

Best Interest Determination Follow Up Checklist

The Best Interest Determination Meeting is over, what now?

Once a Best Interest Determination meeting is completed and a decision is made about which school the student will be attending, there are many tasks for a Foster Care Liaison to complete. Depending on the outcome of the Best Interest Determination meeting, the Foster Care Liaison will have different duties.

The Student Remains at the School of Origin

If it is determined that the student will stay at their school of origin, follow-up tasks for the Foster Care Liaison may include:

- Document the Best Interest Determination meeting.
 - Fill out the [School District Placement Decision Form](#) and share with Best Interest Determination Meeting participants.
 - For internal record keeping, you can download and use the [Example: Best Interest Determination Tracking Database](#)
- Notify the Building Point of Contact at the students' school of their foster care status.
- Notify anyone at the school level who is a need-to-know individual (i.e. principal, teacher, special education team) of the foster care status of the student.
- Coordinate transportation for the student (if needed).
- Reach out to the district nutrition office to ensure the student is getting free meals.
- Check with the school to determine if the student has any outstanding fees/fines and work with DCYF to get those paid.
- If the student is in need of targeted advocacy, make a [Treehouse Referral](#).



The Student Will Attend Another School Other Than the School of Origin

If it is determined that the student will **not** stay at their school of origin, follow-up tasks for the Foster Care Liaison of the receiving district may include:

- ❑ Document the Best Interest Determination meeting.
 - Fill out the [School District Placement Decision Form](#) and share with Best Interest Determination Meeting participants.
 - For internal record keeping, you can download and use the [Example: Best Interest Determination Tracking Database](#)
- ❑ Ensure educational records are requested and received in a timely manner in accordance with [RCW 28A.150.510](#).
- ❑ Notify the Building Point of Contact at the students' school of their foster care status.
- ❑ Notify anyone at the school level who is a school need-to-know individual (i.e. principal, teacher, special education team) of the foster care status of the student.
- ❑ Coordinate transportation for the student (if needed).
- ❑ Reach out to the district nutrition office to ensure the student is signed up for free meals.
- ❑ If the student has an IEP, 504, or is suspected of having a disability, reach out to the Special Education department in the district.
- ❑ If the student is in high school, reach out to the school counselor so they can begin to identify credits that can be retrieved pursuant to [RCW 28A.320.192](#)
- ❑ If the student is in need of targeted advocacy, make a [Treehouse Referral](#).

Ongoing Follow-Up

Ongoing tasks that Foster Care Liaisons need to do to maintain the educational stability of the students in foster care include:

- ❑ Check in with the DCYF contact of each student at least monthly for updates and information sharing.
- ❑ Monitor the attendance of the student at least bi-monthly to identify any patterns of absences that are of concern.
- ❑ Check in with the Building Point of Contact at least monthly to monitor how the student is doing at school – academically and socially.
- ❑ Identify and assist with any school needs they have that may need addressed (i.e. academic supports, school pictures, access to extra-curricular activities and subsequent fees or materials needed, etc.)

- Pull the CEDARS Foster Care Report monthly. The best time to check for updates on students in foster care is when the enrollment file for your district is submitted to OSPI. The enrollment reporting is generally due on the 15th of each month between October and June. You can find more information about enrollment reporting in the [CEDARS Data Manual](#).