



## **How a Child's Interdisciplinary Team Supports Educational Stability**

**A multidisciplinary team promotes educational stability by bringing district partners together to brainstorm, problem-solve and advocate for a child's needs.**

After a child comes into custody and DCF has coordinated their immediate living arrangement, it is important to use the child's interdisciplinary team to inform longer-term decisions, including those related to educational stability and success. Completing an [Educational Best Interest Determination form](#) is key.

### **WORK WITH EXISTING TEAMS WHEN POSSIBLE:**

The majority of children coming into DCF custody will already have a team that has met to discuss their needs. If a child has been struggling at school, this could be an Educational Support Team or an IEP (Individual Education Program) team. If there have been multiple agencies coming together to support the child, a Coordinated Services Plan (CSP) team may have been formed. These teams already have an understanding of the child and this knowledge should be included in educational stability decisions.

### **FORM A NEW TEAM IF THERE IS A NEED:**

If there has not been a team already developed to support the child, one needs to be formed. If there is a pre-existing team in the child's life, it may need to be expanded to include a broader range of partners.

### **WHO SHOULD BE ON A CHILD'S TEAM?**

Generate a list of all of the individuals who impact the life of a child who is court involved. Reference the coordinated service plan. The list may include the following:

- Child/ Youth
- Primary Parent
- Other family members
- DCF
- Educators from relevant school(s)
- GAL
- Ed. Surrogate (as applicable)
- Foster/kin parents
- Mental health agency
- Family Center
- Other child placing agencies
- Representatives from support service partners (such as Easter Seals)





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## Generate Multidisciplinary Networks Toolkit

### **GETTING CHILD TEAM PARTNERS ON BOARD:**

Schedule your first meeting to be inclusive of as many of the people who have a role in the child's life as possible. Ideally people will be able to gather face-to-face, but conference calling or referring to previously written comments is an option. Provide the participants with general information on the importance of educational stability for child's well-being and academic success.

### **EDUCATIONAL STABILITY FOCUS:**

In regards to school consistency and educational well-being, this group initially needs to focus on:

- 1. The living arrangement of the child** who is now court involved and whether geography will impact educational stability.
- 2. Where is the child going to attend school?** Use the [Educational Best Interest Determination Form \(BID\)](#) to guide this conversation and ensure that the appropriate questions are asked. This toolkit contains a [BID Invite Letter](#), [Agenda](#), and [BID Meeting Checklist](#) to assist with structuring this conversation.
- 3. Long term success and school needs:** Once the child's has a confirmed, longer-term living arrangement, the team should come together on a periodic basis, or whenever the child's living situation or educational needs change. Use the Educational Best Interest Determination (B.I.D.) to review that the child has the educational services and environment necessary to reach their full potential.

