver to discuss the following:
 - a. Foster youth education stability rights such as priority registration, the transition between ECEPs, and ECEP transition to public school services and supports
 - b. The foster youth's ECEP placement options, preference discussion, proximity to foster care placement, transportation needs, and options, connection to staff/children, services, and supports available at program options, foster youth's educational needs, and supports.
 - c. Respond to all questions and concerns about program placement or transition services and identify suitable solutions.
2. The LEA POC and ECEP of Origin representative in consultation with the ERH and/or caregiver will determine the ECEP placement based on the child's best interest and share how they came to that determination with the foster youth's ERH and/or caregiver.

B. Pre-School through 12th Grade Foster Youth:

1. The LEA POC will to the best of their ability, schedule a BID meeting that best works with the team's schedules, but primarily the foster youth's ERH and foster youth (when appropriate):
 - a. Foster youth's ERH/LEA Education surrogate
 - b. If the foster youth has an IEP and the plan includes transportation services, ensure a special education representative or designee is present to discuss SOO transportation options
 - c. All other representatives included in the foster youth's education team (i.e. caregiver, ACFS social worker, child attorney, teacher, counselor, court-appointed special advocate, mental health counselor, mentor, special education representative, etc.)
2. Send all members identified a BID meeting invitation which must include:
 - a. LEA and school of origin name
 - b. Date, Time, and Location (address)
 - c. Student full name and date of birth
 - d. Purpose and explanation of BID meeting
 - e. POC contact information, and
 - f. RSVP component

3. The LEA will notify all BID members of their roles and responsibilities as indicated below:
 - a. Consult with the foster youth's ERH/LEA Education surrogate and foster youth and focus on what is in the best interest of the foster youth to assist them in determining the foster youth's most appropriate school placement.
 - b. Serve in an advisory role to the ERH/LEA Education Surrogate by providing important and relevant information to aid in identifying the foster youth's educational and social-emotional needs (i.e. English learners, special education, advanced placement, and career technical education, mental health counseling, mentoring, etc.)
 - c. Review all appropriate foster youth academic records and other documents made available and utilize the Considerations for BID form to guide best interest conversations regarding school placement
 - d. Do not consider the cost of transportation as a factor in the school selection process.
 - e. Ensure all member questions and concerns are addressed, gather all meeting notes, student records, and other documents used to determine school placement
4. **ERH/LEA Education Surrogate School Placement Determination:**
 - a. The LEA POC or designee will utilize the BID forms (*Exhibit N*) included in this agreement to document all school placement considerations and school placement determination by ERH/LEA Education Surrogate.

STEP 9: ECEP & SCHOOL PLACEMENT DETERMINATION (LEA OF ORIGIN)

A. ECEP of Origin Placement Determination

In the event, the LEA of Origin POC and ECEP of Origin representative determine it is in the foster child's best interest to remain in his/her ECEP of Origin, please continue to Step 10.

B. ECEP of Residence Placement Determination

In the event, the LEA of Origin POC and ECEP of Origin representative determine it is in the foster child's best interest to transfer to his/her ECEP of Residence, please continue to Step 11.

C. ERH School of Residence Placement Determination:

In the event, the foster youth's ERH/LEA Education surrogate determines it is in the foster youth's best interest to transfer to his/her School of Residence and therefore waives the foster youth's right to remain in his/her School of Origin, please continue to Step 12.

D. ERH School of Origin Placement Determination:

In the event, the foster youth's ERH/LEA Education Surrogate determines it is in the foster youth's best interest to remain in his/her SOO, please skip to Step 13.

E. ERH School of Origin Placement Determination Dispute:

In the event, the foster youth's ERH/LEA Education Surrogate determines it is in the foster youth's best interest to remain in his/her SOO, and the LEA of Origin does not agree, the LEA

POC has the right to submit an LEA Letter of Recommendation (Exhibit O) within five (5) business days of concluding BID meeting. For the next steps, please review the Stanislaus County Interagency School Stability & Placement Dispute Resolution Process (Exhibit E).

STEP 10: ECEP OF ORIGIN DETERMINATION (LEA OF ORIGIN)

The LEA of Origin POC in collaboration with the ECEP of Origin representative will complete the following steps to maintain education stability and determine appropriate program placement within **two (2) business days** from receiving an ECEP Notice of Transfer.

1. In the event the LEA POC and ECEP representative, after consulting with the foster youth's ERH and/or caregiver determines it is in the best interest of the foster child to remain in the ECEP of origin, will complete a ECEP Placement Verification form (Exhibit Q) for the foster youth.
2. After obtaining the ECEP Placement Verification form from the ECEP representative, the LEA POC will Fax and/or Email the ECEP Placement Verification form to the SCOE Transition Assistant and POC.

STEP 11: ECEP OF RESIDENCE PLACEMENT DETERMINATION (LEA OF ORIGIN)

In the event the LEA of Origin POC in collaboration with the ECEP representative determines it is in the foster child's best interest to transfer to his/her ECEP of Residence or another ECEP program, the LEA POC will assist the ECEP representative as needed in completing the following steps to facilitate a smooth transition between ECEPs:

1. Fax and/or Email the following documents and call the ECEP of Residence within two (2) business days to review the foster child's ECEP transition plan and placement verification requirements:
 - a. ECEP Notice of Transfer
 - b. ECEP Placement Verification
 - c. Academic Records
2. Ensure the ECEP of Residence adheres to the Assumption of Responsibility requirements:
 - a. Assigns a new service coordinator to the child's case
 - b. Adopt the foster youth's IFSP provided by the ECEP of Origin,
 - i. If changes to the IFSP are necessary to meet the foster youth's needs or services are not available in the new location, a new or revised IFSP must be developed within 30 days of receiving the Notice of Transfer;
 1. Provides the foster youth the services and supports in the adopted, new, or revised IFSP.
 - ii. If the child has been found eligible for Early Intervention by the ECEP of Origin but does not yet have an IFSP, the ECEP of Residence must:
 1. Also, consider the child eligible
 2. Develop an initial IFSP within 30 days of receiving the Notice of Transfer.

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f c{u'cpf "go ckl'yj g'r rrego gpv'xgtkhecvkqp'hqto "vq'yj g'SCOE Transition Assistant"cpf "POC0

"60 ECEP Education Stability Process Finalization (SCOE)

c0 **Document Review and Processing:** Gather, review for accuracy, and file all foster youth ECEP education stability records identified below in foster youth's Foster Focus Data System file:

- k0 Foster Youth Education Stability Assessment
- k0 ECEP Placement Change Notification
- k0 Verification of foster youth's new ECEP placement
- k0 Court order, verification letters, and other relevant documents related to the foster youth's education stability.

STEP 12: SCHOOL OF RESIDENCE (SOR) PLACEMENT DETERMINATION

A. School of Residence Determination (LEA of Origin)

In the event, the foster youth's ERH/LEA Education surrogate determines it is in the foster youth's best interest to transfer to his/her School of Residence and therefore waives the foster youth's right to remain in his/her School of Origin, the LEA will, within two (2) business days:

1. Complete the School Stability & Transportation Agreement (SSTA) (*Exhibit P*) to record the ERH/LEA Education surrogate:
 - a. School placement determination
 - b. The decision to waive the foster youth's right to remain in his/her SOO
 - c. Acknowledgment that SOO transportation services will not be necessary
2. Ensure the following representatives sign the SSTA agreement:
 - a. ERH/LEA Education Surrogate
 - b. Foster youth (if appropriate),
 - c. LEA of Residence
 - d. ACFSD POC **if share of costs apply*
3. Review the foster youth academic records, calculate partial credits, determine check out grades, and issue an official transcript for the pupil.

4. Transfer all applicable foster youth academic records to the new school of attendance and SCOE Transition Assistance and/or POC to ensure a seamless school transition and enrollment process for foster youth, which may include:
 - a. BID Forms,
 - b. BID meeting notes and other documents made available to the BID team,
 - c. School Stability & Transportation Agreement,
 - d. Grades/Transcripts,
 - e. Attendance,
 - f. Discipline, and
 - g. IEP/504 Plan
5. Mail the foster youth's cumulative file to the new school.

B. SOR Placement Determination (LEA of Residence)

In the event the foster youth's ERH/LEA Education Surrogate determines it is in the foster youth's best interest to transfer to his/her SOR and therefore waives the foster youth's right to remain in his/her SOO, the LEA of Residence will:

1. Ensure that foster youth:
 - a. Are immediately enrolled in the least restrictive education placement even if required school records, immunization or school uniforms are not available or there are outstanding fees, fines, textbooks, or other items at the time of enrollment.
 - i. If the foster youth requires immunizations, the LEA per California law will immediately enroll the foster youth and school staff will work with local health departments to ensure these students receive any vaccinations they may need.
 - ii. If records have been delayed or missing, please contact the SCOE Transition Assistant and POC for assistance.
 - b. Are placed in the least restrictive educational placement and have access to the same academic resources, services, and extracurricular and enrichment activities as all other children.
 - c. Have access to the same opportunities to meet academic achievement standards to which all students are held,
 - d. Accept credit for full or partial coursework satisfactorily completed by the foster youth and earned while attending a public school, juvenile court school, or nonpublic, nonsectarian school.
 - e. Are automatically eligible for free school meals
 - f. Are not be penalized for absences due to placement changes, court appearances, or related court-ordered activities.

2. Make sure that education and school placement decisions are made based on the best interest of foster youth.
3. Notify the foster youth's ACFSD social worker and SCOE Transition Assistant and POC of the foster youth's enrollment date **within two (2) business days** in writing via Fax and/or Email.

C. School Enrollment Verification (SCOE)

1. If the LEA of Residence or the foster youth's caregiver does not verify the foster youth has been enrolled and attending his/her new school within **three (3) business days**, the SCOE Transition Assistant or POC will:
 - a. Review Foster Focus and Calpads Data System information to identify if the student has been enrolled in his/her school of residence.
 - i. If the student is enrolled in school, the SCOE Transition Assistant will make note of the enrollment verification in the foster youth's Foster Focus file.
 - ii. If the information does not show the foster youth has been enrolled in school, the SCOE Transition Assistant will contact the foster youth's ACFSD social worker and LEA POC via Fax and/or Email and or phone to request they contact the caregiver to ensure the foster youth is enrolled in school immediately.
2. SCOE Transition Assistant will update the foster youth's information and enter all support services and notes in the student's Foster Focus file using the information obtained from child welfare, education agencies and other representatives included as part of the foster youth's education team.

STEP 13: SOO PLACEMENT DETERMINATION & TRANSPORTATION ASSESSMENT (LEA OF ORIGIN)

In the event the foster youth's ERH/LEA Education Surrogate determines it is in the foster youth's best interest to remain in his/her SOO and signs, the LEA of Origin will:

Foster Youth Education Stability:

1. LEA will ensure foster youth remain or is immediately enrolled and attending his/her
 - a. Ensure foster youth has access to available school-based services (i.e. Before/After school, tutoring, etc.) as needed.
 - b. Ensure foster youth has been offered all provision mandates under foster youth education law.

2. LEA will identify if the foster youth:
 - a. Is transitioning between grade levels. If so, the foster youth has the right to continue in their school district of origin in the same attendance area, or if transitioning to a middle or high school, and the school designated for matriculation is another school district, to the school designated for matriculation in that school district.
 - b. Has a pre-existing mode of transportation (i.e. caregiver, foster family agency, bus pass, or mileage reimbursement) to and from school for which funds are received, the representative receiving funds will be responsible for transporting the pupil to his/her SOO at no cost to the LEA.
 - c. Is eligible for transportation under another law or entitlement, such as part of his/her IEP as a related service pursuant to the Individuals with Disabilities Education Act (IDEA), or 504 plan, the LEA of Origin will attempt to hold a transition IEP to make certain that the new district is aware of the foster youth's education and transportation needs and how transportation will be arranged, provided and funded.

STEP 14: TRANSPORTATION PLAN DEVELOPMENT (LEA of ORIGIN)

1. If the foster youth is eligible for transportation under another law or entitlement, such as part of his/her IEP as a related service pursuant to the IDEA, or 504 plan, the transportation plan will be established as follows:
 - a. When the foster youth's LEA of Origin and LEA of Residence is within the Stanislaus County Special Education Local Plan Area (SELPA) boundary, the Stanislaus County SELPA will adhere to local memorandum of understanding when arranging and funding transportation.
 - b. When the foster youth's new LEA of Residence is outside of the Stanislaus County SELPA boundary, the responsibility for the provision of services, placement, and transportation costs will be the responsibility of that LEA.

2. If the foster youth has a pre-existing mode of transportation to and from school for which funds are received as part of the foster youth's placement agreement, the representative receiving funds will be responsible for transporting the pupil to his/her SOO at no cost to the LEA. (*STRTP, group home, caregiver, foster family agency transporting via an agency or personal vehicle, bus passes, or mileage reimbursement*)

3. If the foster youth is not eligible for transportation under another law or entitlement and does not have a pre-existing transportation plan the, LEA will:
 - a. Identify if the foster youth has a short term transportation plan to reduce gaps in the student's education and will remain in place for at least **five (5) business days** after the BID meeting has concluded.
 If so, the LEA in consultation with the ERH/LEA Education Surrogate, foster youth (when appropriate), and members of the BID team will develop and implement a long-term transportation plan **before or immediately after** the short-term transportation plan has ended.

4. If the foster youth is not eligible for transportation under another law or entitlement and does not have a pre-existing transportation plan, the LEA in consultation with the ERH/LEA Education Surrogate, foster youth (when appropriate) and members of the BID team will:
 - a. Assess all available options to address the transportation needs of the foster youth are safe and cost-effective methods of transportation (revisions to the school bus-route, public transportation such as bus passes, taxi, school van, etc.).
 - b. Develop a transportation plan to and from the foster youth's SOO using safe and cost-effective methods of transportation.
 - i. The transportation plan may consist of a single long-term transportation plan but must be implemented within **three (3) business days** after concluding the BID meeting.
 - ii. The transportation plan, if necessary may consist of both a short-term and long-term transportation plan. In the event both transportation plans are necessary to reduce or eliminate gaps in the foster youth's education, the short-term transportation plan must be implemented within **three (3) business days** allowing the LEA time to implement a long-term transportation plan which must be fully executed immediately after the short-term transportation plan has been terminated.

STEP 15: School Placement & Transportation Agreement (LEA of Origin)

The LEA of Origin will finalize the SOO transportation plan in consultation with the ERH/LEA Education Surrogate and if appropriate the foster youth. The LEA will proceed with the documentation and implementation of the plan for transportation in the following manner:

Documentation of School Placement and Transportation Agreement:

1. LEA will complete the School Stability & Transportation Agreement (SSTA) verifying the agreed upon:
 - a. ERH/LEA Education Surrogate's school placement determination
 - b. SOO transportation plan(s)
 - c. SOO transportation Share of Cost
2. LEA will ensure the SSTA agreement is signed by the following education representatives:
 - a. LEA of Origin POC,
 - b. ERH/LEA Education Surrogate,
 - c. Foster youth (*when appropriate*),
 - d. LEA of Residence POC, and
 - e. ACFSD POC ** if share of costs apply*
3. The LEA will ensure the documents listed below are fully completed and signed by all appropriate representatives and submitted to the SCOE Transition Assistant and POC via Fax or Email within **four (4) business days** of concluding the BID meeting.
 - a. BID forms
 - b. BID meeting notes and other documents made available to the BID team
 - c. School Stability & Transportation Agreement

In the event that the SOR is not present at the BID meeting to sign the SSTA, the SCOE Transition Assistant will obtain the necessary signatures

STEP 16: EDUCATION STABILITY & TRANSPORTATION AGREEMENT FINALIZATION (SCOE)

The SCOE Transition Assistant or POC, upon receiving the finalized documents listed above, will:
Document Review and Processing:

1. Review all documents for completeness and signatures.
 - a. In the event that the SOR is not present at the BID meeting to sign the SSTA, the SCOE Transition Assistant will obtain the necessary signature(s).

2. Gather and file all applicable foster youth school stability and transportation records identified below:
 - a. Foster Youth Education Stability Assessment
 - b. Foster Care Placement Change Notification
 - c. Best Interest Determination and related documents
 - d. Foster Youth Letter of Recommendation (if applicable)
 - e. School Stability & Transportation Agreement
 - f. Court order, verification letters, and other relevant documents related to school stability and SOO transportation
3. Record the pupil's school placement and transportation plan including share of cost determination in the student's Foster Focus Data System file.
4. Provide the following representatives a copy of the fully executed SSTAs within **five (5) business days** of obtaining the foster youth's records and required signatures via Fax and/or Email.
 - a. LEA of Origin,
 - b. LEA of Residence
 - c. ACFSD social worker
 - d. ACFSD POC **if share of costs apply*

STEP 17: Education Stability & Transportation Agreement Finalization (LEA of Origin)

The LEA of Origin will provide copies of the fully executed SSTA document to the ERH and if appropriate the foster youth within **two (2) business days** of receipt.

STANISLAUS COUNTY INTERAGENCY AGREEMENT CONSIDERATIONS FOR BEST INTEREST DETERMINATION

The Best Interest Determination (BID) must involve deliberate consideration of the foster youth's unique needs and account for the benefits of educational stability. No parties participating in the BID process will consider the cost of transportation as a factor in determining the best interest of the student for the purposes of school selection.

Instead will consider the following factors, when determining which school is in the best interest of the child/youth in question:

1. Foster youth's age and grade level;
2. Foster youth's preference, when age-appropriate;
3. Preferences of the foster youth's ERH/parent/caregiver;
4. Foster youth's attachment to the school, including meaningful relationships with staff and peers;
5. Placement of the foster youth's sibling(s);
6. Distance/length of time to travel to/from school;
7. Time of academic year, academic performance, and skills;
8. Current educational goals and services;
9. Number of placements to date and the anticipated length of time in placement,
10. Ability to maintain family relationships and engagement (including in extracurricular activities, where appropriate);
11. Availability and quality of the services in the school to meet the foster youth's educational and social-emotional needs;
12. Whether the student has an Individualized Education Program (IEP) and is receiving special education and related services, or the student is receiving special education or related aids and services under Section 504, and, if so, the availability of those required services in a school other than the school of origin; and
13. If the school of origin is in the best interest but only for a limited duration of time(e.g., until the end of the school year, the end of a testing or grading period, or the end of a particular grade).

Stanislaus County Interagency School Stability & Placement Dispute Resolution Process

As per the Stanislaus County School Foster Youth Stability and Placement Memorandum of Understanding, LEAs and the Adult, Child, and Family Services Agency staff agree to the following dispute resolution process when the parent, guardian or educational rights holder disagree with the school's enrollment/placement decision.

In the event of a dispute over school selection or enrollment the District Foster Youth Liaison must:

- a. Immediately enroll the student residing in foster care in the school in which he/she is seeking enrollment, pending resolution of the dispute.
- b. Provide a written explanation of the district's decision regarding school selection or enrollment must be provided to the parent, guardian or educational rights holder. The written explanation shall be simply stated and provided in a language that is understandable to the person holding education rights for the student in foster care.
- c. Provide a dispute form to the student's education rights holder. The notification shall advise the education rights holder that they may provide written documentation to support their position about school selection or enrollment within five (5) business days to the Local Education Agency (LEA) Foster Youth Liaison (FYL).
- d. If the dispute remains unresolved at the district level, the LEA Foster Youth Liaison shall forward all school placement dispute forms and related documents to the Stanislaus County Office of Education (SCOE) Point of Contact (POC) within (3) business days.
- e. The SCOE POC review the materials, schedule a conference hearing with the student's ERH, student (is appropriate) and LEA to appear before the and Resolution Council within ten (10) business days. The conference will take place as expeditiously as possible.
- f. The SCOE POC will notify the student's education rights holder, LEA and child welfare POCs of the Resolution Council's decision verbally via telephone whenever possible and in writing within three (3) business days of the conference concluding.
- g. If the LEA, child welfare agency, and student's education rights holder disagree with the SCOE Resolution Council's decision and the dispute remains unresolved, the SCOE POC shall forward all written documentation and related paperwork to the state's POC at the written or verbal request of the LEA or education rights holder for final resolution. The state liaison will notify the student's educational rights holder and/or LEA POC of the final school selection or enrollment decision as soon as possible.

Related Forms:

- Dispute Form for Education Right Holder (*Exhibit S*)
- Dispute Form for Local Education Agency (*Exhibit R*)

Stanislaus County Office of Education Points of Contact (POC):

Elisa Beltran,
Foster Youth Services Coordinating Program
1100 H Street Modesto CA 95354
Phone: 209-238-1384 / Fax: 209-238-4252
Email: ebeltran@stancoe.org

The social worker is required to develop and implement an educational stability plan as part of any case plan and to include assurances in that plan that addresses the following:

1. Each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity of the foster home placement to the school in which the child is enrolled at the time of placement;
2. The local social service agency has coordinated with appropriate local education agencies to ensure that the child remains in the school in which the child is enrolled at the time of each placement; or
3. If remaining in such school is not in the best interests of the child, assurances by the local social service agency and the local education agencies to provide immediate and appropriate enrollment in a new school, which includes submission of all educational records of the child to the new school.

The following checklist is designed to help the social worker develop the plan and satisfy the assurances. The questions on the checklist should be discussed with the child and the parent, or the education rights holder if one has been appointed by the court. The checklist also helps to assess who to appoint as a stable and qualified education rights holder.

Pupil Name:
DOB:
Date:

Section I: Checklist of Questions to Answer to Create the Education Stability Plan	
	Who is the education rights holder? <i>Please Note: It is critical for education stability that every child has an education rights holder who is willing to follow the child to any placement(s), attend education meetings as appropriate, understand the child's education rights under state and federal law, and will advocate for the child's best interests to ensure education success and stability. If the parent's education rights have been limited and someone has not been appointed, discuss this with the Judge and child's attorney immediately and request appointment. If the parent's education rights have not been limited, is the parent capable of carrying out these important responsibilities. Address why or why not in the case plan.</i>
	If the child does not have an education rights holder, or the current education rights holder is inappropriate, are there any relatives or other individuals with whom the child has an existing relationship (e.g., a mentor, non-school related after-school provider, local church leader) who would be willing to hold the child's education rights? <i>Please Note: Ideally the person who holds the education rights is also someone who is willing to be a long-term caregiver. However, it is also critical that the person who is willing to hold education rights is able to do so, even if the child no longer lives with them. A discussion about the importance of continuity of the education rights holders, even if the child changes placement within or outside of the county, should be had with the proposed education rights holder.</i>
	Is there any relative(s) in the area near the school who would be able to appropriately care for the child?
	Is there any teacher(s), parent(s) of a friend, or others at the school site or in the neighborhood with whom the child has an existing relationship who would be able to appropriately care for the child (either in the short term while a longer term close placement can be found or in the long term)?
	Have you run a search based on zip code and location to determine whether there is any available licensed placement(s) near the child's school?

	Is the identified education right holder(s) well informed and familiar with the education laws and provisions have available for children in foster care? If not, provide education about foster youth education laws and provisions.
	How long is the placement expected to last and what is the permanent plan?
	How many schools has the child attended this year? How many over the past few years?
	How strong is the child academically (or in other words, how is the child doing at the current school)?
	Does the youth have any anxieties about upcoming moves or changes in his/her life?
	Are there any safety issues to consider at the current school?
	Which school does the child prefer? Why?
	Out of the closest appropriate placements, which placement will best accommodate the child's transportation needs to school? Considerations: <i>At which placement is the foster parent able to drive the child to the school of origin, at which placement is the bus/metro/subway easiest for the child to take with the least transfers/safest commute, at which placement are there other individuals (foster youth agency/FFA workers) who can assist with transportation in the long or short term?</i>
	What is the proximity of the foster home placement to the school in which the child is enrolled at the time of placement? How would the length of commute impact the child?
<input type="checkbox"/>	Does the child require before/after school services to maintain the new foster care placement due to the caregiver's work schedule, school schedules, etc?
	Does the timing of the school transfer impact testing, grades, or credits (e.g. might it be better to make the move after the end of the current semester or year)?
	Does the education rights holder believe and therefore has determined it is in the best interest of the child to be moved to a new foster care placement <input type="checkbox"/> in Stanislaus County or out of Stanislaus County?
	Does the education rights holder believe and therefore has determined it is in the best interest of the child to remain <input type="checkbox"/> in his/her school of origin or <input type="checkbox"/> transfer to new school?

SECTION II: SCHOOL OF ORIGIN EDUCATION STABILITY PLAN DEVELOPMENT

If the child's education rights holder has determined that the student will remain in his/her school or origin or is undecided, the social worker will:

- 1) Explain district Best Interest Determination (BID) requirement to education rights holder, child (if age appropriate), and the caregiver at the child's **new** foster care placement.
- 2) Determine if the caregiver at the new foster care placement requires the child to partake in a school-based **before or after school program** to maintain foster care placement intact.
- 3) Complete the Foster Youth Information form which includes the develop a temporary plan for transportation to the child's school of origin pending the **BID** meeting with the district.
- 4) Ensure the following forms are completed and collected for submission:
 - a) Foster Youth Education Stability Assessment (FYSA)
 - b) Foster Youth Information (FYI) Form
 - c) Ensure all relevant documents gathered as indicated in the FYI form.

If this section does not apply, proceed to Section IV of this form.

SECTION IV: SCHOOL PLACEMENT CHANGE / TRANSFER

If the child's education rights holder has determined that it is in the child best interest to move him/her to a new foster care home outside Stanislaus County *and* transfer the student to his/her new school according to school of residence guidelines, the social worker will:

Ensure the following forms are completed and collected for submission to SCOE:

- a) Foster Youth Information (FYI) Form (Section 1)
- b) Ensure all relevant documents gathered as indicated in the FYI form,
- c) ACFSD School of Origin Waiver (signed by ERH)



Kathryn M. Harwell
Director

251 E. Hackett Road
P.O. Box 42, Modesto, CA 95353-0042

Phone: 209.558.2500 Fax: 209.558.2558

Foster Care School of Origin Waiver

Stanislaus County Adult Child and Family Services hereby certify that (1) the student referenced below is a detained or dependent of the Stanislaus County Juvenile Dependency Court and (2) the student has experienced a foster care placement change resulting in placement outside of their School of Origin (SOO), and (3) the statements below are true and correct to the best of the Education Rights Holder's knowledge.

Student: _____ Date of Birth: _____

Education Rights Holder: _____ Phone: _____

Caregiver Name: _____ Phone: _____

Address: _____ Email: _____

Social Worker: _____ Unit: _____

Phone: _____ Email: _____

- I. As the Education Rights Holder or Surrogate for the student referenced above, I have the responsibility to determine whether it is in the student's best interest to remain at his/her school of origin or if the student should transfer to his/her new school of residence, based on the factors listed below. After much consideration, I have determined that it is in the student's best interest to transfer to his/her new school of residence and therefore **waive the student's right to remain enrolled at his/her school of origin.** **school, which is**

Factors that were taken into consideration by the Education Rights Holder:

- (1) the distance between the student's new home and the school of origin;
- (2) the connectedness of the student to the school of origin;
- (3) the timing of the proposed transfer (beginning of the semester or mid-semester), and
- (4) the impact (if any) a school change may have on the student

Education Rights Holder Name (please print)

Date

Education Rights Holder (Signature)

Date

- II. As the social worker for the above referenced student, I have the option to use the Foster Youth Education Stability Assessment form with the new foster care placement representative or caregiver, education rights holder, and student, before determining a school placement change should be made. Upon a decision by the Education Rights Holder, I will submit the student's Foster Youth Information Form, Foster Care School of Origin Waiver, and any other necessary documents to the Stanislaus County Foster Youth Liaison for submission to the Stanislaus County Office of Education.

Social Worker Name (please print)

Date

Social Worker (Signature)

Date

Stanislaus County Foster Youth Education Liaison

Date Submitted To SCOE

Foster Youth Information Form

** If it does not apply, use N/A

Case Name:

Case Number 31-

STUDENT INFORMATION		
Full Legal Name:	Cell:	Other Names known by:
DOB:	CSEC: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Biogender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Gender Identity:	
NEW HOME PLACEMENT INFORMATION		
Placement Type:	<input type="checkbox"/> Other: _____ Placement Date: _____	
Agency Name:		
Resource Family Name:	Address:	Phone:
		Email:
Is Student Starting/Ending Trial Visits: <input type="checkbox"/> Yes <input type="checkbox"/> No		
<i>If so, attach the required Social Worker verification letter for the student to this form.</i>		
EDUCATIONAL INFORMATION		
School of Origin:	School Type:	Current IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No 504 Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No
Currently Enrolled in school of origin? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If no, last date of attendance in school of origin:		
Current school of attendance:	Proposed school (if applicable):	
Is there a restraining order or other safety concern? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If so, please include on page 2 "Additional Information."</i>		Student College/Career Interest (16 yrs +):
Ed Right's Holder Name:	Address:	Phone: Email:
County Social Worker:	Phone: Cell:	Email:
Attorney Firm:	Attorney Name:	Phone: Email:
Mental Health Program:	Clinician:	Phone:
CASA:	Phone:	Email:
FFA Social Worker:	Phone:	Email:
Probation: <input type="checkbox"/> Yes <input type="checkbox"/> No	PO Name:	Phone: Email:
ACFSD Ed Liaison: Lisa Thompson Emergency Contact: SW of the Day	Phone: (209) 558-3743/857-2014 Phone: (209) 558-3627	Email: ThompLa@stancounty.com

COMPLETE ONLY If the foster youth will remain in their School Of Origin (SOO).

What is the plan for transportation to and from SOO, pending the Best Interest Determination (BID) meeting?
Please complete the information below:

Was Education Rights Holder notified?

Who is doing immediate transport?

Does the foster youth need a before or after school program?

Has Educational Transportation Reimbursement been offered?

Is the caregiver receiving the Educational Transportation Reimbursement already or will they receive it?

How long will this plan last?

Is there a backup transportation plan?

Additional information:

Completed by:

Program/Unit:

Submission Date:

For Administration Use Only

Date of Submission to SCOE:



COMMUNITY SERVICES AGENCY

Kathryn M. Harwell
Director

251 E. Hackett Road
P.O. Box 42, Modesto, CA 95353-0042
Phone: 209.558.2500 Fax: 209.558.2558

March 4, 2021

Champion Unified School District
9999 Oak Street
Champion, CA 95389
(999) 999-9999

RE: Jane Doe (9/9/2005)

To Whom It May Concern: Administration/Foster Youth Services

This letter is to confirm that Jane Doe, a student attending school in your school district, is a Dependent Child of Stanislaus County and is currently placed on a Trial Visit with her father, Jeremy Doe. Mr. Doe current address is 1111 Canvas Rd. Apt 123, Champion, CA 95389.

At this time, John Black, is the current Educational Rights Holder for Jane. Mr. Doe is authorized to complete all school enrollment or services forms as required of all students and is authorized to have copies of any report cards and other types of educational progress reports including those related to any behavior issues. Jane has an active Individual Educational Plan (IEP). Mr. Doe should be included in any meetings related to Jane's IEP with Mr. Black.

Please note that the parent can list additional authorized persons to pick up the child in an emergency. Thank you in advance, I look forward to working with your teaching staff this school year.

Respectfully,

Janet M. Brown
Stanislaus County Child Welfare
Social Worker
209-558-2384 desk
209-558-2343 fax
BrownJ@stancounty.com

ATTORNEY OR PARTY WITHOUT ATTORNEY NAME: FIRM NAME: STREET ADDRESS: CITY: STATE: ZIP CODE: TELEPHONE NO.: FAX NO.: E-MAIL ADDRESS: ATTORNEY FOR (name):	FOR COURT USE ONLY
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:	
CHILD'S NAME: CHILD'S DATE OF BIRTH:	
ORDER DESIGNATING EDUCATIONAL RIGHTS HOLDER	CASE NUMBER:

Educational Rights Holder for Child or Youth

1. ☐ The rights of
- a. Name 1:

☐ parent 1
☐ parent 2
☐ guardian
☐ Indian custodian

to make ☐ educational ☐ developmental-services decisions for the child or youth

Check one for each named educational right holder.

(1) ☐ are retained.
 (2) ☐ are fully restored.
 (3) ☐ are temporarily limited under Welf. & Inst. Code section 319(j).
 (4) ☐ are limited under Welf. & Inst. Code section 361(a) or 726(b).
 (5) ☐ have been terminated under Welf. & Inst. Code section 366.26 or 727.31.
 (6) ☐ transferred to the youth on their 18th birthday.
☐ Other Educational Rights Holders—see attached.

b. Name 2:

☐ parent 1
☐ parent 2
☐ guardian
☐ Indian custodian

decisions for the child or youth

(1) ☐ are retained.
 (2) ☐ are fully restored.
 (3) ☐ are temporarily limited under Welf. & Inst. Code section 319(j).
 (4) ☐ are limited under Welf. & Inst. Code section 361(a) or 726(b).
 (5) ☐ have been terminated under Welf. & Inst. Code section 366.26 or 727.31.
 (6) ☐ transferred to the youth on their 18th birthday.
2. ☐ The following adult(s) is/are designated as the educational rights holders, as defined in California Rules of Court, rule 5.502.
- a. Name 1:

Address:

Telephone:

Email:

Relationship to child or youth:
☐ Confidential Name ☐ Confidential Address
☐ Other Educational Rights Holders—see attached.

b. Name 2:

Address:

Telephone:

Email:

Relationship to child or youth:
☐ Confidential Name ☐ Confidential Address
3. The adult(s) identified in item 2 ☐ Name 1 ☐ Name 2 is/are (check all that apply):
- a. ☐ The *first* educational rights holder(s) identified by the court for this child or youth.
- b. ☐ The *same* educational rights holder(s) as last identified by the court, with new contact information in item 2, above.
- c. ☐ A *different* educational rights holder from the one last identified by the court.

NOTICE

- ☐ Provision of the information on this form—as well as on forms JV-535(A), JV-536, JV-537, JV-538, JV-539, JV-540, or any equivalent form—to the parent(s), guardian(s), or Indian custodian(s) named in 1 **will** create a safety risk (for example, because of the placement's confidentiality). The information **may not** be disclosed to the parent, guardian, or Indian custodian.

CHILD'S NAME:

CASE NUMBER:

3. d. ☐ The successor guardian or conservator and, as such, holds decisionmaking rights.
- e. ☐ The caregiver in a planned permanent living arrangement and holds ☐ educational ☐ developmental-services decisionmaking rights under Welf. & Inst. Code section 361(a)(1)(E). See item 6 for limitation of parental decisionmaking rights.

Having considered the evidence and made the findings required by law, THE COURT ORDERS that

4. ☐ The responsible adults identified in 2 are appointed the educational rights holders for the child or youth and are authorized to make ☐ educational ☐ developmental-services decisions for the child or youth to the extent permitted by law.
5. ☐ (Check only if 2, 3, and 4 do not apply.) The court cannot identify a parent, guardian, Indian custodian, or other responsible adult to act as the educational rights holder.
- a. ☐ The court hereby refers the child to the local educational agency for appointment of a surrogate parent under section 7579.5 of the Government Code.
- b. ☐ The court, with input from any interested person, will make ☐ educational ☐ developmental-services decisions.
- ☐ The appointment of a surrogate parent is not warranted.
- ☐ (Before the dispositional hearing) The child's attorney and the social worker or probation officer must make every effort to identify a responsible adult to make future educational or developmental-services decisions for the child.
6. ☐ The appointment of any previous educational rights holder or developmental-services decision maker is terminated.

Appointed Educational Rights Holder—Rights and Duties

7. The appointed educational rights holder is authorized to have access to the child's or youth's ☐ educational ☐ developmental-services records and information to the extent permitted by law.
8. The appointed educational rights holder may authorize the release of ☐ educational ☐ developmental-services records to the child's attorney or CASA volunteer to the extent permitted by law.
9. The appointed educational rights holder must comply with all applicable state and federal confidentiality laws, including Welf. & Inst. Code sections 362.5, 827, 4514, and 5328 and Government Code section 7579.5(f), and may share information only to the extent necessary to further the interests of the child or youth.
10. The appointed educational rights holder must meet with the child or youth; investigate the child's or youth's educational and developmental-services needs and whether those needs are being met; and, before each scheduled review hearing, provide information and recommendations to the social worker or probation officer OR make written recommendations to the court OR attend the review hearing and participate in any part of the hearing that concerns the child's education or development OR do all of these. The rights holder may submit written recommendations on *Educational Rights Holder Statement* (form JV-537) or in any other suitable format. To the greatest extent possible, the educational rights holder must consult and collaborate with the educational liaison or regional center service coordinator, as applicable, to gather information needed to meet the needs and protect the rights of the child or youth.

Service of Order

11. If this is the first form JV-535 completed in this case or it includes any information different from information on the previous JV-535, the clerk will provide a copy of this form, form JV-535(A), and any other attachments to: the child (if 10 years old or older) or youth; the attorney for the child or youth; the social worker or probation officer; the Indian child's tribe, if applicable; the local foster youth educational liaison; the county office of education foster youth services coordinator; the regional center service coordinator, if applicable; and the educational rights holder or surrogate parent in person or by first-class mail no later than five court days after the order is signed. The clerk may also make the form available to the parent or guardian (unless otherwise indicated on this form, or parental rights have been terminated, or the child has reached 18 years of age and reunification services have been terminated), to the CASA volunteer, and if requested, to any other person entitled to notice under Welf. & Inst. Code section 293.
12. The assigned social worker or probation officer must notify the educational rights holder of the date, time, and location of each court hearing.

This order applies to any local educational agency, school, school district, or regional center serving the child or youth in the State of California.

☐ Related findings and orders are attached on form JV-535(A) or its equivalent.

Date:

JUDICIAL OFFICER

CHILD'S NAME:	CASE NUMBER:
---------------	--------------

General Information

1. Child's or youth's date of birth: _____ Child's Statewide Student Identifier (SSID): _____
 Indian child's tribe (if applicable): _____
 Address: _____ City: _____ Zip Code: _____
 Email: _____ Phone No.: _____
2. School information
 - a. School district (local educational agency or LEA): _____
 - b. School (*name and address*): _____
 - c. Foster youth educational liaison (Ed. Code, § 48853.5) (*name and contact information*): _____
 - d. ☐ The child is currently expelled from school and may be eligible for readmission on or after (*date*): _____
3. County office of education (*name and address*): _____
 Foster youth service coordinator (*name and contact information*): _____
4. Regional center (*name and address*): _____
 Service coordinator (*name and contact information*): _____
5. County placing agency (*specify*): _____
 - a. Assigned social worker or probation officer (*name and contact information*): _____
 - b. Supervising social worker or probation officer (*name, address, and contact information*): _____
6. CASA organization (*name and address*): _____
 Court Appointed Special Advocate (CASA) (*name and contact information*): _____
7. Child's or youth's attorney (*name, address, and contact information*): _____

THE COURT FINDS AND ORDERS

8. ☐ The child or youth is the subject of a petition filed under section 325. The child's parent, guardian, or Indian custodian is unavailable, unable, or unwilling to exercise educational or developmental services rights; the agency has made diligent efforts to locate and secure the participation of the parent, guardian, or Indian custodian in educational and developmental-services decisionmaking; and the child's or youth's educational and developmental-services needs cannot be met without the temporary appointment of a responsible adult as educational rights holder.
9. ☐ Limitation of the rights of the parent(s), guardian(s), or Indian custodian(s) ☐ educational ☐ developmental services to make decisions is necessary to protect the child or youth.
10. ☐ The youth is at least 18 years old and
 - a. ☐ has chosen not to make ☐ educational ☐ developmental-services decisions for the youth.
 - b. ☐ is deemed incompetent to make educational or developmental-services decisions for the youth.
11. ☐ (*If 10a or 10b is checked*): The appointment of an educational rights holder to make developmental-service decisions for the youth is in the youth's best interests.

CHILD'S NAME:

CASE NUMBER:

12. ☐ The court has denied or terminated reunification services for the parent, guardian, or Indian custodian, and the child or youth is placed in a planned permanent living arrangement under section 366.21(g)(5), 366.22, 366.26, 366.3(i), or 727.3(b)(5)–(6).
13. There ☐ is ☐ is not a responsible adult relative, nonrelative extended family member, or other adult known to the child who is available and willing to serve as the educational rights holder.
14. The child or youth is receiving special education, general education accommodations and modifications, early intervention services, or developmental services. ☐ Yes ☐ No
15. ☐ The child or youth is receiving services under the following plan (*check all that apply*):
- a. ☐ Individualized education program (IEP)
 - b. ☐ Section 504 plan
 - c. ☐ Individualized family service plan (IFSP)
 - d. ☐ Individual program plan (IPP)
 - e. ☐ Special education local plan area (SELPA)
 - f. ☐ Other (*explain*):

The LEA, SELPA, or regional center must provide a copy of any plan to the designated educational rights holder.

16. ☐ The child or youth needs the following educational or developmental assessments or services (*check all that apply*):
- a. ☐ The child is 0–3 years old, is at risk for a disability or has a developmental delay, and needs assessment for services.
 - b. ☐ The child is 0–3 years old, has a disability, and needs the development of an IFSP.
 - c. ☐ The child or youth is 3 years old or older, may have a disability, and needs intake and assessment for services.
 - d. ☐ The child or youth is 3 years old or older, has a disability, and needs the development or revision of an IEP, IPP, or Section 504 plan.
17. The appointed educational rights holder must (*check all that apply*):
- a. ☐ Submit to the LEA a written referral for assessment for special education and related services or for services under section 504 of the Rehabilitation Act of 1973.
 - b. ☐ Submit to the regional center a written referral for an initial intake and eligibility assessment or evaluation.
 - c. ☐ Submit to the LEA a written referral for assessment or services, or a written request to convene the IEP team to develop, review, or revise the pupil's IEP.
 - d. ☐ Submit a written request to the regional center to convene the IFSP team to develop, review, or revise the IFSP.
 - e. ☐ Submit a written request to the regional center to convene the IPP team to develop, review, or revise the IPP.
 - f. ☐ Other:
18. ☐ The following person is directed under rule 5.649(c)–(d) to take whatever steps are necessary to request any assessments or services identified in item 14 or 15 (*name and address unless confidential*):
19. ☐ The current educational program and school placement are in the best interests of the child or youth.
20. ☐ The current IFSP, IPP, or other developmental services plan is in the best interests of the child or youth.
21. ☐ The child or youth ☐ is ☐ is *not* attending the child's or youth's school of origin. If not,
- a. The educational rights holder ☐ has ☐ has *not* waived the child's or youth's right to attend the school of origin.
 - b. The child or youth ☐ has ☐ has *not* waived the child's or youth's right to attend the school of origin.
22. ☐ The county placing agency has considered educational stability and the opportunity to be educated in the least restrictive educational program when making placement decisions for the child or youth.

CHILD'S NAME:

CASE NUMBER:

Educational Rights Holder Service of Process Check Box

Mandatory:

- 1.
- ☐
- Social worker
- ☐
- Probation officer

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 2.
- ☐
- Child (if 10 years of age or older)

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 3.
- ☐
- Local Foster Youth Educational Liaison

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 4.
- ☐
- Attorney for child or youth

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 5.
- ☐
- County Office of Education Foster Youth Services Coordinator

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 6.
- ☐
- Educational Rights Holder

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

Mandatory, if applicable:

- 1.
- ☐
- Regional Center Service Coordinator

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 2.
- ☐
- CASA Volunteer

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 3.
- ☐
- Tribe/Bureau of Indian Affairs

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

If appropriate:

- 1.
- ☐
- Mother
- ☐
- Father
- ☐
- Legal guardian

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 2.
- ☐
- Indian custodian

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

If requested and entitled to notice under § 293:

- 1.
- ☐
- Other (specify):

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 2.
- ☐
- Other (specify):

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

- 3.
- ☐
- Other (specify):

a. Name:

b. Mailing or electronic service address:

c. Date of service:

d. Method of service:

ATTORNEY OR PARTY WITHOUT ATTORNEY: STATE BAR NO: NAME: FIRM NAME: STREET ADDRESS: CITY: STATE: ZIP CODE: TELEPHONE NO.: FAX NO.: E-MAIL ADDRESS: ATTORNEY FOR (name):	
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:	
CASE NAME:	
RESTRAINING ORDER—JUVENILE Order After Hearing	
CASE NUMBER: JUVENILE: FAMILY:	

1. Protected person or persons

<u>Full Name</u>	<u>Sex</u>	<u>Age</u>	<u>Relationship to Child</u>
------------------	------------	------------	------------------------------

2. Restrained person

Full Name:			
Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Height:	Weight:	Hair Color:
Race:		Age:	Eye Color:
Address (if known):		Date of Birth:	
City:	State:	Zip:	

3. Order after hearing

a. This order after hearing expires on (date and time):

- If no expiration date is written, the restraining order ends three years after the date of the hearing, as indicated below.
- If no time is written, the restraining order ends at midnight on the expiration date.

b. Date hearing held: Time: Dept.: Room:

c. Judicial officer (name):

d. Persons and attorneys present (names):

e. ☐ The restrained person was present. No further service is needed.f. ☐ The restrained person was not present. This order must be served.

(1) ☐ The orders on this form are the same as in the prior temporary restraining order except for the expiration date, and the temporary order and notice of hearing was personally served on the restrained person. The restrained person can be served by mail.

(2) ☐ The orders on this form are different from those in the prior temporary restraining order. An adult 18 years or older—not the person or persons to be protected—must personally serve a copy of this order on the restrained person.

CASE NAME:	CASE NUMBER:
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THE COURT FINDS AND ORDERS

4. ☐ Restrained person (child in delinquency proceedings) *(Complete either 4 or 5, not both.)*
- ☐ is a ward of the court or the subject of a petition under Welfare and Institutions Code section 601 or 602 and **must not** contact, threaten, stalk, or disturb the peace of anyone in item 1.
 - ☐ may have peaceful contact with the protected person(s) in item 1 only for the safe exchange of children for court-ordered visitation as stated in the attached family, juvenile, or probate court order in Case No.: _____ issued on (date): _____, as an exception to the "no-contact" provision in item 4a of this order.
 - ☐ may have peaceful contact with the protected person(s) in item 1 only for the safe exchange of children for visitation as stated in a family, juvenile, or probate court order issued after the date this order is signed, as an exception to the "no-contact" provision in item 4a of this order.
5. ☐ Restrained person (other than child in delinquency proceeding) *(Complete either 4 or 5, not both.)*
- must not do the following things to anyone in item 1:**
 - Molest, attack, strike, stalk, threaten, sexually assault, batter, harass, destroy the personal property of, or disturb the peace.
 - ☐ Contact, either directly or indirectly in any way, including but not limited to, in person, by telephone, in writing, by public or private mail, by interoffice mail, by e-mail, by text message, by fax, or by other electronic means
☐ except for visitation as indicated in c below.
 - ☐ **must stay away** at least *(specify):* _____ yards from *(check all that apply)*.
 - ☐ anyone in item 1, except for visitation as indicated in item c below.
 - ☐ home of anyone in item 1.
 - ☐ job or workplace of anyone in item 1.
 - ☐ vehicle of anyone in item 1.
 - ☐ school of anyone in item 1.
 - ☐ the child(ren)'s school or child care.
 - ☐ Other *(specify):* _____
☐ except for visitation as indicated in item c below.
 - ☐ has the right to visit the child(ren) named in item 1 as follows:
 - ☐ None
 - ☐ Visitation according to the attached schedule *(Form JV-205 must be attached if any visitation is ordered.)*
 - ☐ **must move** immediately from *(address):* _____

and take only personal clothing and belongings.
 - ☐ **must NOT** take any action to get the address or location of anyone named in item 1 or the addresses or locations of the family members, caregivers, or guardians of any one named in item 1. If this box is not checked, the court has found good cause not to make this order.
6. **No guns or other firearms or ammunition**
- The restrained person cannot own, possess, have, buy or try to buy, receive or try to receive, or in any other way get guns, other firearms, or ammunition.
 - The restrained person must
 - within 24 hours of receiving this order sell to, or store with, a licensed gun dealer or turn in to a law enforcement agency any guns or other firearms within his or her immediate possession or control.
 - within 48 hours of receiving this order file with the court a receipt that proves guns have been turned in, sold, or stored. *(Proof of Firearms Turned In, Sold, or Stored (form DV-800/JV-252) may be used for the receipt.)*
 - ☐ The court has received information that the restrained person owns or possesses a firearm.
7. ☐ A criminal protective order on form CR-160 is in effect as follows:
Case number: _____ Expiration date: _____ County *(if known)*: _____
8. ☐ The protected persons have the right to record communications made by the restrained person that violate the judge's orders.

CASE NAME:	CASE NUMBER:
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9. ☐ **Possession and protection of animals**

- a. ☐ Protected person (name): _____ is given sole possession, care, and control of the animals listed below, which are owned, possessed, leased, kept, or held by a person protected by this order or residing in the residence or household of a person protected by this order. *(Identify animals by, e.g., type, breed, name, color, sex.)*
- b. ☐ The restrained person must stay at least _____ yards away from—and not take, sell, transfer, encumber, conceal, molest, attack, strike, threaten, harm, or otherwise dispose of—the animals listed above.

10. ☐ **Other orders (specify):**

11. **Transmittal order.** The data in this order must be transmitted within one business day to law enforcement personnel. This order must be entered into the California Restraining and Protective Order System (CARPOS) through the California Law Enforcement Telecommunications System (CLETS).

- a. ☐ The court will enter the order into CARPOS through CLETS directly.
- b. ☐ The court or its designee will transmit a copy of the order to a local law enforcement agency authorized by the Department of Justice to enter orders into CARPOS through CLETS.

If designee, insert name:

Date:

JUDICIAL OFFICER

Warnings to the Restrained Person

If you do not obey these orders, you can be arrested and charged with a crime. You may have to go to jail or prison, pay a fine of up to \$1,000, or both. Taking or hiding a child in violation of this order is subject to state and federal criminal penalties.

You cannot have guns, firearms, or ammunition. You cannot own, have, possess, buy or try to buy, receive or try to receive, or otherwise get guns, other firearms, or ammunition while the order is in effect. If you do, you can go to jail and pay a \$1,000 fine. You must sell to or store with a licensed gun dealer or turn in to a law enforcement agency any guns or other firearms that you have or control. The judge will ask you for proof that you did so. If you do not obey this order, you can be charged with a crime. Federal law says you cannot have guns or ammunition while the order is in effect.

CASE NAME:	CASE NUMBER:
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Instruction for Law Enforcement

Enforcing the restraining order. This order is effective when made. It is enforceable in all 50 states, the District of Columbia, all tribal lands, and all U.S. territories, commonwealths, and possessions and shall be enforced as if it were an order of that jurisdiction by any law enforcement agency that has received the order, is shown a copy of the order, or has verified its existence on the California Law Enforcement Telecommunications System (CLETS). If proof of service on the restrained person has not been received and the restrained person was not present at the court hearing, the law enforcement agency shall advise the restrained person of the terms of the order and then shall enforce it.

Conflicting orders—Priorities for Enforcement.

If more than one restraining order has been issued protecting the protected person from the restrained person, the orders must be enforced in the following order (see Pen. Code, § 136.2 and Fam. Code, §§ 6383(h)(2), 6405(b)):

1. **EPO:** If one of the orders is an *Emergency Protective Order* (form EPO-001) and it is more restrictive than other restraining or protective orders, it has precedence in enforcement over all other orders.
2. **No-Contact Order:** If there is no EPO, a no-contact order that is included in a restraining or protective order has precedence in enforcement over any other restraining or protective order.
3. **Criminal Order:** If none of the orders includes a no-contact order, a domestic violence protective order issued in a criminal case takes precedence in enforcement over any conflicting civil court order. Any nonconflicting terms of the civil restraining order remain in effect and enforceable.
4. **Family, Juvenile, or Civil Order:** If more than one family, juvenile, or other civil restraining or protective order has been issued, the one that was issued last must be enforced.

Certificate of Compliance With VAWA for Orders After Hearing

This protective order meets all full faith and credit requirements of the Violence Against Women Act, 18 U.S.C. § 2265 (1994) (VAWA) upon notice of the restrained person. This court has jurisdiction over the parties and the subject matter; the restrained person has been afforded reasonable notice and an opportunity to be heard as provided by the laws of this jurisdiction. **This order is valid and entitled to enforcement in all jurisdictions throughout the 50 United States, the District of Columbia, all tribal lands, and all U.S. territories, commonwealths, and possessions and shall be enforced as if it were an order of that jurisdiction.**

CLERK'S CERTIFICATE

[SEAL]

I certify that the foregoing *Restraining Order—Juvenile* is a true and correct copy of the original on file in the court.

Date:

Clerk, by _____, Deputy

ATTORNEY OR PARTY WITHOUT ATTORNEY (Name, State Bar number, and address):		
TELEPHONE NO.: _____ FAX NO.: _____ E-MAIL ADDRESS: _____ ATTORNEY FOR (Name): _____		
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: _____ MAILING ADDRESS: _____ CITY AND ZIP CODE: _____ BRANCH NAME: _____		
CASE NAME:		CASE NUMBER: _____ JUVENILE: _____
CHANGE TO RESTRAINING ORDER AFTER HEARING—JUVENILE		RELATED CASES (if any): _____

1. Name of protected person(s):

2. Name of restrained person:

3. Restraining order after hearing issued on (date):

a. ☐ Termination of restraining order after hearing (order must be attached.)

b. ☐ Modification of orders (order must be attached.)

(1) ☐ Persons no longer protected

Each following person is no longer a protected person on the restraining order after hearing:

Full Name

Sex

Age

(2) ☐ Modified visitation order. The modified visitation order is attached on form JV-205.

(3) ☐ Other modifications:

This order does not require service of process to be effective.

CASE NAME:

CASE NUMBER:

8. **Transmittal order.** The data in this order must be transmitted within one business day to law enforcement personnel. This order must be entered into the California Restraining and Protective Order System (CARPOS) through the California Law Enforcement Telecommunications System (CLETS).

- a. ☐ The court will enter the order into CARPOS through CLETS directly.
- b. ☐ The court or its designee will transmit a copy of the order to a local law enforcement agency authorized by the Department of Justice to enter orders into CARPOS through CLETS.

If designee, insert name:

Date:

JUDICIAL OFFICER

ATTORNEY OR PARTY WITHOUT ATTORNEY (Name, State Bar number, and address): TELEPHONE NO.: _____ FAX NO.: _____ E-MAIL ADDRESS: _____ ATTORNEY FOR (Name): _____	FOR COURT USE ONLY
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:	
CHILD'S NAME:	
FINDINGS AND ORDERS REGARDING TRANSFER FROM SCHOOL OF ORIGIN	CASE NUMBER:

1. a. Hearing date: _____ Time: _____ Dept.: _____ Room: _____
 b. Judicial officer: _____
 c. Parties and attorneys present: _____

THE COURT FINDS AND ORDERS

2. The ☐ social worker ☐ probation officer provided a report no later than two court days after form JV-539 was filed. The report included the information required by rule 5.651(e)(4) of the California Rules of Court.
3. ☐ The court has read and considered the report.
4. The ☐ social worker ☐ probation officer provided notice as required by rule 5.651(e) of the California Rules of Court.
5. ☐ As soon as the county placing agency became aware that a proposed placement would require the child or youth to reside in a location outside the attendance zone or district of the pupil's school of origin, the county placing agency contacted the appropriate person at the local educational agency.
- a. Name of local educational agency contact:
 b. Title:
 c. Telephone:
 d. Date of contact:
6. ☐ Before recommending that the child or youth be moved from the school of origin, the educational liaison provided the child or youth and the person holding educational rights with a written explanation of the recommendation and of how this change will serve the child's or youth's best interest. (Date explanation provided):
7. a. ☐ The child or youth and the person holding educational rights, in consultation and agreement with the educational liaison, have waived the right of the child or youth to be enrolled in and attend the school of origin.
 b. ☐ There is a disagreement between the child or youth, the person holding educational rights, and the educational liaison regarding the request by the child or youth to remain in his or her school of origin.

CHILD'S NAME:

CASE NUMBER:

8. The social worker or probation officer

- a. ☐ took into account the appropriateness of the current educational setting and the proximity to the school of origin in proposing a change in placement.
- b. ☐ coordinated with the educational rights holder and appropriate local educational agencies to ensure that the child or youth could remain in the school of origin.
- c. ☐ made the following efforts to maintain the child or youth in the school of origin. *(Describe and provide details):*

9. After the child or youth and the person holding educational rights agreed to the educational liaison's recommendation to waive the right to remain in the school of origin or, in the event of a dispute, the dispute was resolved, the county placing agency

- a. ☐ notified the local educational agency of the date the child or youth will leave the school of origin. *(Date notice provided):*
- b. ☐ requested that the local educational agency transfer the child or youth out of the school of origin. *(Date of request):*
- c. ☐ notified the original and prospective local educational agencies of the change of placement at least 10 days before the change because the child or youth has a disability or individualized education program. *(Date notice provided):*

10. ☐ Within two business days of receiving the request, the original local educational agency

- a. ☐ transferred the child or youth out of the school of origin and delivered the child's or youth's educational information and records to the next educational placement.
- b. ☐ compiled the complete educational records of the child or youth, including a determination of seat time, full or partial credits earned, current class records, immunizations, other records, and, if applicable, a copy of the plan adopted under section 504 of the Rehabilitation Act of 1973 or individualized education program adopted under the Individuals With Disabilities Education Act.
- c. ☐ calculated the grades and credits of the child or youth as of the date he or she left the school. No grade was lowered because of absence caused by the child's or youth's removal from the school of origin.

11. ☐ If applicable, the court has asked the social worker, probation officer, and other interested parties why any requirements on this form have not been met.

- a. ☐ The following actions are necessary to protect the child's or youth's educational and developmental-services rights *(specify):*
- b. ☐ The court sets the matter for a hearing under Welfare and Institutions Code section 362 to consider whether to join in these proceedings the following agencies to address the provision of the following services *(specify):*

Date:

JUDICIAL OFFICER

ATTORNEY OR PARTY WITHOUT ATTORNEY NAME: FIRM NAME: STREET ADDRESS: CITY: TELEPHONE NO.: E-MAIL ADDRESS: ATTORNEY FOR (name):		STATE BAR NUMBER: STATE: ZIP CODE: FAX NO.:	FOR COURT USE ONLY CASE NUMBER:
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:			
CASE NAME:			
LETTERS OF GUARDIANSHIP (JUVENILE)			

LETTERS

1. (Name): _____ is appointed guardian of the PERSON
 of (child's name): _____ (date of birth): _____
 with powers to make decisions about, and duties to provide for, the child's care, custody, control, education, residence, and medical treatment as set forth in sections 2351(a), 2352, and 2353 of the Probate Code, subject to any limits or conditions in 2.
2. ☐ Other powers granted or conditions imposed (specify):

☐ continued on Attachment 2.

AFFIRMATION

3. I solemnly affirm (promise) that I will perform the duties of a guardian of the person as required by law. I have received and had a chance to read a copy of *Becoming a Child's Guardian in Juvenile Court* (form JV-350-INFO).

Signed on (date): _____ at (place): _____, California.

 (TYPE OR PRINT NAME)



 (SIGNATURE OF APPOINTED GUARDIAN)

ISSUED, clerk of the court, with seal of the court affixed:

(SEAL)
--

Date: _____

Clerk, by _____, Deputy

NOTICE

The juvenile court named above has jurisdiction over this guardianship. Any request to change or end the guardianship, including a request to move the child's residence out of California, to change a visitation order, or to appoint a successor guardian, must be filed in the juvenile court using *Request to Change Court Order* (form JV-180).

(Continued on the next page)

Page 1 of 2

CHILD'S NAME:

CASE NUMBER:

**IMPORTANT NOTICE
TO GUARDIAN OF CHILD**

This form, called *Letters of Guardianship*, is evidence of your appointment as guardian of the child. The *Letters of Guardianship* stay in effect until the guardianship ends or new *Letters of Guardianship* are issued. A guardianship ends when the child reaches 18 years of age unless any of the following events happens before then: the child dies; the child is adopted; the child is emancipated by getting married, entering active military duty, or receiving a declaration of emancipation; or the court orders the guardianship to end.

To verify your appointment and authority to school personnel, medical personnel, and other service providers, you will need to show them a certified copy of this form. Be sure to keep this form in a safe place. If you misplace this form, you will need to request a new certified copy from the clerk of the juvenile court. You may be charged a fee for the certified copy.

CERTIFICATION

I certify that this is a correct copy of the original form on file in my office and that the *Letters of Guardianship* issued to the person named on page one have not been modified, revoked, annulled, or set aside, and are still in full force and effect.

(SEAL)

Date:

Clerk, by _____, Deputy

ATTORNEY OR PARTY WITHOUT ATTORNEY NAME: FIRM NAME: STREET ADDRESS: CITY: TELEPHONE NO.: E-MAIL ADDRESS: ATTORNEY FOR (name):	STATE BAR NUMBER: STATE: ZIP CODE: FAX NO.:	FOR COURT USE ONLY JUVENILE DEPENDENCY CASE NUMBER:
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:		
CHILD'S NAME:		
TERMINATION OF DEPENDENCY FOR ADOPTION (Juvenile)		

The county agency has complied with the case plan by making reasonable efforts to complete whatever steps are necessary to finalize the permanent placement of the child.

The permanent plan of adoption has been achieved.

DEPENDENCY AND JUVENILE COURT JURISDICTION OF THE ABOVE-REFERENCED CHILD ARE TERMINATED.

ORDER FOR REVIEW HEARING SET ON (DATE): IS VACATED.

Date: _____

JUDICIAL OFFICER

CHILD'S NAME: 	CASE NUMBER:
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SIX-MONTH PREPERMANENCY ATTACHMENT: CHILD REUNIFIED
(Welf. & Inst. Code, § 366.21(e))

1. The return of the child to his or her parent or legal guardian would not create a substantial risk of detriment to the safety, protection, or physical or emotional well-being of the child, and the child's placement in foster care is no longer necessary or appropriate. The factual basis for this conclusion is stated on the record.

Permanent plan

2. ☐ The permanent plan of reunification is appropriate and is ordered as the permanent plan.
- a. ☐ The child is placed, effective immediately, in the care and custody of the
☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (specify):
- b. ☐ The county agency will provide family maintenance services, and the family will participate in those services, as stated in the family's case plan.
- c. ☐ The family is not in need of further services, and the person specified in item 2a is granted physical and legal custody of the child under the custody order and final judgment entered this day. Visitation with the child will be as stated in the *Visitation Order—Juvenile* (form JV-205). The clerk of the juvenile court must file with the family court a completed *Custody Order—Juvenile—Final Judgment* (form JV-200) and *Visitation Order—Juvenile* (form JV-205).

Education

3. ☐ The ☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (specify):
- must ensure the child's regular school attendance and make reasonable efforts to obtain the education services necessary to meet the child's specific needs.
4. ☐ **Child 16 years of age or older:** The child was in foster care at 16 years of age and remains eligible for independent living services. The county agency will provide those services as stated in the child's case plan and Transitional Independent Living Plan.

CHILD'S NAME: 	CASE NUMBER:
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TWELVE-MONTH PERMANENCY ATTACHMENT: CHILD REUNIFIED
(Welf. & Inst. Code, § 366.21(f))

1. The return of the child to his or her parent or legal guardian would not create a substantial risk of detriment to the safety, protection, or physical or emotional well-being of the child, and the child's placement in foster care is no longer necessary or appropriate. The factual basis for this conclusion is stated on the record.

Permanent plan

2. The permanent plan of reunification is appropriate and is ordered as the permanent plan.
- a. The child is placed, effective immediately, in the care and custody of the
☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
- b. ☐ The county agency will provide family maintenance services, and the family will participate in those services, as stated in the family's case plan.
- c. ☐ The family is not in need of further services, and the person specified in item 2a is granted physical and legal custody of the child under the custody order and final judgment entered this day. Visitation with the child will be as stated in the *Visitation Order—Juvenile* (form JV-205). The clerk of the juvenile court must file with the family court a completed *Custody Order—Juvenile—Final Judgment* (form JV-200) and *Visitation Order—Juvenile* (form JV-205).

Education

3. ☐ The ☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
must ensure the child's regular school attendance and make reasonable efforts to obtain the education services necessary to meet the child's specific needs.
4. ☐ **Child 16 years of age or older:** The child was in foster care at 16 years of age and remains eligible for independent living services. The county agency will provide those services as stated in the child's case plan and Transitional Independent Living Plan.

CHILD'S NAME:	CASE NUMBER:
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EIGHTEEN-MONTH PERMANENCY ATTACHMENT: CHILD REUNIFIED
(Welf. & Inst. Code, § 366.22)

1. The return of the child to his or her parent or legal guardian would not create a substantial risk of detriment to the safety, protection, or physical or emotional well-being of the child, and the child's placement in foster care is no longer necessary or appropriate. The factual basis for this conclusion is stated on the record.

Permanent plan

2. The permanent plan of reunification is appropriate and is ordered as the permanent plan.
- a. The child is placed, effective immediately, in the care and custody of the
☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
- b. ☐ The county agency will provide family maintenance services, and the family will participate in those services, as stated in the family's case plan.
- c. ☐ The family is not in need of further services, and the person specified in item 2a is granted physical and legal custody of the child under the custody order and final judgment entered this day. Visitation with the child will be as stated in the *Visitation Order—Juvenile* (form JV-205). The clerk of the juvenile court must file with the family court a completed *Custody Order—Juvenile—Final Judgment* (form JV-200) and *Visitation Order—Juvenile* (form JV-205).

Education

3. ☐ The ☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
- must ensure the child's regular school attendance and make reasonable efforts to obtain the education services necessary to meet the child's specific needs.
4. ☐ **Child 16 years of age or older:** The child was in foster care at 16 years of age and remains eligible for independent living services. The county agency will provide those services as stated in the child's case plan and Transitional Independent Living Plan.

CHILD'S NAME:

CASE NUMBER:

TWENTY-FOUR-MONTH PERMANENCY ATTACHMENT: CHILD REUNIFIED
(Welf. & Inst. Code, § 366.25)

1. The return of the child to his or her parent or legal guardian would not create a substantial risk of detriment to the safety, protection, or physical or emotional well-being of the child, and the child's placement in foster care is no longer necessary or appropriate. The factual basis for this conclusion is stated on the record.

Permanent plan

2. The permanent plan of reunification is appropriate and is ordered as the permanent plan.
- a. The child is placed, effective immediately, in the care and custody of the
☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
- b. ☐ The county agency will provide family maintenance services, and the family will participate in those services, as stated in the family's case plan.
- c. ☐ The family is not in need of further services, and the person specified in item 2a is granted physical and legal custody of the child under the custody order and final judgment entered this day. Visitation with the child will be as stated in the *Visitation Order—Juvenile* (form JV-205). The clerk of the juvenile court must file with the family court a completed *Custody Order—Juvenile—Final Judgment* (form JV-200) and *Visitation Order—Juvenile* (form JV-205).

Education

3. ☐ The ☐ mother ☐ biological father ☐ Indian custodian
☐ presumed father ☐ legal guardian
☐ other (*specify*):
- must ensure the child's regular school attendance and make reasonable efforts to obtain the education services necessary to meet the child's specific needs.
4. ☐ **Child 16 years of age or older:** The child was in foster care at 16 years of age and remains eligible for independent living services. The county agency will provide those services as stated in the child's case plan and Transitional Independent Living Plan.

ATTORNEY OR PARTY WITHOUT ATTORNEY NAME: FIRM NAME: STREET ADDRESS: CITY: TELEPHONE NO.: E-MAIL ADDRESS: ATTORNEY FOR (name):	STATE BAR NUMBER: STATE: ZIP CODE: FAX NO.:
SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:	
PETITION OF (name of each petitioner):	
FOR CHANGE OF NAME	
DECREE CHANGING NAME OF MINOR (BY GUARDIAN)	
CASE NUMBER:	

1. The petition was duly considered:

- a. ☐ at the hearing on (date): _____ in Courtroom: _____ of the above-entitled court.
- b. ☐ without hearing.

THE COURT FINDS

2. a. All notices required by law have been given.
- b. The person whose name is to be changed (specify present name): _____ is a minor.
- c. The petition for change of name was filed on behalf of the minor by the minor's guardian (name): _____
- d. The minor whose name is to be changed is likely to remain in the guardian's care until the age of majority.
- e. The minor whose name is to be changed is not likely to be returned to the custody of his or her parents.
- f. The minor whose name is to be changed
☐ is not ☐ is required to register as a sex offender under section 290 of the Penal Code.
 This determination was made (check one): ☐ by using CLETS/CJIS ☐ based on information provided to the clerk of the court by a local law enforcement agency.
- g. ☐ No objections to the proposed change of name were made.
- h. ☐ Objections to the proposed change of name were made by (name): _____
- i. It appears to the satisfaction of the court that all the allegations in the petition are true and sufficient, that the proposed name change is in the best interest of the minor, and that the petition should be granted.
- j. ☐ Other findings (if any): _____

THE COURT ORDERS

3. The name of (present name): _____
 is changed to (new name): _____

Date: _____

 JUDGE OF THE SUPERIOR COURT
☐ SIGNATURE OF JUDGE FOLLOWS LAST ATTACHMENT

1. The petition was duly considered
- a. ☐ at the hearing on (date): _____ in Courtroom: _____ of the above-entitled court.
- b. ☐ without a hearing.

2. a. All notices required by law have been given.

b. The person seeking recognition of a change of gender (*specify present name*):
is a minor.

c. ☐ The petition was filed on behalf of the minor by a dependency attorney appointed as guardian ad litem pursuant to rules adopted under section 326.5 of Welfare and Institutions Code (*attorney name*):

d. ☐ The petition was filed on behalf of the minor by the minor's guardian (*name*):

(1) The minor is likely to remain in the guardian's care until the age of majority.

(2) The minor whose name is to be changed is not likely to be returned to the custody of his or her parents.

e. The minor ☐ is not ☐ is required to register as a sex offender under section 290 of the Penal Code.

This determination was made (*check one*) ☐ by using CLETS/CJIS ☐ based on information provided to the clerk of the court by a local law enforcement agency.

f. ☐ No objections to the proposed recognition of gender change were made.

g. ☐ Objections to the proposed recognition of gender change of name were made by (*name*):

h. It appears to the satisfaction of the court that all the allegations in the petition are true and sufficient, that the proposed recognition of gender change is in the best interest of the minor, and that the petition should be granted.

i. ☐ Other findings (*if any*):

PLAINTIFF: DEFENDANT:	CASE NUMBER:
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THE COURT ORDERS3. The gender of the minor (*name*):

is changed to:

- a. ☐ female.
b. ☐ male.
c. ☐ nonbinary.

4. ☐ A new birth certificate reflecting the change of gender described in item 3 shall be issued.

5. If minor was born in California, a certified copy of this order shall be filed by the petitioner within 30 days with the State Registrar. When the State Registrar receives a certified copy of this order and payment of the applicable fees, the State Registrar shall establish for the petitioner a new birth certificate reflecting the gender of the minor as it has been altered.

THE COURT FURTHER ORDERS6. ☐ The name of (*present name*):
is changed to (*new name*):

Date:

JUDGE OF THE SUPERIOR COURT☐ SIGNATURE OF JUDGE FOLLOWS LAST ATTACHMENT



Foster Care Early Care & Education Notice of Transfer

Date:

Dear Foster Youth Liaison,

The Stanislaus County Foster Youth Services Coordinating Program has received a notification from child welfare stating that the following foster child has moved foster care home placements. ***Throughout the entire transfer process, services must be provided to the child with no breaks or delays.***

Child Name: _____ DOB: _____

A) Foster Care Placement Information

New Foster Care Placement

☐ Bio-Mother/Father ☐ Foster Family ☐ Other: _____

Agency Name: _____ Placement Date: _____

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Cell Phone(2): _____ Email: _____

Former Foster Care or Home Placement

☐ Bio-Mother/Father ☐ Foster Family ☐ Other: _____

Agency Name: _____ Placement Date: _____

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Cell Phone(2): _____ Email: _____

B) Social Services/Attorney Information

Placement Agency/Social Worker:

Agency/Unit: _____ Social Worker: _____

Office Phone: _____ Cell Phone: _____ Email: _____

Child Attorney:

Firm: _____

Attorney: _____ Work Phone: _____

Address: _____ Email: _____

C) Educational Representatives Information

Education Right Holder(s):

☐ Bio-Parent(s) ☐ Court Ordered Education Right Holder (ERH) ☐ No ERH Ordered by Court

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Relationship: _____ Email: _____

☐ Bio-Parent(s) ☐ Court Ordered Education Right Holder (ERH) ☐ No ERH Ordered by Court

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Relationship: _____ Email: _____

DISTRICT & EARLY CARE & EDUCATION PROGRAM (ECEP) of ***ORIGIN***

The school district in which the child was attending an early care and education program prior to his/her foster care or home placement change.

District: _____ ECEP: _____

Address: _____ Phone: _____

Foster Youth Liaison: _____ Phone: _____

Cell Phone: _____ Email: _____

DISTRICT & EARLY CARE & EDUCATION PROGRAM (ECEP) of ***RESIDENCE***

The school district in which the child is residing in after his/her foster care or home placement change.

District: _____ ECEP: _____

Address: _____ Phone: _____

Foster Youth Liaison: _____ Phone: _____

Cell Phone: _____ Email: _____

D) District of Origin ECEP Responsibilities

The District of Origin ECEP **must** immediately send to the District of Residence all records needed to provide services for the child in the new placement, including assessments. To aid in the transfer process, the District of Origin ECEP **must** provide information about available service providers **within 14 days** of receiving the Notice Of Transfer to the District of Residence ECEP.

Records Request Date: _____ Name: _____

Title: _____ Phone: _____ Email: _____

ECEP Child Records Attached:

- | | |
|--|---|
| <input type="checkbox"/> Individual Family Service Plan (IFSP) | <input type="checkbox"/> Educationally Related Mental Health Svs. |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> All other assessments |
| <input type="checkbox"/> Behavior Report | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Psychoeducational reports | |

Comments:

E) District of Residence ECEP Responsibilities

The District of Residence ECEP **must** assume responsibility over the child and child program services upon receiving a Notice of Transfer and:

- 1.) Assign a new service coordinator to the child's case;
- 2.) Adopt the Child's IFSP provided by the District of Origin, if changes to the IFSP are necessary to meet the child's needs or services are not available in the new location, a new or revised IFSP must be developed **within 30 days** of receiving the Notice of Transfer;
- 3.) Ensure the child is receiving the services and supports in the adopted, new, or revised IFSP.

If the child has been found eligible for Early Intervention by the sending regional center but does not yet have an IFSP, the receiving District of Residence ECEP **must**:

- 1.) Also consider the child eligible
- 2.) Develop an initial IFSP within 30 days of the Notice of Transfer.

F) District of Residence: Foster Care Documentation & Process

Upon completion of the above state mandates, the District of Residence, shall:

☐ Provide Elisa Beltran at Stanislaus County Office Foster Youth Services Coordinating Program with the following child records/documents via email within **two (2) business days** of enrolling the child.

1. ECEP Placement Verification form

☐ Place copies of the following child's records in the student's cumulative file or case file.

1. ECEP Notice of Relocation
2. CEP Placement Verification form
3. Child's academic records
4. Child's IFSP records

G) District ECEP of Origin and Residence: Student Record Guidance

Maintain a copy of the documents listed above for your records.

If you have questions or concerns, please contact me at your earliest convenience.

Sincerely,

Elisa Beltran

Foster Youth Services Coordinating Program

Stanislaus County Office of Education

Office: 209-238-1384 / Cell: 209-338-8735

Fax: 209-238-4255 / Email: ebeltran@stancoe.org

IMPORTANT:

Department of Developmental Services, InterRegional Center Transfer Guidelines

Department of Developmental Services, InterRegional Center Transfer Guidelines, Dec. 8, 1998. PRESCHOOL SERVICES FOR CHILDREN WITH DISABILITIES All school districts are required to provide special education services for children with disabilities between the ages of 3 and 5 years old. EC 56001(b) and 56440(c). These services are documented in an Individualized Education Program. Eligibility To be eligible for preschool special education services under IDEA Part B, a child must meet one of the 13 special education eligibility criteria.

Additionally, the child must also need specially designed instruction and services, and must have needs that cannot be met by modifying a regular environment in the home or school (or both) without ongoing monitoring or support. A child is not eligible for special education and services if the child does not otherwise meet the eligibility criteria and their educational needs are primarily due to: 1. Unfamiliarity with the English language; 2. Temporary physical disabilities; 3. Social maladjustment; or 4. Environmental, cultural, or economic factors. EC 56441.11(b)-(c). Transition Services Prior to transitioning a child receiving preschool special education services to grade school (kindergarten or first grade), an appropriate reassessment of the child must be conducted by the school district to determine if the child is still in need of special education services. EC 56445(a).

PLEASE NOTE: *If all services in the child's IFSP have not started in their new location **within 30 days** of the Notice of Transfer, the **District of Origin ECEP must report in writing to the court, social worker, and the child's ERH, regardless of which District ACEP is at fault.** The report must state what services are being provided to the child and the steps being undertaken to secure any services identified in the child's IFSP but not yet provided. The sending regional center must continue reporting at **30-day intervals** until all services in the child's IFSP have started. 17 CCR 52111; WIC 4643.5;*



Foster Care Placement Change Notification

Date:

Dear Foster Youth Liaison,

The Stanislaus County Foster Youth Services Coordinating Program has received the following notification from

Child Welfare for student, _____ SSID: _____

☐ *This will be the child's first time enrolling and attending school.*

☐ **A) FOSTER CARE, HOME AND SCHOOL PLACEMENT NOTIFICATION**

- ☐ Has entered the Foster Care System on _____.
- ☐ Has an ongoing Foster Care Case.
- ☐ Has NOT experienced a home placement change and WILL remain in his/her current school of attendance.
- ☐ WILL or HAS experienced a home placement change that CAN potentially or HAS resulted in a school placement change.
- ☐ Has been adopted/reunified with parent(s) and Foster Care Case is closed as of _____.
- ☐ Has been placed in legal guardianship and Foster Care Case is closed as of _____.

☐ **B) ACFSD VERIFICATION & COURT ORDERS INFORMATION**

- ☐ Has begun trail visits with bio- parent/guardian on _____, Foster Care Case remains open.
- ☐ Has ended trail visits with bio-parent/guardian on _____, Foster Care Case remains open.
- ☐ There is a restraining, stay-away or other court order associated with this case that impact the education/safety of the child/youth.
- ☐ A court order or written verification form provided by the Stanislaus County Adult, Child & Family Services Department (ACFSD) social worker verifying the above is attached for your records.

PLEASE NOTE: If changes to the above orders/case, the social worker, **within 24 hours of change**, will provide an updated notification/court order to SCOE for immediate distribution to the appropriate LEA(s).

☐ **C) New Foster Care Placement**

☐ Bio-Mother/Father ☐ Foster Family ☐ STRTP ☐ Regional Center ☐ Other: _____

Agency Name: _____ Placement Date: _____

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Cell Phone(2): _____ Email: _____

Placement Agency/Social Worker:

Agency/Unit: _____ Social Worker: _____

Office Phone: _____ Cell Phone: _____ Email: _____

Child Attorney:

Firm: _____ Attorney: _____

Office Phone: _____ Cell Phone: _____ Email: _____

Educational Representative:

☐ District Surrogate ☐ Court Ordered Education Right Holder (ERH) ☐ No ERH Ordered by Court

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Relationship: _____ Email: _____

☐ District Surrogate ☐ Court Ordered Education Right Holder (ERH) ☐ No ERH Ordered by Court

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

Relationship: _____ Email: _____

☐ D) DISTRICT, SCHOOL & COUNTY OF ORIGIN INFORMATION

The school prior to the student's (a) placement in Foster Care, (b) change of home placement, or (c) a school the student has attended in the last 15 months where he/she feels connected.

District: _____ School: _____

Address: _____ Phone: _____

Principal: _____ Email: _____

District of Origin Foster Youth Liaison:

Name: _____ Office Phone: _____

Cell Phone: _____ Email: _____

E) County of Origin - Foster Youth Services Coordinating Program Foster Youth Liaison

Name: _____ County: _____

Office Phone: _____ Cell Phone: _____ Email: _____

Student Records Information

Records Request Date: _____ Name: _____

Title: _____ Phone: _____ Email: _____

School Academic Records Attached:

- | | |
|---|---|
| <input type="checkbox"/> Grades/Transcripts | <input type="checkbox"/> IEP/504 Plan <i>*Most Recent</i> |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Psychoeducational reports |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Educationally Related Mental Health Services |
| <input type="checkbox"/> SARB Directives | <input type="checkbox"/> School of Origin BID & Verification Forms |
| <input type="checkbox"/> AB167/216 Verification | |

Comments:

F) Child Welfare Agency

The following records were requested on: _____

- | | |
|---|--|
| <input type="checkbox"/> Health & Education Passport/Records | <input type="checkbox"/> School Stability & Transportation Agreement |
| <input type="checkbox"/> Educationally Related Mental Health Services | <input type="checkbox"/> Ward of the Court Letter |
| <input type="checkbox"/> Trial Visitation Verification Letter | <input type="checkbox"/> Foster Youth Information Sheet |
| <input type="checkbox"/> School of Origin Waiver/Court Order | <input type="checkbox"/> Adoption, guardianship, reunification court order |
| <input type="checkbox"/> JV535 ERH Verification | <input type="checkbox"/> Other: _____ |

Comments:

DISTRICT, SCHOOL & COUNTY OF RESIDENCE INFORMATION

☐ Please note the following is not completed as the student's School of Origin is also his/her School Residence.

District: _____ School: _____

Address: _____ Phone: _____

Principal: _____ Email: _____

District of Residence Foster Youth Liaison:

Name: _____ Office Phone: _____

Cell Phone: _____ Email: _____

County of Residence - Foster Youth Services Coordinating Program Foster Youth Liaison

Name: _____ County: _____

Office Phone: _____ Cell Phone: _____ Email: _____

☐ E) Notification of Student's Educational Services Needs:

- ☐ Student has a current Individual Education Plan
- ☐ An Individual Education Program meeting is required for this student within 30-days of enrollment.
- ☐ It is in the student's best interest to schedule a 504 Plan meeting within 30-days of enrollment.
- ☐ It is in the student's best interest to schedule a Student Study Team Meeting within 30-days of enrollment.
- ☐ The student requires school-based program services as part of the home placement agreement (*i.e. before/after school program services*).

☐ F) Best Interest Determination (BID) Process & Verification

☐ The district will schedule a BID meeting primarily accommodating the foster youth and Education Rights Holder's schedule and notify the following representatives in writing giving ample time to attend:

- | | |
|---|--|
| <input type="checkbox"/> County Social Worker | <input type="checkbox"/> LEA of Residence Foster Youth Liaison (FYL) |
| <input type="checkbox"/> Caregiver | <input type="checkbox"/> Elisa Beltran, SCOE Foster Youth Liaison ebeltran@stancoe.org |

Other: _____ Other: _____

Other: _____ Other: _____

- ☐ There has not been a home placement change resulting in a school placement change.
- ☐ A BID process is not required for this student due to the ERH's best interest predetermination to waive the student's school of origin rights and attend his/her school of residence.

☐ G) School Stability & Placement Determination (SSPD) Agreement

- ☐ A signed SSPD agreement must be signed by the Education Right Holder, foster youth, and District of Origin and District of Residence, and Child Welfare Agency representatives.
- ☐ The student has not experienced a home placement change resulting in a school placement change therefore, an SSPD agreement is not required.
- ☐ A court order identifying the student's School of Origin is attached for your convenience.
- ☐ The SSPA or School of Origin waiver for the student is attached due to the ERH's predetermined decision to waive the student's school of origin rights and attend his/her school of residence.

☐ H) Foster Care, Home & School Placement Documentation & Process

Upon completion of the BID & SSPA process, the LEA of Origin Foster Youth Liaison is to:

- ☐ Provide Elisa Beltran at the Stanislaus County Office Foster Youth Services Coordinating Program with the following documents for processing and distribution to the appropriate representatives:
 - ☐ Best Interest Determination Forms *(including all documents in the BID process to determine school placement),*
 - ☐ School Stability & Placement Determination Agreement *(signed by FYL(s), ERH, and, if appropriate, the student.)*
 - ☐ Foster Youth Liaison Recommendation Letter *(If the FYL disagrees with the ERH's School of Origin decision)*
- ☐ Place copies of this document and/or the above records in the student's cumulative file.
- ☐ Fax or email student's grades/transcripts, attendance, discipline, and IEP/504 records immediately (including full/partial credits for all work completed) to:
*NEW school and SCOE **ONLY** if the ERH determines it is in the student's best interest to transfer to a school other than the school they are currently enrolled in.*
- ☐ Mail student's cumulative files to NEW school if the above applies.
- ☐ Maintain a copy of this and/or the above documents listed above for your records.

If you have questions or concerns, please contact me at your earliest convenience.

Sincerely,

Elisa Beltran

Program Coordinator
Foster Youth Services Coordinating Program
Stanislaus County Office of Education
Office: 209-238-1384 / Cell: 209-338-8735
Fax: 209-238-4255 / Email: ebeltran@stancoe.org

Date: _____

To: Education Rights Holder:

Pupil:

LEA of Origin FYL:

SELPA Rep.:

ECEP Rep.:

Other:

County Social Worker:

Caregiver:

LEA Special Ed Rep.:

LEA of Residence FYL:

ACFSD Ed. Liaison:

SCOE FYL:

RE: Best Interest Determination Meeting for _____ DOB: _____

In accordance with Every Student Succeeds Act (ESSA) Sections 1112(c)(5)(B) and 1111(g)(1)(E), _____ has developed clear written procedures to maintain pupils in foster care in their school of origin when the pupil has or will experience a foster care placement change that would otherwise result in a school placement change and it is determined to be in the pupil's best interest by the person(s) holding the right to make educational decisions on behalf of the pupil in foster care. Also, under ESEA Section, children enrolled in Early Care and Education Programs (ECEP) who have also experienced foster care placement changes as described above have the right to a Best Interest Determination (BID) process to determine the best ECEP placement and possible transportation services.

Due to the recent foster care placement notification received on _____ the district would like to invite you to attend a BID meeting for _____. Representatives from various agencies and other participants who are vested in the pupil's education and wellbeing will provide important and relevant information necessary to aid the person(s) holding educational rights for the pupil in making a school placement determination based on the foster youth's best interest. Children enrolled in an ECEP, the LEA of Origin has the responsibility to determine the best ECEP placement based on the child's best interest with the assistance of the BID team.

Please note: If the education rights holder believes that it is in the pupil's best interest to transfer to his/her school of residence, they are required to sign a waiver indicating that they waive the pupil's right to remain in their school of origin and documents used to determine school placement will be attached to the pupil's waiver. Furthermore, if the pupil's education rights holder determines it is in the pupil's best interest to remain in his/her school of origin, the school district, to the extent feasible and appropriate will provide, arrange and fund transportation to the pupil's school of origin in its entirety or if additional costs apply, share those costs the pupil's placing agency (child welfare agency) and possibly with the LEA of Residence (*the school district in which the pupil is assigned to attend based on their place of residence*) for the duration allotted by state law.

Please contact me with any questions or concerns at _____.

Sincerely,

Foster Youth Liaison

Best Interest Determination for School Placement

Student Name: _____ DOB: _____ Date of Meeting: _____

School of Attendance: _____ Current Grade: _____

MEETING PARTICIPANTS

Mandatory Participant:

Education Rights Holder(s) ("ERH") ☐ Present? Name: _____

Education Rights Holder(s) ("ERH") ☐ Present? Name: _____

One or More of the Following Representatives:

LEA of Origin Foster Youth Liaison ☐ Present? Name: _____

LEA of Res. Foster Youth Liaison ☐ Present? Name: _____

SCOE Foster Youth Liaison ☐ Present? Name: _____

ACFSD Education Liaison ☐ Present? Name: _____

Mandatory Notification Participants:

Student ☐ Present? Name: _____

Caregiver(s), if different than ERH ☐ Present? Name: _____

Social Worker/Probation Officer ☐ Present? Name: _____

Minor's Attorney/Public Defender ☐ Present? Name: _____

If applicable or per request of ERH, foster youth or professional working with the student:

SELPA/Special Education Rep. ☐ Present? Name: _____

School Administrator ☐ Present? Name: _____

School Counselor ☐ Present? Name: _____

Other: ☐ Present? Name: _____

IDENTIFY SCHOOL OPTIONS

Option 1: School student attended before home placement change, or current school if student has not yet moved: _____

Option 2: School of residence after home placement change: _____

Option 3: School attended when student first entered foster care/probation system: _____

Option 4: Any other school(s) attended within the last 15 months where the student has a connection: _____

Option 5: Any school(s) to which the student would have matriculated (elementary to middle or middle to high school) from options 1-4 above, using district feeder patterns: _____

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
Name of School					
Student Preference					
What school(s) does the student want to attend?					
Anticipated Length of Placement					
Is the student in or about to be placed in a permanent living situation (e.g., with a relative, someone seeking legal guardianship, adoption of the student or reunification with parent(s)?					
If the student is in or about to be placed in a permanent living situation which school(s) would work best for that home placement?					
Length of School Attendance					
Which school(s) has the student attended long enough to develop relationships, trust, and a feeling of belonging?					
Which school(s) would the student like more time at to continue their development of positive relationships and/or academic progress?					

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
Academic Strengths / Needs					
What academic challenges does the student have and which school(s) has a robust intervention and academic program to support the needs of the student?					
Does the student participate, is eligible for, or is interested in specialized instruction (gifted, technical, etc.)? If so, which school(s) has programs to support the student's interests/needs?					
What are the student's college/career goals?					
Which school(s) has programs and activities to support the student's college/career goals?					
Special Education/504 Plan					
If the student has an IEP/504 Plan, which school(s) can best accomodate the student's special education needs?					
English Learner					

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
If the student is an English learner, which school(s) can best support the student's language development needs?					
Social/Emotional					
Has the student experienced difficulties with peers or staff at either school or district? If so, explain.					
If the student has experienced difficulties or behavioral problems, which school(s) has identified positive ways to address those needs or future disciplinary issues?					
Does the student participate in school based or community based mental health services? If so, which school(s) can provide the level of MH services needed the student?					
Does the student require positive behavioral programs, restorative justice, or other schoolwide social-emotional interventions? If so, which school has such program(s) in place?					

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
Timing of Transfer					
If the student transfers schools which school(s) can accomidate the student to ensure a midsemester school change does not occur?					
Consistency of Curriculum					
Which school(s) can provide the same or close to the same curriculum /course as the most recent school of attendance?					
Which school(s) follow the same graduation requirements as the most recent school?					
Consistency of Program Services					
Does student currently attends school based programs (Before/After School programs), which school(s) offer the same program(s)?					
What time do Before/After School programs Start/End?					

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
Extracurricular Activities					
Does the student participate in extracurricular activities? If so, which school(s) will enable the student to be connected to the same activities or offer activities of interest?					
School Calendar & Bell Schedule					
What time do classess Start/End?					
When are students on school designated breaks (i.e. Spring break, Winter break, etc.)?					
Transportation					
What time would the student be required to be ready for pick-up to be transport to school					
What is the distance and travel time to and from school? (2)					
Does the caregiver or FFA receive transportation reimbursement for the student? If not, is child welfare willing to provide reimbursement?					

School of Origin Best Interest Determination Worksheet

Questions for School Placement Determination:	School Prior to Home Placement Change (Opt 1)	School Residence (Opt 2)	Former School (within 15mons) Opt 3	Former School (within 15mons) Opt 4	Former School (within 15mons) Opt 5
School Placement Determination					
Using the information above, indicate the school identified to be in the best interest of the student.					
<p><i>1 - Students who have disciplinary challenges may want a "fresh start." Unfortunately, if the underlying issues are not addressed, this may not serve the student in the long term because similar challenges may soon appear in the new setting.</i></p> <p><i>2 - School districts may establish a distance within which transportation to the school of origin is presumptively feasible, such as 15 miles. However, a student who lives further away may not be denied the right to attend the school of origin or denied access to transportation.</i></p>					

LEA Representative Name:	
---------------------------------	--

LEA School of Origin Recommendation Letter

Date: _____

TO: Education Rights Holder: _____

Address: _____

RE: _____

Date of Birth: _____

Dear Education Rights Holder,

We recently attempted to contact you regarding _____ because the student moved to a new home placement.

This student no longer lives within the boundaries of _____, which was the school the student was attending prior to moving. However, as a foster/probation youth, the student has a right to continue attending this school if you believe it is in the student's best interest. Cal. Educ. Code §§ 48853, 48853.5.

As the student's education rights holder, you have the responsibility to determine whether it is in the student's best interest to remain in their school of origin or if they should transfer to the new local public school. Factors you may wish to consider include: (1) the distance between the student's new home and the school they were attending; (2) the quality of the previous school and the new local public school; and (3) the timing of the transfer (beginning of the semester or mid-semester).

At this time, this student **is currently enrolled** in:

The school the student was attending before changing home placements is

_____.

The new local public school based on their new home address, pending your decision whether the student should return to their previous school: _____.

The District Foster Youth Liaison: _____ recommends or _____ does not recommend that the youth remain in the school the student was attending before changing home placements the following reasons:

Please contact us immediately so we may discuss the pros and cons of transferring schools and whether you think it is in the student's best interest to continue attending the same school they were attending before moving to their current home.

Sincerely,

Foster Youth Education Liaison (*Signature*)

Date

Foster Youth Education Liaison (*Print*)

Foster Youth School Stability & Transportation Agreement

Student Name: _____

Date of Birth: _____

Caregiver Name: _____

Phone: _____

Address: _____

Email: _____

County Social Worker: _____

Phone: _____

The student referenced above has experienced a home placement change and no longer lives within the boundaries of _____ (school/district of origin) boundary and is now residing in the _____ (school/district of residence) attendance area.

☐ **Court Ordered School Placement Determination**

Juvenile Court has identified and ordered school placement for the above named foster child/youth. The placing child welfare agency has provided a copy of the court order to the LEA(s) and the person holding education rights for the child/youth.

☐ **Education Rights Holder / District Surrogate School Placement Determination**

Name: _____ Phone: _____

Address: _____ Email: _____

I understand that as the person holding educational rights or LEA surrogate for the foster child/youth named above, I have the responsibility to determine whether it is in the student's best interest to remain in their school of origin or if they should transfer to the new local public school. I have considered the following factors associated with all eligible school of origin schools: (1) the safety and distance from the student's new home; (2) the quality of services; (3) the student's connectedness, and (4) the timing of school transfer.

As the person holding educational rights/District Surrogate for the above named foster child/youth, I have determined it is in _____'s best interest to:

☐ Remain at _____, which is the school he/she was attending before experiencing a home placement change.

☐ Transfer to the new local public school based on the student's new home address (school of residence). Therefore, waiving the student's right to remain at his/her school of origin and request the student's cumulative records be sent to: _____

School Stability & Transportation Plan

All parties agree, if the student's education right holder(s) has determined that it is in the best interest for the student to remain his/her school of origin and transportation is required, the following transportation plan will be implemented for the student to ensure they remain in their school of origin for the time allowed by Foster Youth Education law.

Transportation to School of Origin will be provided by:

- ☐ STRTP ☐ Group Home ☐ Resource Parent ☐ Foster Family Agency ☐ Residential Facility
☐ LEA of School of Origin ☐ LEA School of Residence ☐ Other: _____

Transportation Method(s):

- ☐ School Bus ☐ Public transportation ☐ Student's 504/IEP Plan ☐ Other: _____

- ☐ Contracted Agency: _____ School Start Time: _____ End Time: _____

Pickup Time: _____

Pickup Location: _____

Drop-off Time: _____

Drop-Off Location: _____

Days: Mon Tue Wed Thur Fri Start Date: _____ End Date: _____

If more than one drop off time/location: School Start Time: _____ End Time: _____

Pickup Time: _____

Pickup Location: _____

Drop-off Time: _____

Drop-Off Location: _____

Days: Mon Tue Wed Thur Fri Start Date: _____ End Date: _____

- ☐ Travel Reimbursement Phone: _____
Name: _____

Address: _____

Relationship to Student: _____

- ☐ Other: _____ (Please describe): _____

No Education Gap Provision

In order to ensure there are no gaps in the child/youth's education and provide prompt transportation to and from school of origin in a cost-effective manner the following transportation plan will be implemented on _____ until the above long term transportation plan can be implemented for the student.

Shared Financial Responsibility:

The ☐ LEA of Origin ☐ LEA of Residence ☐ ACFSD ☐ Other:_____ agree to: In accordance with the Every Student Succeeds Act (ESSA), the Local Education Agencies (LEAs), and Stanislaus County Adult, Children, and Family Services Division (ACFSD) or other Child Welfare Agency (CWA) as listed below agree to promptly provide transportation to and from school of origin in a cost-effective manner when determined in the best interest of the child by the court designated education rights holder or LEA education surrogate.

If applicable, please include the total estimated or actual cost of transportation for the student:_____

☐ **Fund one-third of the total cost** incurred to provide transportation services to and from the school of origin which is located outside the LEA of Origin boundary lines, as established in the "Stanislaus County Interagency School Stability agreement" between SCOE, LEAs and ACFSD.

☐ **Fund half of the total cost** incurred to provide transportation to the school of origin due to "additional costs" incurred by the LEA as described in 20 USC 6312(c) and ESEA section section 675(4)(A) of title 42;

☐ **No transportation services or costs will be incurred.** The ERH has determined that it is in the best interest of the child to attend his/ her school of residence (new school) and waived the student's right to remain in his/her school of origin.

☐ **Transportation services will be provided at No additional cost.** Transportation to school of origin will be provided at no additional cost to the LEA as described in the "Transportation to School of Origin" section of this form (i.e. transportation will be provided by caregiver/ responsible adult/ group home/ STRTP or LEA has pre-existing bus routes/stops to placement, public transportation passes, etc). Student will remain on distance learning _____.

☐ The student has transportation services written into his individualized education plan (IEP) as a disability-related service that is required in order for a child with disabilities to receive FAPE. In accordance with ESEA section 1112(c)(5)(B)(i), the LEA is using the most costs effective method of transportation through the use of **IDEA funds** to pay for transportation services to the foster student's school of origin (34 C.F.R. §§ 300.101, 300.201 and 300.17).

I understand, by signing this agreement, I agree to the above terms as described (educational placement, transportation and financial responsibilities) in its entirety.

Education Rights Holder/District Surrogate (PRINT)

Signature

Date

Education Rights Holder/District Surrogate (PRINT)

Signature

Date

LEA of Origin Foster Youth Liaison / Admin. (PRINT)

Signature

Date

LEA of Residence Foster Youth Liaison/Admin. (PRINT)

Signature

Date

Child Welfare Placing Agency Representative (PRINT)

Signature

Date

SCOE Foster Youth Liaison /Auth.Representative (PRINT)

Signature

Date

Please note: Copies of this agreement and attachments must be placed in the student's cumulative file by the LEA of attendance and provided to the student's education rights holder, county social worker, Child Welfare Agency Ed Liaison, and Elisa Beltran, Stanislaus County Office of Education Foster Youth Services representative via email at ebeltran@stancoe.org or Fax: 209-238-4255.



EARLY CARE & EDUCATION PROGRAM (ECEP) PLACEMENT VERIFICATION FORM

Date: _____

LEA of Origin: _____

LEA POC Name: _____

Child Name: _____

Date of Birth: _____

After much consideration and in consultation with the foster child's education rights holder and/or caregiver, _____, Local Education Agency (LEA) Point of Contact (POC) has determined that it is in the best interest of the above-named foster child to:

☐ Remain at his/her ECEP of Origin

☐ Transfer to the following ECEP:

ECEP Name: _____

Address: _____

Phone: _____

The child's last date of attendance at _____ was on _____.

All academic records identified below for the child were sent to _____

on _____ and have confirmed the child's enrollment date as _____.

The new ECEP has received and completed the following:

☐ Accepted Responsibility and Enrolled the child in his/her new ECEP program on:

☐ Received the foster child's academic records on:

☐ Assigned a new service Coordinator, his/her name and contact information are as follows:

☐ I have attached copies of the records listed above to this form and submitted them to Elisa Beltran, Stanislaus County Office of Education Point of Contact at ebeltran@stancoe.org or Fax: 209-238-4252.

This document certifies that the above-named foster child has moved foster care placements and the LEA of Origin has collaborated with the child's education right holder and caregiver to determine ECEP placement and ensured the child's care and education stability has been maintained.

LEA of Origin POC Signature

Date

Local Education Agency School Placement Dispute Form

DATE:

To: Stanislaus County Office of Education
Foster Youth Services Coordination Program
1100 H Street
Modesto, CA 95353

The _____ School District have determined that the most appropriate school placement for _____ DOB: _____ based on the student's best interest is _____ school.

We understand this is neither the school of origin nor the school requested by the student's education rights holder. Therefore, we are providing this explanation of our decision.

The education rights holder may dispute this decision by completing the attached Dispute Form, signing it, dating it, and submitting it by (date): _____, ten (10) business days from the date of this letter.

If the education rights holder chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution. Once the Dispute Form is received, the SCOE Point of Contact (POC) or designee will arrange for a conference with the educational rights holder, the student (if appropriate) and LEA representative to appear before the Resolution Council within ten (10) business days, and the conference will take place as expeditiously as possible. Within three (3) business days of the conference, the SCOE POC or designee will inform the educational rights holder and the LEA Foster Youth Liaison of the decision in writing. The education rights holder will be able to appeal to the State if the local resolution is not satisfactory. If you have questions about this decision or how to appeal it, please contact:

LEA of Origin
POC District
Office
Email

Elisa Beltran
SCOE POC
Office: 209-238-1381
Email: ebeltran@stancoe.org

Dispute Form

To appeal the district's decision, please complete this form and submit it by the date indicated on the Written Notice you received from the school. You may submit this form by any of the following methods:

- Scan and email it to ebeltran@stancoe.org with the subject "Foster Youth SOO Appeal";
- Return the paper form to
- Submit the paper form directly to the office of the superintendent at:
Stanislaus County Office of Education
Foster Youth Services Coordinating Program
1100 H Street 2nd Floor, Modesto, CA 95354
(209) 238-1371

Student Name: _____ DOB: _____

School in which enrollment is sought is: _____

As the education rights holder for this student I have identified and determined that the school listed above is the student's school of origin and placement based on the following reasons.

If you would like to provide additional information, please attach it to this form.

The student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution. Once the Dispute Form is received, the SCOE POC or designee will arrange for conference with the educational rights holder, the student (if appropriate), and the LEA POC or designee within ten (10) business days to appear before the Resolution Council. Within three (3) business days of the conference, the SCOE POC or designee will inform the educational rights holder and LEA of Origin Foster Youth Liaison of the decision in writing. The Local Education Agency will be able to appeal to the State if the local resolution is not satisfactory.

Education Rights Holder Name:

Address:

Phone:

Email:

Every Student Succeeds Act “Each State plan shall describe-- ...

- (E) the steps a State educational agency (SEA) will take to ensure collaboration with the State agency responsible for administering the State plans under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—
- (i) any such child enrolls or remains in such child’s school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
 - (ii) when a determination is made that it is not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment; ...” ESSA Section 1005, 20 U.S.C. 6311(g)(1)(E)

In case of dispute, FYC and LEA agree to work together in good faith in an attempt to resolve the matter. The Stanislaus County Office of Education (“SCOE”) agrees to act as a facilitator to resolve any disputes among the parties.

1. In accordance with California Code, Education Code - EDC § 48853.5 before recommending that a foster youth attend a school other than the school of origin, district’s Foster Youth Liaison must provide the youth and ERH a written explanation of the reason(s) why they are recommending removal from the school of origin and how it serves the youth’s best interest.

In the event an agreement still cannot be reached between the LEA and the ERH, the issue is brought before the SCOE Resolution Council, which will include a minimum of four representatives from the SCOE Foster Youth Services Coordinating Program (FYSCP), ACFSD placing agency, LEA and community partners. The council will provide the LEA and education rights holder with a decision within five business days.

2. If the LEA or education rights holder do not agree with the Resolution Council's decision, Education Code section 48853.5(i) states that a complaint of noncompliance with the requirements of Section 48853.5 may be filed with the local educational agency under the Uniform Complaint Procedures. If a local educational agency finds merit in a complaint, or the Superintendent of Public Instruction finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil. If the complainant not satisfied with the decision of a local educational agency may appeal the decision to the California Department of Education and shall receive a written decision regarding the appeal within sixty (60) days of the California Department of Education’s receipt of the appeal.

Important Information:

A school district is not required to provide transportation services to allow a foster child to attend a school or school district, unless there is an agreement with a local child welfare agency that the school district assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code , or unless otherwise required under federal law. This paragraph does not prohibit a school district from, at its discretion, providing transportation services to allow a foster child to attend a school or school district.

Education Code section 48853(a) states that a foster child who is 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:

- a. The pupil has an IEP requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.
- b. The parent or guardian, or other person holding the right to make educational decisions for the student determines that it is in the best interest of the pupil to be placed in another educational program, in which case the parent or guardian or other person holding the right to make educational decisions for the pupil shall provide a written statement that he or she has made that determination to the local educational agency. This statement shall include a declaration that the parent, guardian, other person holding the right to make educational decisions for the pupil is aware of all of the following:
 - i. The pupil has a right to attend a regular public school in the least restrictive environment.
 - ii. The alternate program is a special education program, if applicable.
 - iii. 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 local educational agency.
 - iv. Any attempt to seek reimbursement for the ultimate education program may be at the expense of the parent, guardian, or other person holding the right to make educational decisions

Education Rights Holder School Placement Dispute Form

DATE:

To: Stanislaus County Office of Education (SCOE)
Foster Youth Services Coordination Program
1100 H Street
Modesto, CA 95353

As the education rights holder for _____ DOB: _____
have determined that the appropriate school placement for the student is _____
school instead of _____ school.

As the educational rights holder I have identified and determined the above school as both the student's school of origin and placement for the following reasons (please include as many deciding facts as possible):

The Local Education Agency may dispute this decision by completing the attached Dispute Form, signing it, dating it, and submitting it by _____, ten (10) business days from the date of this letter.

If the Local Education Agency chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution. Once the Dispute Form is received, the SCOE Point of Contact (POC) or designee will arrange for a conference with the educational rights holder, the student (if appropriate) and LEA representative to appear before the Resolution Council within ten (10) business days, and the conference will take place as expeditiously as possible. Within three (3) business days of the conference, the SCOE POC or designee will inform the educational rights holder and the LEA Foster Youth Liaison of the decision in writing. The Local Education Agency will be able to appeal to the State if the local resolution is not satisfactory. If you have questions about this decision or how to appeal it, please contact:

ERH Name:

Address:

Phone:

Email:

Elisa Beltran

SCOE POC

Office: 209-238-1381

Email: ebeltran@stancoe.org

Dispute Form

To dispute the education right holder's decision, please complete this form and submit it by the date indicated on the Written Notice you received from the school. You may submit this form by any of the following methods:

- Scan and email it to ebeltran@stancoe.org with the subject "Foster Youth SOO Appeal";
- Return the paper form to
- Submit the paper form directly to the office of the superintendent at:
Stanislaus County Office of Education
Foster Youth Services Coordinating Program
1100 H Street 2nd Floor, Modesto, CA 95354
(209) 238-1371

Student Name: _____ DOB: _____

District recommended school _____

I am the Local Education Agency Foster Youth Liaison for this student, and I believe the recommended listed above is in the student's best interest because:

If you would like to provide additional information, please attach it to this form.

The student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution. Once the Dispute Form is received, the SCOE POC or designee will arrange for conference with the educational rights holder, the student (if appropriate), and the LEA representative within ten (10) business days to appear before the Resolution Council. Within three (3) business days of the conference, the SCOE POC or designee will inform the educational rights holder and LEA of Origin Foster Youth Liaison of the decision in writing. The education rights holder will be able to appeal to the State if the local resolution is not satisfactory.

LEA Representative Name:

Address:

Phone:

Email:

Every Student Succeeds Act “Each State plan shall describe-- ...

- (E) the steps a State educational agency (SEA) will take to ensure collaboration with the State agency responsible for administering the State plans under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—
- (i) any such child enrolls or remains in such child’s school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
 - (ii) when a determination is made that it is not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment; ...” ESSA Section 1005, 20 U.S.C. 6311(g)(1)(E)

In case of dispute, FYC and LEA agree to work together in good faith in an attempt to resolve the matter. The Stanislaus County Office of Education (“SCOE”) agrees to act as a facilitator to resolve any disputes among the parties.

1. In accordance with California Code, Education Code - EDC § 48853.5 before recommending that a foster youth attend a school other than the school of origin, district’s Foster Youth Liaison must provide the youth and ERH a written explanation of the reason(s) why they are recommending removal from the school of origin and how it serves the youth’s best interest.

In the event an agreement still cannot be reached between the LEA and the ERH, the issue is brought before the SCOE Resolution Council, which will include a minimum of four representatives from the SCOE Foster Youth Services Coordinating Program (FYSCP), ACFSD placing agency, LEA and community partners. The council will provide the LEA and education rights holder with a decision within five business days.

2. If the LEA or education rights holder do not agree with the Resolution Council's decision, Education Code section 48853.5(i) states that a complaint of noncompliance with the requirements of Section 48853.5 may be filed with the local educational agency under the Uniform Complaint Procedures. If a local educational agency finds merit in a complaint, or the Superintendent of Public Instruction finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil. If the complainant not satisfied with the decision of a local educational agency may appeal the decision to the California Department of Education and shall receive a written decision regarding the appeal within sixty (60) days of the California Department of Education’s receipt of the appeal.

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 - ii. The alternate program is a special education program, if applicable.
 - iii. 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 local educational agency.
 - iv. Any attempt to seek reimbursement for the ultimate education program may be at the expense of the parent, guardian, or other person holding the right to make educational decisions