

EDUCATIONAL STABILITY BEST INTEREST DETERMINATION (BID) FORM

INSTRUCTIONS: This form is completed when there is disagreement within the educational team regarding whether it is in the student's best interest to remain in their school of origin (the school the student is attending prior to a change in custody status and living arrangement).

- Individuals with insight into the child's educational best interest are encouraged to participate in a BID meeting or conversation.
- The use of relevant information from recent meetings (i.e., EST, CSP, IEP, or 504) to inform decision-making is recommended.

Date of *Best Interest Determination* (BID) meeting or conversation: _____

Who was consulted or attended the BID meeting?

	Title / Role	Name	Contact Information
<input type="checkbox"/>	Student		
<input type="checkbox"/>	Parent or Legal Guardian		
<input type="checkbox"/>	Resource Family		
<input type="checkbox"/>	Kin or Family Members		
<input type="checkbox"/>	DCF		
<input type="checkbox"/>	Educator		
<input type="checkbox"/>	GAL		
<input type="checkbox"/>	Service Provider		
<input type="checkbox"/>	Educational Surrogate		
<input type="checkbox"/>			
<input type="checkbox"/>			

Which of the following records were used for the best interest determination? *Check all that apply.*

- | | | |
|---|---|---|
| <input type="checkbox"/> Report Cards | <input type="checkbox"/> Progress Reports | <input type="checkbox"/> Achievement Data (Test Scores) |
| <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Student's IEP | <input type="checkbox"/> Student's 504 Plan |
| <input type="checkbox"/> Coordinated Services Plan or Act 264 Plan | | |
| <input type="checkbox"/> Feedback from individuals who were consulted | | |
| <input type="checkbox"/> Other: _____ | | |

BEST INTEREST CONSIDERATIONS

	Yes	No
<p>The student believes remaining in their current school is in their best interest. <i>Consider the student's preferences, individual skills and needs, social interactions, bullying, privacy issues, academics, and extracurricular activities.</i></p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The parents/prior custodians believe remaining in the current school is in the student's best interest.</p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
<p>The distance to the current school, based on the developmental needs of the child, will be appropriate for a daily commute.</p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The child has attended the current school for a long time or is attached to the school. <i>Consider the child's social connections, significant relationships, friends, and ties to the current school (including extracurricular activities).</i></p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Safety considerations favor remaining in the current school.</p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Remaining in the same school will positively impact the child's social, emotional, and/or behavioral well-being. <i>The effects of trauma on learning including attention, concentration, mood, interpersonal trust, and communication. A child or youth who has experienced trauma can benefit immensely from remaining in their same classroom and school, even when they move to a new home or a new part of town.</i></p> <p>Where do the student's siblings attend school? _____</p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Remaining in the same school will positively impact the child's academics. <i>Consider how the child is performing academically in the current school and the child's academic and/or career goals. On average, students lose six months of academic progress for each school change.</i></p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The child's permanency goal, plan and expected date for achieving the permanency (reunification, guardianship, or adoption) support remaining in their current school placement. <i>DCF attempts to place a child with a relative when appropriate. This factor may override a child remaining in their current school. The initial permanency goal for most children is to be reunited with their primary parents.</i></p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The child's needs are identified and the array of services are available to meet the child's needs. Is the child served through an Educational Support Team, 504 Planning Team or an Individualized Education Planning Team? Is the child involved in extracurricular activities such as sports, clubs, music or drama? Is the child experiencing positive relationships within the current school community?</p> <p>Key factors in decision: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Name: _____ Date of Birth: _____

Current Grade: _____ IEP? Yes No

Parent or Legal Guardian's Town of Residence: _____

Resource Family's Town of Residence: _____

The team recommends, based on the *Educational Stability Best Interest Determination*, that the student shall remain in the same school where they are currently enrolled.

School: _____ Supervisory Union / School District: _____

The school of origin's Local Education Agency (LEA) point of contact is requesting that the Secretary of Education be the LEA assigned to this student while they are in foster care.

The team recommends, based on the *Educational Stability Best Interest Determination*, that a change in school placement is needed.

Sending School: _____ Receiving School: _____
SU / SD: _____ SU / SD: _____

Person responsible for enrolling the student in their new school: _____
Agreed upon start date in the new school: _____

TRANSPORTATION ARRANGEMENTS

Who is arranging the education transportation? _____

Who is paying for the education transportation? _____

How will the costs be billed? _____

Who will drive the student to school? _____

What is the student's school schedule? _____

What are the drop-off and pick-up times? _____

What are the student's extracurricular activities occurring before or after school? _____

SIGNATURES

DCF Family Services District Director

Date

Superintendent or Designee

Date