

## Education Best Interest Determination Evaluation Form

Available online at: <http://vtfutres.org/>

Child's Name: \_\_\_\_\_

DCF Family / Child #: \_\_\_\_\_ Child's Education ID#: \_\_\_\_\_

**Instructions:**

This process is based on the assumption that a student should remain in their current school\* *unless* the considerations on the following pages indicate that *a change of school placement is in the child's best interest.*

- This form is to be filled out at the child's date of placement and each time there is a change in living arrangement.
- Individuals with insight into the child's educational best interest are encouraged to participate in a BID meeting or conversation.
- You may use relevant information from recent meetings (i.e., EST, CSP, IEP or 504).

\**Current school* is defined as the school the child is attending *prior* to a change in living arrangement.

Current School and Supervisory Union/School District: \_\_\_\_\_

Previous School(s): \_\_\_\_\_

Current Grade: \_\_\_\_\_ Date of Best Interest Determination Meeting: \_\_\_\_\_

**Please list who was consulted and/or who attended a meeting about BID.**

Name	Title / Role	Contact Information
	Child	
	Child's Primary Parents	
	Child's extended family as appropriate	
	Kin/Foster Family	
	DCF	
	Educator	
	Educator	
	GAL	
	Service providers	
	Educational surrogate	
	Other	

## Documentation and Records

Which of these were used for BID? *Check all that apply and include in chart:*

- Report cards
- Progress reports
- Achievement data (test scores)
- Attendance data
- IEP
- 504 Plan
- Coordinated Services Plan (or Act 264 Plan)
- Emails or correspondence from individuals consulted
- Other: \_\_\_\_\_

Considerations	Yes	No
<p><b>1. The child believes that remaining in their current school is in their best interest.</b></p> <ul style="list-style-type: none"> <li>• Consider social interactions, bullying, privacy issues, academics, extracurricular activities.</li> </ul> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2. The parents/prior custodians believe that remaining in the current school is in the child's best interest.</b></p> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3. The distance to their current school will be appropriate for a daily commute.</b></p> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4. The child has attended the current school for a long time or is attached to the school.</b></p> <ul style="list-style-type: none"> <li>• Consider includes the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities.</li> </ul> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5. Safety considerations favor remaining in the current school.</b></p> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

Considerations	Yes	No
<p><b>6. Remaining in the same school will positively impact the child’s social, emotional, and/or behavioral well-being.</b></p> <ul style="list-style-type: none"> <li>• The effects of trauma on learning including attention, concentration, mood, interpersonal trust, and communication. A child 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.</li> <li>• Where do the child’s siblings attend school?</li> </ul> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>7. Remaining in the same school will positively impact the child’s academics.</b></p> <ul style="list-style-type: none"> <li>• Consider how the child is performing academically in the current school and the child’s academic/career goals. Also, students on average lose 6 months of academic progress for each school change.</li> </ul> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>8. The child’s permanency goal, plan and expected date for achieving the permanency (reunification, guardianship, or adoption) support remaining in their current school placement.</b></p> <ul style="list-style-type: none"> <li>• DCF is required to place a child with a relative when appropriate. This factor may override a child remaining in their current school.</li> <li>• The initial permanency goal for most children is to be reunited with their primary parents.</li> </ul> <p><i>Key factors in decision:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

### Best Interest Determination Summary

Please summarize the key factors influencing the decision of the team below:

## Education Best Interest Determination Recommendation of the Team

- The student shall remain in the same school where the child is currently enrolled.*

School: \_\_\_\_\_ SU / SD: \_\_\_\_\_

Transportation will be provided by: \_\_\_\_\_

Transportation will be paid for by what agency? \_\_\_\_\_

- Based on the best interest determination, a change in school placement is needed (see below)*

School: \_\_\_\_\_ SU / SD: \_\_\_\_\_

Individual responsible for enrolling child in school: \_\_\_\_\_

### **If a change in educational placement is needed:**

1. The child's school transfer date should be determined by the child's best interest. Does it coincide with a logical juncture in the child's academic or personal progress (e.g., after an event that is significant to the child or end of the school year)?
2. Enrollment in the new school should take place without interruption of the child's education, with all education records provided to the new school. (*See interagency guidelines*).

- The team disagrees on the best interest determination for the child. If so, next steps are:*
- DCF Social Worker sends supervisor and District Director all materials shared with local school authorities including the case plan and reasons for denial. DCF District Director shall forward this information to DCF Child Protection and Field Operations Director.
  - The school district shall contact the AOE State Interagency Coordinator, send the same documentation and reasons for denial.