



BCPS Fostering Student Success Program

Foster Care Designee Manual

2016-2017



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Program goal:

To ensure the educational stability and success of BCPS students who are living in an out of home placement and involved in the dependency court system

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Foster Care Facts

Youth enter foster care due to experiencing severe abuse and/or neglect as decided by a dependency court case. Family stress factors such as poverty, substance abuse, incarceration, mental illness, death, and homelessness have forced the state to intervene in the lives of families to protect children from abusive and neglectful situations.

Foster care provides a temporary living arrangement for reported abused, neglected, and dependent children who need a safe place to live when their parents are unable to take care of them.

There are over 400K children in foster care nationwide on any given day.

There are nearly 19K youth in foster care in Florida.

As of March 2016, in Broward County, there were almost 2,400 children in care with total removals to licensed care settings of 1,326 youth.

28% of foster youth are in the foster care system for a period of three or more years.

25% of foster youth switch homes at least five or more times before their 18th birthday.

Youth in foster care suffer from PTSD (Post Traumatic Stress Disorder) at a higher rate than returning combat war veterans, and more than half struggle with mental health challenges stemming from the trauma they have endured.

Academically, foster youth face challenges due to home placements and school transitions, lack of basic skills, and emotional upheaval. Access to important socialization opportunities such as extracurricular activities is limited.

Foster youth have significantly higher rates of absenteeism at school than their peers and with each school change a foster youth loses four to six months of academic progress. In terms of longer-term education objectives, foster youth are half as likely as their peers to enroll in college preparatory courses, even when they have similar test scores and grades.

44% of foster youth who spend all four years of high school in care graduate from high school on time as opposed to their peers, 80% of whom graduate on time.

Foster youth, on average, fall behind their peers on educational measures such as grades, test scores, and discipline

24% of students in foster care receive special education services.

70% of teens that age out of foster care say they want to attend college, however less than 3% achieve a bachelor degree.

Legislation

Federal

1935 The Federal government started providing grants to states for preventive and protective services and foster care payments with the child welfare services program Title IV-B of the Social Security Act.

1961 Legislation provided for foster care maintenance payments under the aid to dependent children, Title IV-A of the Social Security Act.

1974, 1996, 2002, 2003, Public Law: 108-36 (Amendments of 2003) Child Abuse Prevention and Treatment Act (CAPTA).

1980 Adoption Assistance and Child Welfare Act of 1980

1997 PL 105-89 Adoption and Safe Families Act

Promote the adoption of children in foster care (amended Title IV-E of the Social Security Act.)

1999 PL 106-169 John H. Chafee Foster Care Independence Program, Title I

Provides funds to states to assist youth and young adults (up to age 21) who are leaving foster care by providing educational, vocational, practical, and emotional services and supports. Title I of the Act gives states the option to extend Medicaid coverage to youth between 18 and 21 years of age, who were in foster care on the 18th birthday.

2001 Promoting Safe and Stable Families (PSSF) Amendments

Extends and amends the Protecting Safe and Stable families program, provide new authority to support programs for mentoring children of incarcerated parents, and amend the Foster Care independent living program under the Title IV to provide for educational and training vouchers for youth aging out of foster care.

2006 Safe and Timely Interstate Placement of Foster Children Act

To improve protections for children and to hold states accountable for the safe and timely placement of children across state lines.

2008 PL 110-351 Fostering Connections to Success and Increasing Adoptions Act of Also known as

the FCA (Fostering Connections Act). This law amended parts B and E of Title IV of the Social Security Act (to connect and support relative caregivers, improved outcomes for children in foster care, provide for Tribal foster care and adoption access, improve incentives for adoption and for other purposes).

2013 The Uninterrupted Scholars Act (USA)

Amended the Family Educational Rights Privacy Act (FERPA) to permit schools to share the education records of children in the dependency system with caseworkers and other officials in the child welfare system. Specifically authorizes schools and school districts to release a student's educational records to "an agency caseworker or other representative of a state or local child welfare agency, or tribal organization" when the agency or organization is legally responsible for the care and protection of the students. This release is authorized provided that the education records or the personally identifiable information contained in such records of the student will not be disclosed except to an individual or entity addressing the student's education needs. DCF, acting individually or through a contracted Community Based Care agency (CBC) and an individual case worker of a child

in the child welfare system are “legally responsible “ for any child for whom the dependency courts of this state have issued an order placing the child in shelter care pursuant to FL 39.402 and/or adjudicated the child dependent pursuant to FS 39.507.

2015 Every Student Succeeds Act

Reauthorizing the Elementary and Secondary Education Act (ESEA), which “ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education.” Provides for foster care students to remain in the same school when in the child’s best interest; immediate enrollment in school and transfer of school records; and school transportation provisions, when necessary; removes “awaiting foster care placement” from the definition of homeless; requires data collection and reporting; specifies Charter schools receiving Title IV part C funding must ensure inclusion for all students in recruitment and enrollment practices, removing any barriers for foster care youth.

State

FS 39.4085 Foster Youth Bill of Rights

2013 HB 215 “The Normalcy Bill” or the “Let Kids be Kids” bill (2013) recognizes the importance of allowing children in foster care the ability to take part in everyday activities without the involvement of case managers, provider agencies or the court system; extends foster care from 18 to 21.

See A, B, C, D, E

School Based Foster Care Designee

Role:

To support the academic achievement and the social emotional needs of students living in out of home placements and involved in the dependency court system.

Responsibilities:

- Maintain a CONFIDENTIAL file for each foster care youth. This file IS NOT to be placed in the student's CUMULATIVE Educational File. This file contains the Foster Care Student Registration Form (Salmon Form) and court order.
- Ensure that Foster youth are enrolled and scheduled in a swift and quick manner to prevent delay in school and academic participation.
- Ensure that the Foster Care Student Registration form is provided to the IMT to ensure proper data entry and updates in contact information.
- Ensure that teacher(s) and staff, as appropriate, are informed regarding student status, as necessary.
- Ensure that Foster Youth Registration form (Salmon form) has been received from the Child Advocate or Foster Parent.
- Ensure that student is receiving meal benefits.
- Ensure that transportation, as needed, is requested.
- Meet (at minimum) quarterly with Foster Care youth enrolled at the location to ensure that academic concerns/issues are addressed as well as any social emotional concerns/issues.
- Ensure appropriate referral procedures for Response to Intervention are followed
- Communicate with designees at other schools to facilitate transition of student's entering/leaving school.
- Ensure effective communication between foster placement and school regarding issues related to foster youth.
- Collaborate with Child Advocate, foster placement adult(s), and/or district program office regarding issues or concerns related to Foster youth.

See H

Dependency Case Process

Abuse Report

Report made regarding suspected abuse or neglect. Call recorded and request made for a Child Protective Investigator to commence the case.

Initial Removal

The Broward Sheriff's Office, Child Protective investigations Section, is responsible for investigating reports of abuse, neglect or abandonment in Broward County. In most other counties the Department of Children and Families retains this function. When a child is removed from his/her home, ChildNet handles the care and case coordination via their Intake Center, known as SafePlace including the following: the placement, medical screening and any other necessary appointments, and first parental visitation, if permitted. Any prospective relative and /or non-relative caregivers are considered for potential placement. Background checks and home studies must be completed on any prospective placements. It may be necessary for a child to spend time at SafePlace's Shelter, until an alternative placement can be secured. Efforts are made to keep sibling groups together whenever possible. Unfortunately, available foster home placements fall short of the need in our community. It is anticipated that for most students, continuation in their current school (rather than a temporary move to another school) is in their best interest, especially during this period of time when the child's sleeping location could change rapidly in a short period of time.

Shelter Hearing

A shelter hearing is held within 24 hours of a child's initial removal from their home. At this hearing a judge will determine whether the child shall be maintained in state care, placed with an approved relative or other caregiver, or can be returned safely to their home. This is only a probable cause hearing to verify whether or not there were legal grounds to remove the child due to imminent risk of safety to the child. Of particular safety concerns are the court-ordered sanctions with regard to contact with the child by parental or other individuals.

Placement in Shelter, Foster Home, Relative or Non-Relative

Parents are required to provide names of any individuals, relative and/or non-relative, who may be viable placement alternatives to foster care, and often these placements may be made within a short period of time after removal. The court may also order changes in placement and/or visitation at any subsequent hearings. At a minimum, the court has a hearing on children known to the department every six months. The judge must review the child's educational status/performance as well as address the matter of parent involvement in the educational decision-making processes, at these hearings.

The Foster Care Student Registration Form (Salmon Form), completed (within 24 to 72 hours) by the Child Advocate (ChildNet) is required for every child in both licensed and unlicensed care attending a BCPS or charter school. The form contains important information regarding the child's placement location and contact information while in care. (see sample). The ChildAdvocate completes this form for any and each child entering care and/or experiencing any change as it relates to child in care.

The CA sends the form to the district program office to be logged and lastly, it is forwarded to the school based Foster Care Designee.

Questions or concerns related to missing or incomplete forms must be directed to the program office.

Continuous Case Reviews

Case reviews and hearings will be conducted until the case plan is completed upon which the child is returned to the parent. If the case plan is not completed a child may be placed for adoption, may remain in long term foster care, or placed with a relative or non-relative. (See F)

Information Sharing

Due to the multitude of issues that can complicate academic success and social emotional wellness in school, it is imperative that the personnel responsible for the education of foster youth work collaboratively to follow and maintain procedures to support the success of our students involved in the dependency court system.

Broward County Public Schools (BCPS) maintains an Interagency Agreement (information sharing contract) with several entities to promote and strengthen cross system efforts and most importantly support the educational stabilization and success of foster care youth. This agreement is renewed every three years and includes the following agencies:

Department of Children and Families (DCF)
ChildNet
CareerSource
Department of Juvenile Justice
Association for Persons with Disabilities (APD)

Educational information may be shared with the above agencies (and Community Based Care Agencies) if the student is involved in the dependency court system and is living with a non-parent. Court orders are evidence of this status. The district program office maintains this information as well.

BCPS students who are identified as foster youth are reflected on BASIS not TERMS. The indicator of a "10" is under the Social/Emotional risk factors in BASIS.

FERPA rules: If a student is under DCF supervision and is NOT removed from the parent, in order to share information, parental consent must be obtained before sharing information.

Registration/Withdrawal

Youth in care are enrolled either by the CA, the foster parent, and relative or non-relative caregiver. ESSA requires that enrollment of these youth is conducted without delays. Pursuant to FS 1003.21 and 1003.22, children who have been adjudicated dependent or are in shelter care are given a 30-day temporary exemption for proof of age, immunizations, and health examinations required for registration.

School enrollment and registration should be conducted in a confidential setting to ensure the student's privacy and confidentiality. The Foster Care Student Registration form along with court orders and any other accompanying documents should be submitted at the time of registration.

Under no circumstances should foster care youth be denied or delayed in registration and/or obtaining a schedule due to lack of documents and/or academic records.

Withdrawals of foster care youth are directed by district policy. If it is determined that a change in school is necessary in the best interest of the child, the CA, foster parent or caregiver shall withdraw the student.

FCD at the withdrawing school should contact the FCD of the enrolling school to ensure a smooth transition takes place.

In the beginning and end of the school year, it is highly recommended that school staff participate in pre planning and post planning of the dependent care youth's academics who reside in licensed group homes, shelters, or shelters. (See G)

School Meal Benefits

All youth involved in dependency care and are living in out of home not placements are eligible for meal benefits. The district program office processes all meal benefits therefore no online or paper meal application is required to be completed.

FCDs should contact the district program office via email (indicate student's first and last name and date of birth) regarding students entering from out of the county to ensure benefits are applied as soon as possible.

Educational Stability

The school setting is often the one stable environment for youth in care as school provides an important focal point of their existence in which school staff and peers can be established/maintained.

Youth are enrolled in their home boundaried school. Before any school change is recommended, a conference to include the foster youth, the FCD, the Child Advocate, the foster parent (relative or non-relative caregiver or provider), and/or the parent (as applicable) must be conducted (before withdrawing the youth) to determine if the change is in the best interest of the student. (see Checklist for Placement Change Determination).

If after determining that the change is in the best interest of the child, it is recommended that the change take place at logical breaks in the school year such as ending of the marking period, semester, or school year.

ESSA specifies that BCPS and ChildNet must work collaboratively to ensure the educational stability of the youth. (See I, J, K)

Student Transportation

Youth enrolled in their boundary school where their out of home placements are less than two miles are not eligible for district provided transportation.

Youth enrolled in their boundary school where the out of home placements are more than two miles are eligible for district provided transportation that is requested by the school transportation designee (see Exception).

Youth enrolled in an out of boundary school are eligible for district provided transportation, which the CA requests and submits electronically to the program office staff. The district program office personnel upon receipt of the transportation request completes a "Special Transportation" request to the district transportation department. These requests may take up to 10 days to finalize. In the interim, the CA is responsible for ensuring that the student is transported to and from school.

Exception: A student enrolled at a boundary school and has to be dropped off at an afterschool care center is eligible for a Special Transportation request. Procedures are the same as the above.

Youth enrolled in magnet programs are eligible for transportation as specified by SB policy and are not considered Special Transportation requests. The school transportation designee is responsible for ensuring transportation is coordinated.

Academic monitoring

The FCD has the primary responsibility for coordinating and monitoring the support of and educational interventions for foster youth and to communicate with the CA and/or foster parent or caregiver to ensure student academic progress and social emotional stability.

FCD must conduct quarterly meetings with the foster youth and documented on the L panel of TERMS (utilizing the codes following) or documented on BASIS. L panel codes: FC1 Foster Care Child Contact; FC2 Foster Collateral Contact; FC3 Foster Child Record Review.

FCD are expected to utilize professional judgment in maintaining confidentiality when writing comments on TERMS/BASIS as related to the intervention(s) provided to the foster youth.

The FCD Checklist is the guiding document for ensuring accountability of meetings and review of academics and social behavioral issues/concerns.

FCD are expected to follow protocols for referring youth to the RTI team as applicable.

FCD are expected to refer FC youth to the district's family counseling program for short term counseling, as deemed necessary.

Parental Rights and Responsibilities

According to FL legislation "Caregiver" means the parent, legal custodian, permanent guardian, adult household member, or other person responsible for a child's welfare. "Family" means a collective body of persons, consisting of a child and a parent, legal custodian, or adult relative. "Parent" means a woman who gives birth to a child and a man whose consent to the adoption of the child would be required. If a child has been legally adopted, the term "parent" means the adoptive mother or father of the child. The term does not include an individual whose parental relationship to the child has been legally terminated, or an alleged or prospective parent. "Permanent guardian" means the relative or other adult in a permanent guardianship of a dependent child. "Relative" means a grandparent, great-grandparent, sibling, first cousin, aunt, uncle, great-aunt, great-uncle, niece, or nephew, whether related by the whole or half blood, by affinity, or by adoption. The term does not include a stepparent

According to federal law, the term “parent” means:

- (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
- (B) a guardian (but not the State if the child is a ward of the State);
- (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or
- (D) except as used in sections [1415\(b\)\(2\)](#) and [1439\(a\)\(5\)](#) of this title, an individual assigned under either of those sections to be a surrogate parent.

Natural Parents

When a child is in foster care, the parent retains the right and responsibility to be involved in their child’s education unless those rights have been terminated or otherwise limited or restricted by the court. The school should be provided with a copy of the court order indicating any limits or prohibitions on parental contact with the student. In particular, cases where the end goal is re-unification, parents should be encouraged to support their child’s ongoing education and understand the importance of their involvement, learn how to access needed educational services for their child, and attend parent-teacher conferences and other school meetings.

Foster Parents

The role of the foster parent in educational matters can be confusing for everyone. For general educational matters, the law in Florida extends the same parental privileges and responsibilities to foster parents as is to natural parents since they are the daily caretaker of the student. The foster parent may enroll students, receive educational information, and provide consent for release of information. Schools will communicate directly with the foster parent when it comes to typical academic/behavioral/health issues (to include attendance, conferences, report cards, or illness). It is imperative that updated contact information is maintained by the school to ensure effective communication. Foster parents should be encouraged to participate in conferences with student’s teachers and provide input about grading, attendance, behavior, exceptional student education (ESE) records, and section 504 rights.

Students who are enrolled in special education or are identified as possible candidates for special education, a foster parent considered “regular” or “enhanced” may serve as the parent, if the biological/adoptive parents have had their rights terminated, limited by the court, or cannot be located or are unknown. Foster parents whose foster homes are therapeutic or are designated Association for Persons with Disability (APD) foster homes may NOT sign consent for reevaluations or for special education testing.

Surrogate Parents

If the foster home is therapeutic or is a designated Association for Persons with Disabilities (APD) foster home, a surrogate parent will need to be appointed by (the court) or (requested by) the ESE Specialist) for educational consent/decision making purposes on a case by case basis. Surrogate parents are only required if the child is suspected of having an educational disability or is receiving special education services.

*CA and DCF personnel involved in the care of the student are prohibited from serving as the parent

for special education purposes.

The Foster Care Student Registration Information form and accompanying court order will identify the child's custody (dependency) status. Under FERPA regulations, DCF and ChildNet locally as the child's representative may be provided educational information and/or records without any consent required from the parent. This FERPA exception pertains to any child who is under their legal care and protection (see Legislation). Under no circumstances should information be released if a child is under protective supervision (voluntary or mandated) and is still residing with the parent. If information is requested to be release, a signed parental consent must be completed authorizing the release of educational records. (See L-1, L-2)

Comprehensive Behavioral Health Assessments

A comprehensive Behavioral Health Assessment is a report provided through the state for every child removed from his/her home as a result of abuse or neglect as determined by the court. The purpose of this assessment is to provide assistance and recommendations to the courts, and ChildNet to determine the specific service needs of the child and family. The providers in Broward County that are authorized by DCF to conduct these assessments are Camelot Community Care, Kids in Distress, Multicultural Alliance Health Care Solutions, and Smith Community Mental Health Center. The assessment requires that the evaluator observe the child in a variety of natural settings, including school. Evaluators from these agencies are permitted to observe a student without further consent of the parent/guardian pursuant to the court order placing a child under DCF/ChildNet's supervision. The evaluator (listed on the District's electronic Behavioral Health Partnerships) should present their agency identification and a copy of the court order. Every effort should be make not to disrupt the student's instruction. Only in cases where the evaluation has exhausted all other opportunities to meet with the child is an interview with the student necessary. Evaluators may also review student records and communicate with teachers or school staff. The district program office staff provides comprehensive academic information to the agencies via electronic requests.

Attendance and Truancy

BCPS electronically forwards the attendance of foster care youth via ChildNet to the CAs. Schools are expected to follow district policies guidelines and procedures to address chronic absences and/or truancy concerns. See SB policy 5000.1.

Behavioral/Discipline Concerns

Foster care youth follow the Student Code of Conduct guidelines. If situations occur that warrant administrative disciplinary referrals/action, the FCD must be consulted with regards to the infraction. Administrators are expected to consider trauma informed responses to consequences for infractions. School counselors or school social workers should be consulted for recommendations of appropriate responses. Communication among the adults involved with the youth is essential to ensure corrective action and in supporting the youth's behavioral modification. (See M & N-1 to N-5, P, R, S, T, U, V)

Transition to Adulthood

Florida statute requires that all children in foster care, beginning at age 13, receive pre-independent living services and must choose an educational goal or career path based upon his/her abilities, needs, and interests. (School counselors not in the role of FCD should communicate results from Navience as applicable to the FCD to share with the CA). These goals/results become part of the student's case plan. Collaboration among the schools, out of home caregiver, CA, and FCD is critical to ensure student post secondary success.

ChildNet maintains a structured staffing process that includes that participation of the child in an effort to prepare them for independent living or their permanency options. When the child reaches 17, these staffings are conducted quarterly. Areas reviewed are the child's rights, responsibilities and practical matters to support their living goals and plan.

Extended foster care allows youth to remain until he/she has reached the age of 21 or receive financial assistance as they continue pursuing academic and career goals. All youth between 18 and 23 years of age are eligible to receive Postsecondary Education Services and Support (PESS). This assistance provides funding for post secondary education.

Beginning July 2016, Foster youth who are involved in the delinquency courts may have their records expunge for free due to a \$75 fee waiver as a result of SB 1322 (cost sharing of detention costs). (See W)

Foster Parent Status

State board rules governing the licensing of foster parents require references for anyone applying to become a foster parent. School personnel may voluntarily provide a reference if the applicant has school-aged children.

Adults interested in becoming foster parents should be directed to ChildNet's foster parent recruitment office at 954 414 6001.

Appendix List of Documents

Legislation Documents –	A, B, C, D
ChildNet Contracted Services	E
Dependency Case Process Chart	F
Salmon Form	G
FCD Checklist	H
School Selection: A checklist For Decision Making	I
Best Interest Determination form	J
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Determination of ESE Parental Decision Making Chart	L-1
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It's time	W

FCD CHECKLIST

Student Name: _____ School: _____
Student Number: _____ Date of Entry: _____
Student DOB: _____ Grade Level: _____

Date:

Action

_____ Received Foster Care Student Registration Form
_____ Inform IMT to update A03 & A05, as needed.
_____ Review TERMS to assess educational history/data

- A04 Lunch/Transportation Details
- A05 Contact Information
- A06 Health Information/Section 504 Eligibility
- A07 Assignment History
- A12 Current grades
- A13 Academic History
- A14 Graduation Status
- A15 Attendance Summary
- A17 Attendance Details
- A20 Test Score Query
- A21 Test Scores
- A23 Special Programs
- A24 Discipline Summary
- L27 Student Service Intervention Panel

_____ Document interventions on the L27 panel

_____ Referral to SSW, as appropriate

_____ Receive and review cumulative file

_____ Referral to RTI for interventions, as applicable

_____ Quarterly student conference

_____ Marking Period 1 _____ Marking Period 3

_____ Marking Period 2 _____ Marking Period 4

_____ Consult with ESE Specialist regarding Surrogate Parent

_____ Consult with student, CA, Foster parent, and/or parent to determine school change only if in best interest of youth.

_____ Facilitate transition if student is reassigned to another school or student leaves foster care.

School Selection: A Checklist for Decision Making

School of Origin Considerations

__Continuity of instruction

Student is best served due to circumstances that look to his or her past.

__Age and grade placement of the student

Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time

__Academic Strength

The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school

__Social and emotional state

The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave

__Distance of the commute and its impact on the student's education and or special needs

The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

__Personal safety of the student

The school of origin has advantages for the safety of the student

__Student's need for special instruction

The student's need for special instruction such as Section 504 or special education and related services, can be met better at the school of origin.

_Length of anticipated stay in a temporary shelter or other temporary location

The student's current living situation is outside of the school of origin attendance zone, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.

Local Attendance Area School Considerations

__Continuity of instruction

Student is best served due to circumstances that look to His or her future.

__Age and grade placement of the student.

Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.

__Academic Strength

The child's academic performance is strong and at grade level, the child would likely recover academically from a school transfer.

__Social and emotional state

The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.

__Distance of the commute and its impact on the student's education and or special needs

A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.

__Personal safety of the student

The local attendance area school has advantages for the safety of the student

__Student's need for special instruction

The student's need for special instruction such as Section 504 or special education and related services, can be met better at the local attendance area school.

_Length of anticipated stay in a temporary shelter or other temporary location

The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in his local community.

(Adapted from the Texas Homeless Education Office)

Best Interest Determination (BID) Evaluation Form

This document shall be kept in the student's Confidential file.

Child's Name: _____

Student Number: _____ School of Current Attendance: _____

Previous School: _____ Grade Placement _____ Date of BID Meeting: _____

Factors Considered

The student shall remain in the current school unless consideration of the following actors indicates that a change of school placement is in the child's best interest. (Check all that apply.)

The child's permanency goal, plan and expected date for achieving the permanency supports a change in school placement.

The parent/prior custodians or child believe that changing schools is in the child's best interest. If so, state why?

The length of the commute to return to the current school would negatively impact the child.

The child's current school environment is negatively impacting the child (e.g., bullying, etc.) and the child wants to change schools. If so, state why.

The child has only attended the current school for a short time or is not attached to the school. (Consider: What are the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities.)

Safety considerations favor a change in school placement. If so, state why

Transferring schools will positively impact the child emotionally, socially, or academically. (e.g., the child's siblings attend the new school.)

The new school will better meet the child's academic needs. (Consider: How is the child performing academically in the current school? What are the child's academic/career goals? Does the child's new school have programs and activities that address the unique needs or interests of the student that the current school does not have?)