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|  | D.C. Child and Family Services Agency | |
|  | **SCHOOL PLACEMENT DECISION-MAKING GUIDE** |  |
| **OCP - Innovative Family Support Services Administration** | | |

When faced with the decision to move a child/youth to another school, social workers should consider the factors below to make a determination that is in the best interest of the child/youth.

Student’s Name:       DOB:       FACES ID#:       School of Origin:

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| **SCHOOL OF ORIGIN (SO)** | | **ALTERNATE SCHOOL CHOICE (ASC)** | |
| **PERSONAL SAFETY OF THE STUDENT** | | | |
|  | The SO has advantages that ensure the safety of the student. |  | The ASC has advantages that ensure the safety of the student. |
| **Explanation:** | | | |
| **CONTINUITY OF INSTRUCTION** | | | |
|  | The student has attended the SO for an extended period of time and his/her learning needs are best met by remaining in the current learning environment. |  | The students has attended the SO for only a brief period of time and his/her learning needs are minimally impacted, or may improve, if moved to an ASC. |
| **Explanation:** | | | |
| **ACADEMIC PERFORMANCE** | | | |
|  | The student’s academic performance would be *adversely* impacted (i.e. fall behind academically) if transferred to another school. |  | The student’s academic performance would be *minimally* impacted (i.e. the student would likely recover academically) if transferred to another school. |
| **Explanation:** | | | |
| **INSTRUCTIONAL NEEDS** | | | |
|  | The SO better addresses the unique instructional needs or interests of the student. If applicable, the student’s need for special instruction, such as Section 504 or special education and related services, can be met better at the SO. |  | The ASC has programs and activities that address the unique instructional needs or interests of the student that the SO does not. If applicable, the student’s need for special instruction, such as Section 504 or special education and related services, can be met better at the ASC. |
| **Explanation:** | | | |
| **SOCIAL AND EMOTIONAL WELL-BEING** | | | |
|  | Changing schools would *adversely* impact the student’s social and emotional well-being (i.e. maintaining friendships are critical to the student; the student has strong ties to the school and does not want to leave). |  | Changing schools would have minimal impact on the student’s social and emotional well-being (i.e. 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). |
| **Explanation:** | | | |
| **DISTANCE OF THE COMMUTE** | | | |
|  | The advantages of remaining in the SO outweigh any potential disadvantages presented by the length of the commute. |  | A shorter commute may help the student’s performance in school. |
| **Explanation:** | | | |
| **STABIILTY OF FOSTER CARE PLACEMENT** | | | |
|  | The student will benefit from the continuity offered by remaining in the SO because his/her current living situation is outside of the SO attendance zone, but his/her living situation or location continues to be uncertain. |  | The student’s current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with peers in school who live in his local community. |
| **Explanation:** | | | |
| **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. |  | Enrollment in the ASC will provide opportunities for the student to benefit from close proximity to siblings. |
| **Explanation:** | | | |
| **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. |  | Given the point in the school year, the student will benefit from placement in the ASC at a natural transition point (i.e., holiday or semester break). |
| **Explanation:** | | | |

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| **BEST INTEREST DETERMINIATION** |
| **The above factors serve only as a guide to decision-making. Those involved in this decision must consider all of the child/youth’s strengths and needs, including those which may not be outlined in this document.**    It is in the best interest of the student to remain in the **SCHOOL OF ORIGIN**  It is in the best interest of the student to remain in the **ALTERNATE SCHOOL** |
| Name of school:  Jurisdiction:  DC  MD  VA  Other (specify): |
| **Indicate all individuals who were contacted and participated in this decision:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Parent(s) | Student | Social Worker | Foster Parent(s) | | GAL | | Ed. Advocate | Education Specialist | Education Surrogate Parent | | | | | SO Representative (specify): | | ASC Representative (specify): | | Other: | | |

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| **TRANSPORTATION PLAN** |
| **Private transportation is available to ensure school stability for children/youth 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 DCPS Special Education transportation services. If approved, it may take up to three business days to route and initiate services for a student. During this period, the child/youth’s case management team must ensure the student attends school daily.**  **Private educational transportation IS NOT required.**  *Mode of transportation:  Walking  Caregiver  Relative  Daycare provider*  *Metrobus/rail  School bus  Other (specify):*  **Student receives transportation as a related service through his/her Individualized Education Program (IEP).**  **Private educational transportation IS required**. *(A* ***Universal e-Referral Form*** *should be submitted to* [*cfsa.ftmu@dc.gov*](mailto:cfsa.ftmu@dc.gov)*.)* |

Social Worker Name (Print):       Date of Decision:

Social Worker Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_