

EDUCATIONAL BEST INTEREST DETERMINATION (BID) FORM (FS-72B)

INSTRUCTIONS: This form is completed when the student's team believes it may **NOT** be 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).

- At a minimum, representatives from both schools, DCF Family Services, and the educational surrogate (if applicable) are required to participate in a BID meeting or conversation. Others with insight into the child's educational best interest (including the student) are encouraged to participate.
- The use of relevant information from recent meetings (i.e., EST, CSP, IEP, or 504) to inform decision-making is recommended.

Student's Name: _____ Date of Birth: _____

Current Grade: _____ IEP? Yes No 504 Plan? Yes No EST? Yes No

Legal Parent's Town of Residence: _____

Foster/Kinship Caregiver's Town of Residence: _____

Date of *Best Interest Determination* (BID) Meeting or Conversation: _____

Who was consulted or attended the BID meeting? *Complete the table below.*

	Title / Role	Name	Contact Information
<input type="checkbox"/>	Student		
<input type="checkbox"/>	Legal Parent		
<input type="checkbox"/>	Legal Parent		
<input type="checkbox"/>	Foster/Kinship Caregiver		
<input type="checkbox"/>	Foster/Kinship Caregiver		
<input type="checkbox"/>	Kin or Other Family Members		
<input type="checkbox"/>	Family Services Worker		
<input type="checkbox"/>	Resource Coordinator		
<input type="checkbox"/>	Representative from School of Origin		
<input type="checkbox"/>	Representative from New School		
<input type="checkbox"/>	Guardian ad Litem (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.*

- Report Cards Progress Reports Achievement Data (Test Scores)
 Attendance Data Student's IEP Student's 504 or EST Plan
 Coordinated Services Plan or Act 264 Plan Feedback from individuals who were consulted
 Other: _____
 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 view on the following topics: their overall wishes and preferences, individual skills and needs, academics, connections to peers and school staff, commitment to extracurricular activities, and aspirations/future plans.</i></p> <p>Key factors in decision:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The child/youth's parents believe remaining in the current school is in the student's best interest. <i>Consider the parents' views on past academic performance and connections to the school. Consider whether the parents' have identified any cultural connections to the current school and larger community that could be lost if the student changes schools.</i></p> <p>Key factors in decision:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The distance to the current school will be developmentally appropriate for a daily commute. <i>Consider whether the length of the commute to and from school is age and developmentally appropriate for the student. Consider travel time or special coordination that may need to occur for extracurricular activities occurring before and after school.</i></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 interactions, connections to peers and school staff, 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. <i>Consider privacy issues, bullying, or existing safety plans/agreements within the student's educational setting.</i></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>Consider the effects of trauma on learning, including attention, concentration, mood, interpersonal trust, and communication. A student 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"/>

	Yes	No
<p>Remaining in the same school will positively impact the child's academics. <i>Consider how the student 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, case plan, and expected date for achieving the permanency (reunification, adoption, or guardianship) support remaining in their current school placement. <i>Consider the case plan goal. DCF attempts to place a child with a relative when appropriate and in the young person's best interests. The consideration of placement with a relative may override a child remaining in their current school. The initial permanency goal for most children is to be reunified with their 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 in the current educational setting. <i>Consider the appropriateness of the current educational setting. Consider whether the child/youth is served through an Educational Support Team (EST), 504 Planning Team, or an Individualized Education Planning (IEP) Team. Consider the student's extracurricular commitments and passions, such as sports, clubs, music, or drama. Consider whether the student is experiencing positive relationships within the current school community.</i></p> <p>Key factors in decision:</p>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the *Best Interest Determination (BID)*, the student will remain in their school of origin.

School: _____ Supervisory Union/School District: _____

Based on the *Best Interest Determination (BID)*, the student will no longer attend the school of origin, and will be enrolled by DCF in the following school:

School of Origin: _____ New 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?

Additional space for details or explanation, if needed:

SIGNATURES

DCF Family Services District Director or Designee

Date

Superintendent or Designee

Date

*** Email this completed form to Alicia.Hanrahan@vermont.gov AND Barbara.Joyal@vermont.gov ***