

**GOVERNMENT OF THE DISTRICT OF COLUMBIA**  
**Child and Family Services Agency**



**BEST INTEREST DETERMINATION (BID) GUIDE FOR SCHOOL PLACEMENT**

When faced with the decision to move a child/youth to another school, social workers, in consultation with the child's education planning team, should use this document as a tool to guide the discussion on making the BID for school placement. Please include each area/factor below in the discussion.

Child's Name		Age/Grade		School Year	
D.C. Child and Family Services School of Origin (SO)			Alternate School Choice (ASC)		
SO Name:		ASC Name:			
Address:		Address:			
Personal Safety of the Student					
<input type="checkbox"/> The SO has advantages that ensure the safety of the student. Explain in the box below.			<input type="checkbox"/> The ASC has advantages that ensure the safety of the student. Explain in the box below.		
Continuity of Instruction					
<input type="checkbox"/> The student has attended the SO for an extended period and their learning needs are best met by remaining in the current learning environment. Explain in the box below.			<input type="checkbox"/> The student has attended the SO for only a brief period and their learning needs are minimally impacted, or may improve, if moved to an ASC. Explain in the box below.		
Academic Performance					
<input type="checkbox"/> The student's performance would be adversely impacted (e.g., fall behind academically, lose credits or not have credits transfer) if transferred to another school. Explain in the box below.			<input type="checkbox"/> The student's academic performance would be minimally impacted (e.g., the student would likely recover academically or maintain the same performance level) if transferred to another school. Explain in the box below.		
Instructional Needs					
<input type="checkbox"/> The SO better addresses the unique instructional needs or interests of the student. If applicable, the student's need for specialized instruction, such as Section 504 or special education and related services, can be met better at the SO. Explain in the box below.			<input type="checkbox"/> The ASC has programs and activities that address the unique instructional needs or interest of the student that the SO does not. If applicable, the student's need for specialized instruction, such as Section 504 or special education related services, can be met better at the ASC. Explain in the box below.		

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**Social and Emotional Well-Being**

- Changing schools would adversely impact the student’s social and emotional well-being (e.g., maintaining friendships is critical to the student; the student has strong ties to the school and does not want to leave).
- The transportation/travel distance to/from the SO will not negatively impact the child’s well-being/daily routine (e.g., extend the day too long for a young child, mandate early wake up times that impact the student’s energy level and attentiveness in school).

- Changing schools would have minimal impact on the student’s social and emotional well-being (e.g., maintaining friendships and other relationships in the SO are not particularly critical to the student; the student does not feel strong ties to the SO and does not mind transferring).
- Changing schools has advantages to the child’s well-being/daily routine (e.g., less travel time and strain on the child’s schedule and well-being).

Explain in the box below.

Explain in the box below.

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**Stability of Foster Care Placement/Permanency Plan**

- The student will benefit from continuity offered by remaining in the SO because their permanency plan indicates that their living situation or location will likely change and place the student in the SO’s school zone within the first half of the school year. Explain in the box below.

- The student’s current living situation appears stable and unlikely to change within the first half of the school year; the student will benefit from developing relationships with peers in school who live in their local community. Explain in the box below.

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**School Placement of Siblings**

- Enrollment in the SO will provide opportunities for the student to benefit from close proximity to siblings OR the student does not have school-age siblings. Explain in the box below.

- Enrollment in the ASC will provide opportunities for the student to benefit from close proximity to siblings. Explain in the box below.

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**Time Remaining In School Year**

- Given the point in the school year, the student will benefit from remaining in the SO until the end of the year. Explain in the box below.

- Given the point in the school year, the student will benefit from placement in the ASC at a natural transition point (e.g., holiday or semester break) Explain in the box below.

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Add any additional considerations/explanations below:

**BEST INTEREST DETERMINATION**

Based on the team’s consideration of the factors outlined in the BID Guide, the agency has determined:

<input type="checkbox"/> It is in the best interest of the student to remain in the SO	SO Name:	
<input type="checkbox"/> It is in the best interest of the student to attend an ASC	ASC Name:	

Provide a summary of the justification for the decision:

Indicate all individuals (including their names) who were contacted and participated in this BID process:

<input type="checkbox"/> Social Worker and/or Social Worker Supervisor:	
<input type="checkbox"/> Birth Parent(s):	
<input type="checkbox"/> Resource Parent(s)	
<input type="checkbox"/> Student:	
<input type="checkbox"/> GAL:	
<input type="checkbox"/> Educational Advocate or Education Attorney:	
<input type="checkbox"/> Education Specialist:	
<input type="checkbox"/> Education Decision Maker (if applicable):	
<input type="checkbox"/> SO Representative:	
<input type="checkbox"/> ASC representative:	
<input type="checkbox"/> Other (specify):	

**TRANSPORTATION PLAN**

Private transportation is available to ensure school stability for children that are entering care or experiencing a placement disruption. Specifically, private transportation may be provided to keep students in their school of origin or when there is a brief disruption in special education transportation services following a foster placement change or initial entry to foster care. If approved, it may take up to three (3) business days to route and initiate services for a student. During this period, the child’s education planning team must ensure the student attends school daily.

- Private educational transportation **IS required** (submit a referral to [tracey.talbert@dc.gov](mailto:tracey.talbert@dc.gov) and attach this form)
- Private educational transportation **IS NOT required** (the mode of transportation checked below is/will be in place)

- Student receives transportation as a related service through their Individualized Education Plan (IEP).
  - Walking
  - Metrobus/rail
  - School bus
  - Daycare Provider
  - Caregiver
  - Relative
  - Other (specify)

Submitted by: Social Worker Name

Date of Decision

Reviewed By: Education Specialist Name

Date