



ARIZONA DEPARTMENT OF  
**EDUCATION**

# Foster Care Education: BIDs

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Joey Taylor, Foster Care Education Coordinator

Arizona Department of Education

602.542.3569

[fostercare@azed.gov](mailto:fostercare@azed.gov)

# Objectives

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## Participants will...

- quickly review the ESSA Title I, Part A school stability assurances
- learn more about their role in the BID process & how to better collaborate for school stability

# Common Acronyms

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- **SEA:** State Educational Agency
- **LEA:** Local Educational Agency
- **CWA:** Child Welfare Agency
- **ESSA:** Every Student Succeeds Act
- **RTC:** Residential Treatment Center
- **BID:** Best Interest Determination
- **POC:** Point of Contact
- **FAPE:** Free Appropriate Public Education



# Pre-Assessment

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- 1.** The school of origin is the school the child is enrolled at when entering foster care or if already in foster care, the school the child is enrolled at the time of a foster care placement change.
  - a. True
  - b. False

# Pre-Assessment

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- 2. Which school should a student in foster care attend during the BID process?**
  - a. New school
  - b. School that the biological parents choose
  - c. School of origin
  - d. School that the student in foster care chooses

# Pre-Assessment

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- 3. The BID process should be executed when a student enters foster care or a student in foster care changes their foster care living arrangement.**
  - a. True
  - b. False

# Pre-Assessment

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4. Which party is responsible for transporting a student in foster care to their school of origin?
  - a. School of origin
  - b. New school
  - c. School of origin & new school splits responsibility
  - d. Child welfare agency
  - e. Foster caregiver
  - f. School of origin & child welfare agency share the responsibility



# Pre-Assessment

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- 5. The BID process should be led by the child welfare agency & be completed in 5 days.**
- a. True
  - b. False



# Setting the Stage

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# Definition of Foster Care

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24-hour (a day) substitute care for children placed away from their parents or guardians and for whom the child welfare agency (**DCS, tribal, or local**) has placement and care responsibility.

**Children in foster care are not considered 'homeless' or McKinney-Vento eligible.**

# Foster Care Definition Joint Letter

## Appendix A- Foster Care Scenarios

**Scenario A:** Student is brought to school by his grandmother who reports that DCS\* is assessing her son's home, and the student will be staying with her for the time being. Is this child in foster care? **No.** Children may temporarily stay with a responsible adult such as a relative or other responsible adult while a family is participating in an assessment\*\* if DCS agrees with the arrangement (typically for a period of up to two weeks for the purpose of DCS completing the assessment). School staff may wish to check in with DCS on the status of the assessment (i.e. to ensure nothing has changed, such as DCS taking custody).

**Scenario B:** Student is brought to school by his grandmother who reports DCS is working with her son, who will be released from jail in a couple of months. Her son has voluntarily agreed for his child to be in foster care for 90 days or less. She provides a Notice to Provider or "NTP." Is this child in foster care? **Yes.** The child is in DCS custody and placed with the grandmother through a temporary "Voluntary Foster Care" agreement.

**Scenario C:** Student is brought to school by his grandmother. She reports that her son is having some difficulty right now so her grandson is staying with her for a while. DCS is not involved. Is this child in foster care? **No.** DCS is not involved. The living arrangement is between the child's parent and grandparent.

**Scenario D:** Student is brought to school by his grandmother who reports that DCS and the court are involved and her son is not currently allowed any unsupervised contact. She provides a Notice to Provider or "NTP." Is this child in foster care? **Yes.** The grandmother has an NTP and DCS has been awarded placement care and responsibility by the court.

**Scenario E:** Student is brought to school by his grandmother who reports that DCS and the court are involved. DCS placed her grandchild with her and she has a Notice to Provider or "NTP." DCS has agreed that her son may also reside in her home, however he does not have custody and she supervises all contact between them. Is this child in foster care? **Yes.** DCS and the court are involved. DCS has custody and placed the child with the grandmother. The parent's presence in the home is not relevant to the custody of the child.

**Scenario F:** Student is brought to school by his grandmother. She provides paperwork showing that she has been awarded guardianship through her local county court but DCS is not involved. Is this child in foster care? **No.** The school may wish to verify with DCS whether or not they are involved. A person may be appointed as a permanent guardian through the dependency court process without ongoing involvement of DCS. A person may also petition their county court to obtain temporary guardianship of a minor child. It is always good to double check!

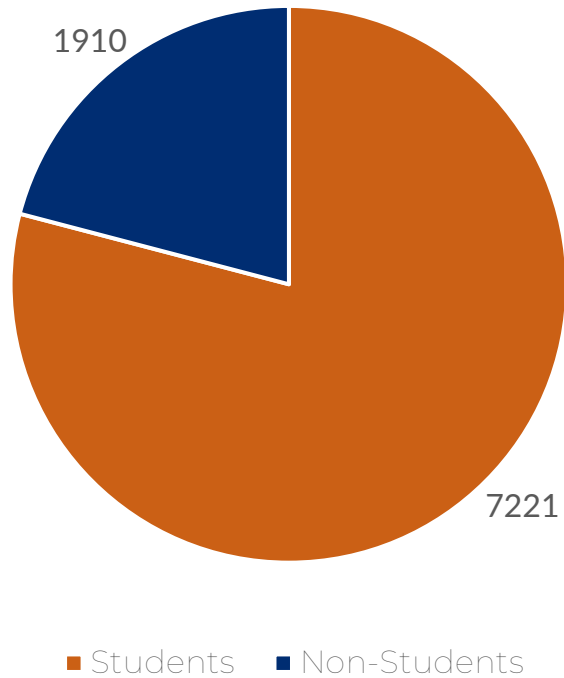
**Scenario G:** Student has turned age 18 and has been living in a foster home (or another foster care living arrangement). Is this student still in foster care? It depends. If the student signed a voluntary agreement to remain in the Extended Foster Care (EFC) program, then the student is still in foster care. If the student opted to have their DCS case closed, then the student is no longer in care. Students may reside in a foster home, group home, kinship home or be living on their own while in EFC. Please note that the federal guidance does recommend prioritizing school stability for students as they exit foster care. "For example, SEAs and LEAs should consider adopting policies that allow a child that exited foster care during the school year to continue in the school of origin through at least the end of the academic year, if appropriate."\*\*\*\*

**Scenario H:** Student has turned age 18 and is participating in DCS transitional living services. Is this student in foster care? **No.** The ADCS has "aftercare" services and support available to youth 18 and older who were in foster care at age 16 or older. (If you are unsure about the student's status, just call us and check!)

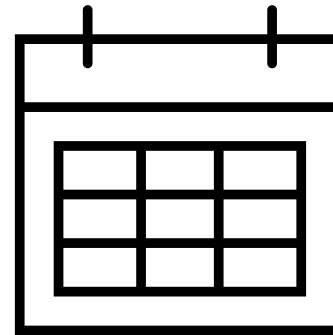
# Foster Care Data

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Children in DCS (Total- 9,131)



## Foster Care Mobility



20,300 Moves a year  
55.58 Moves a day



2.19 Moves per child



# Quick Overview

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# School Stability

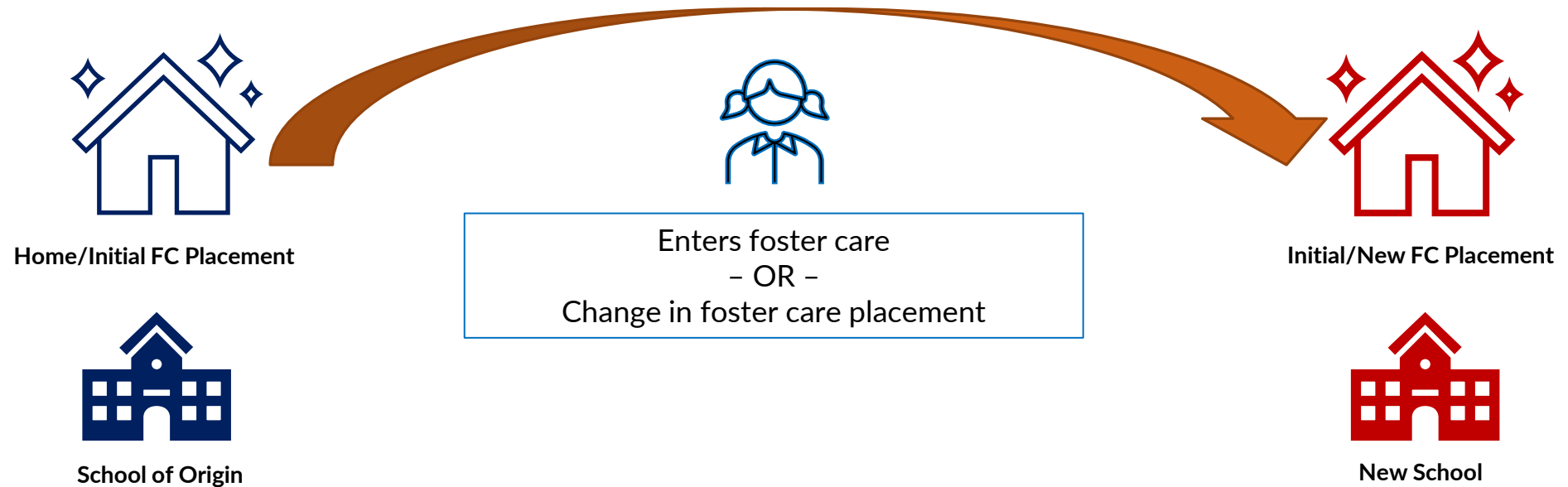
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**Children in foster care have the right to remain in their school of origin.**

*“(i) any such child enrolls or remains in such child’s school of origin, unless a determination is made that it is **not** in such child’s **best interest** to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the **appropriateness of the current educational setting** and the **proximity** to the school in which the child is enrolled at the time of placement;” -- [1111\(g\)\(1\)\(E\)\(i\)](#)*

# School of Origin

A child in foster care is to enroll or remain in the school of origin



## School of Origin

- The school in which a child is enrolled at the time of placement in foster care, including preschool
- OR -
- The school in which the child is enrolled at the time of change in foster care placement



# Points of Contact

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- LEA Points of Contact
- DCS Points of Contact
- Tribal Foster Care Points of Contact

“(5) **collaborate** with the State or local **child welfare agency** to—

“(A) designate a **point of contact** if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency”

20 U.S.C. § 6312 (c)(5)(A)

# Best Interest Determination

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A holistic assessment to determine whether the **child in foster care** should **remain** in their **school of origin**, or if it is **not in the best interest** to remain in the school of origin, to ensure the student is **immediately enrolled** in the new school

**The student should remain at the school of origin during the BID process**

# Transportation

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Transportation to school of origin is **prompt & cost-effective**. The LEA & the child welfare agency share the responsibility.

*“(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and” --1112(c)(5)(B)(i)*

# Immediate Enrollment

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If the **school of origin** is not in the **best interest** of the student, they should be **immediately enrolled** into a **new school**.

*“(ii) when a determination is made that it is not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;”*

-- [1111\(g\)\(1\)\(E\)\(ii\)](#)

# Foster Care School Stability Steps

Student enters foster care or has a change in foster care placement

Student remains at the school of origin while the LEA & child welfare agency execute the BID process

**BID**

**BID Outcome: Stay in School of Origin**

LEA & child welfare agency collaborate on transportation

**BID Outcome: Do Not Stay in School of Origin**

The new school immediately enrolls the student, even without all paperwork.



**Foster Care Education**



# Prep for BID Process

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# BID Prep Form

## School of Origin BID Preparation Form

Date: [Click or tap to enter a date.](#)

### Local Educational Agency (LEA) Information

LEA Name: \_\_\_\_\_

School Site: \_\_\_\_\_

LEA Foster Care Point of Contact: \_\_\_\_\_ Email: \_\_\_\_\_

School Address: \_\_\_\_\_

### Child in Foster Care Information

Child Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ State Student ID: \_\_\_\_\_

Date of FC Move: \_\_\_\_\_ Grade: \_\_\_\_\_

Residence School Address: \_\_\_\_\_

### School of Origin Input for BID

- **How well connected is the child to the school and/or school staff?**  
*(i.e., how long attending the school, positive relationships with school staff, any sense of belonging or fitting in, etc.)*

[Click or tap here to enter text.](#)

- **How is the child performing academically?**  
*(i.e., passing/failing classes, reading/writing/math at grade level, etc.)*

[Click or tap here to enter text.](#)



# Best Interest Determinations

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## When to do a BID?

The BID process should be executed every time a child either

- enters foster care
- changes their foster care living arrangement
  
- The BID process should be completed within 5 days & may be conducted via a virtual meeting, conference call, email correspondence, etc.

## 5 Days for BID Process

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**Within 5 days of a foster care move, determine if it is in the best interest to remain in the school of origin.**

*“A. Within five days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver or foster parent and representatives from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin. The decision shall be based on all factors relating to the child's best interest, including consideration of the child's unique educational needs, appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. The department shall ensure transportation for the child during the best interest educational placement determination process. If it is determined that the school of origin is not in the best interest of the child, the new educational institution shall be included in the determination process.” -- [ARS 8-530.04\(A\)](#)*

# Arbitration Process

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**ADE & DCS adopt an arbitration process to resolve disputes regarding transportation to school of origin.**

A. The department of child safety and the department of education shall adopt a clear, written arbitration process for prompt resolution of disputes between the department of child safety, local educational agencies and the department of education regarding the arrangement for and funding of a child's transportation to a school determined to be in the best interest of the child pursuant to section 8-530.04.

B. The arbitration process shall include provisions to ensure transportation to the school of origin or current educational placement if a prior best interest determination has been made until the dispute is resolved.

C. A decision resolving a dispute pursuant to this section shall be made within ten business days after receipt of the dispute.” -- [ARS 8-530.05](#)

# DCS BID Meeting Table in Email

Student's Name / Parents' Name(s)	Student's Living Situation & Name		Potential Meeting Dates & Time
<b>Student:</b>  Parent(s):	<input type="checkbox"/> <b>Foster Family:</b> <input type="checkbox"/> Kinship Family: <input type="checkbox"/> Group Home: <input type="checkbox"/> Other:		
Current Enrollment & School Name	School & District of Origin	School & District of Residence	IEP/504
<input type="checkbox"/> <b>Yes</b> School Name: _____ Grade: _____  <input type="checkbox"/> <b>No</b> Last School: _____			<input type="checkbox"/> <b>IEP</b> <input type="checkbox"/> 504 <input type="checkbox"/> IDEA Parent: _____ (if different than parent)



# DCS BID Process Document

## Instructions

The Every Student Succeeds Act/ESSA directs that youth experiencing foster care are to be maintained in their school of origin unless it is in the student's best interest to enroll in a new school. The school of origin is the school in which a student is enrolled at the time of entry into foster care. When the foster care living arrangement changes and the student (after a best interest determination is made) enrolls in a new school, the new school becomes the school of origin. Discuss and summarize the following topics with the student, parent, IDEA or surrogate parent (if assigned), school of origin, and caregiver. Discuss concerns and make efforts to reach consensus by the conclusion of the BID. Representatives from a proposed new school may be invited when circumstances indicate a higher potential for a change in school enrollment. Examples include when the student is entering or returning from an out-of-state living arrangement, entering a prospective permanent living arrangement, or exiting a juvenile justice or behavioral health setting. Note: Additional space available for comments on page four (4).

## Participants Invited

	<b>Attendance</b>	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/> Current School <input type="text"/> Grade <input type="text"/> School Address <input type="text"/> <input type="text"/> <input type="text"/> City State ZIP <input type="text"/> Date Entered the Home <input type="text"/> Meeting Date <p><i>*LEA Foster Care POC is the designated point of contact at the District or School level. Additional school staff (current or proposed school, including ESS staff as appropriate) may be listed as "Other."</i></p>
Student Name (Last, First, M.I.) *PLEASE PRINT*	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
DCS Specialist	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
LEA Foster Care POC (School of Origin)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
IDEA Parent (if different from Parent)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Current Caregiver   Relationship	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other (LEA Foster Care POC School of Residence)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Discussion

**1 Living Arrangement:** Describe the permanency of the current living arrangement. (Include the anticipated length of stay, whether or not the caregivers are anticipated to be temporary or permanent, time to reunification or another permanency plan, etc. Provide the Notice to Provider form as needed.)

**2 Student Input:** Describe the preference(s) of the student. Describe how the current school setting impacts the student's safety (physical environment, peer relationships, sibling connections, etc.), and how a change in school enrollment will better support safety.

# Required

## Required Participants

- Child welfare agency
- School of origin
  
- **The child welfare agency should be considered the final decision maker if there is not consensus & should lead the BID process.**

# Ameliorating

## Ameliorating Participants

- Potential new school
- Foster caregiver
- Child in foster care
- Bio or adoptive parents
- Surrogate parent
- CASA
- SEA foster care point of contact

# Factors of a BID

- Projected duration of out-of-home placement.
- Child's academic, developmental, & socialization needs.
- How a school change will affect learning or credit attainment.
- Safety of the child.
- Wishes of parent, caregiver, & child.
- Toll of commute, distance, and time of travel to/from school.

\*Taken from the Department of Child Safety Open Discussion on ESSA Foster Care PowerPoint





# Unique BID Factors

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# BID Process – Canyon State Academy

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How is the **BID** process executed when a student is placed at **Canyon State Academy**?

Can they still attend their school of origin?

**Depends. If placed by DCS, complete BID process, student may attend SOO. If placed by delinquency court, no.**

# BID Process – Residential Treatment Center

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How is the **BID process** executed when a student is placed at residential treatment center (**RTC**)?

**Which school** would be considered their **school of origin**?

**RTCs are in-patient. When the student is discharged, the BID process should be executed. The school of origin would be the public school they attended before being placed at the RTC.**

# BID Process – Level D Placement (SPED)

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How is the **BID process** executed when a student is placed at an **approved private day school** through SPED?

**Which school** would be considered their **school of origin**?

The school of origin would be the public school that placed the student at the private day school. If it is not in the best interest for the student to remain at their school of origin, the new school would need to immediately enroll the student and provide special education in a comparable manner or do their own evaluation.

# BID Process – No AZ Public School

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How is the **BID process** executed when a student is placed into foster care but has **never attended** a AZ public school?

**Which school** would be considered their **school of origin**?

Moved from another State, the **BID process** is the same. If only homeschooled or schooled outside of the country, there would be no school of origin. The **BID process** would then determine that it is not in the best interest to remain at their school of origin & the new school would immediately enroll.



# New School

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# New School

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The ‘**new school**’ is not explicitly defined in ESSA nor in any written federal guidance. The spirit of the ESSA Foster care school stability provisions is that children in foster care would retain educational continuity throughout their foster care journey. ***In alignment with the authorial intent, new school should be considered the public school designated to the address where the child in foster care is currently residing.*** Given the nature of foster care, along with the unique context surrounding a child in foster care, the language of new school in **ESSA does afford the scarce opportunity for the new school to be a non-residential public school or public charter.**

Note: this definition should not be misconstrued for the allowance of a child in foster care, their foster caregiver, or the child welfare agency to ‘choose’ any school for a child in foster care to attend. The priority remains school stability and maintaining children in foster care at their school of origin. This exception should only be utilized if it serves the child’s best interest, due to their particular circumstances within their foster care context.



# Withdrawal & New Enrollment

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# Protect School of Origin Rights

## When a withdrawal is sought from school of origin...

- Caregivers may try to withdraw students in foster care without going through the BID process
- LEA registrar staff should not withdraw the student & notify the LEA Foster Care POC
- The LEA Foster Care POC should ensure that the student's school of origin rights are protected & that there is a BID conducted for the student
  - **students in foster care should remain in their school of origin throughout the BID process**

## Steps of Immediate Enrollment

# When there's a new student in foster care seeking enrollment...

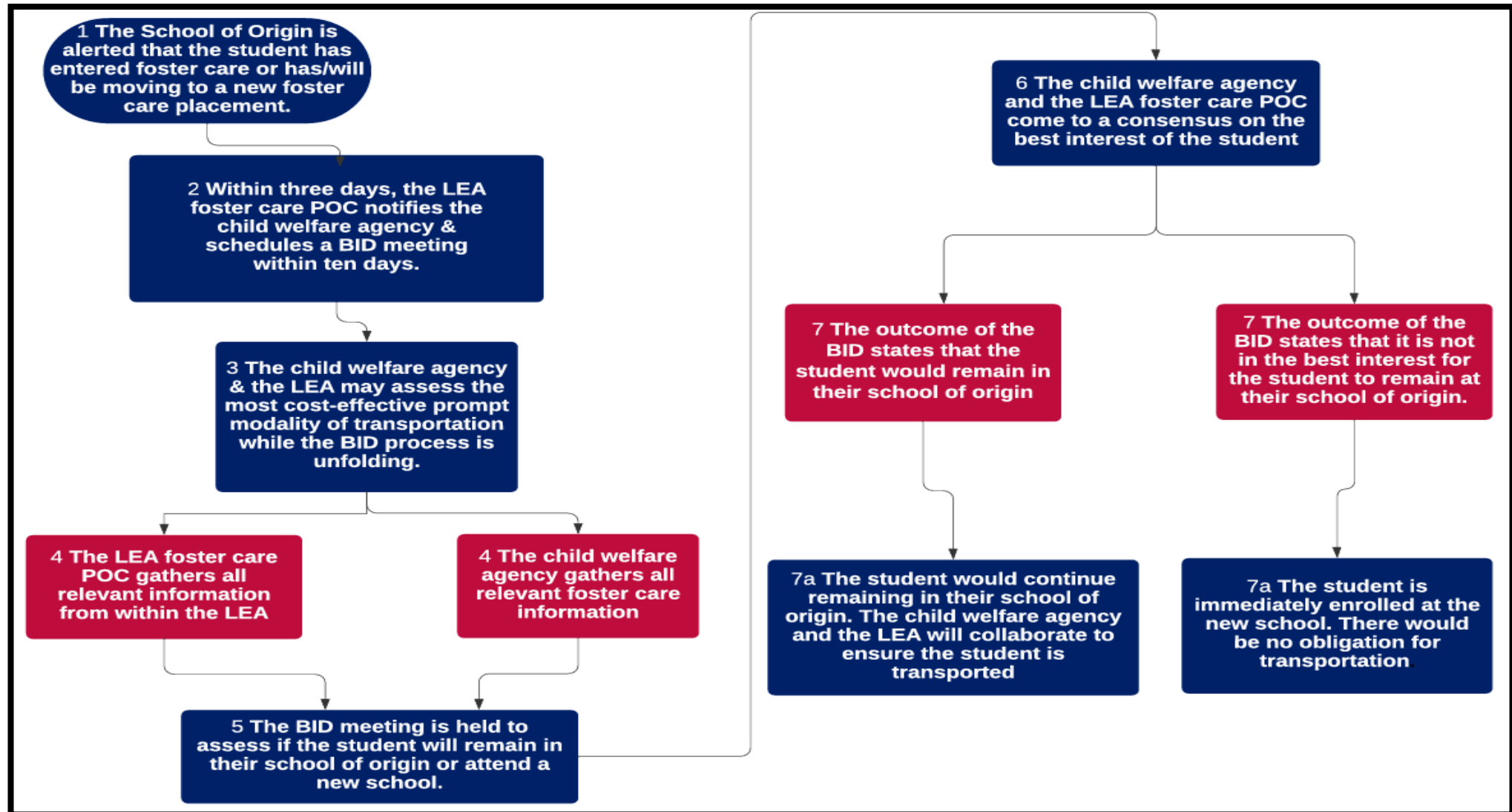
- caregivers may try to enroll students in foster care without going through the BID process
- LEA registrar staff should notify their Foster Care POC
- the LEA POC will collaborate with the school of origin's Foster Care POC to ensure the following:
  - the student's school of origin rights are protected
  - that there is a BID conducted for the student
    - **students in foster care should remain in their school of origin throughout the BID process**



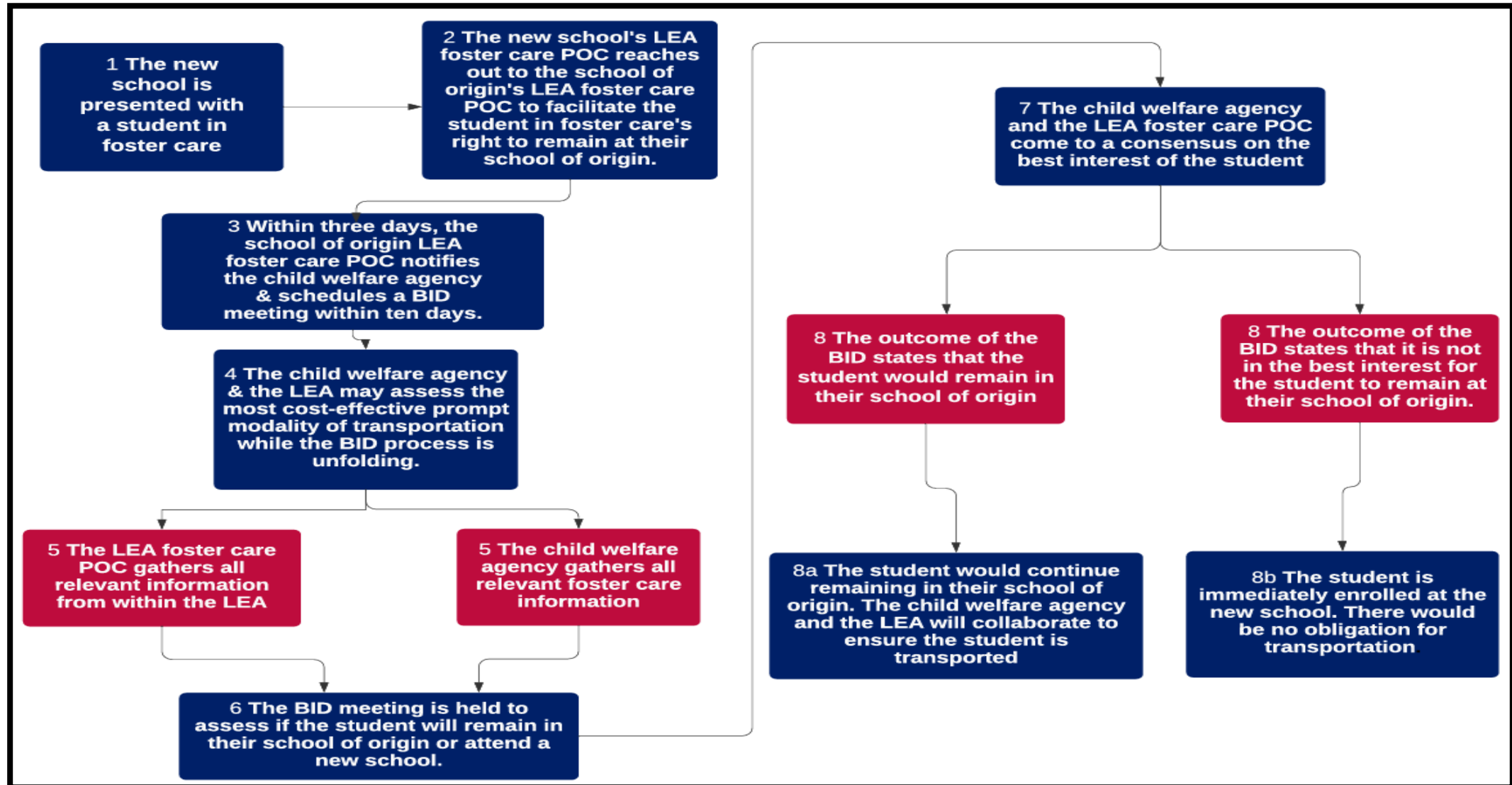
# Flowcharts

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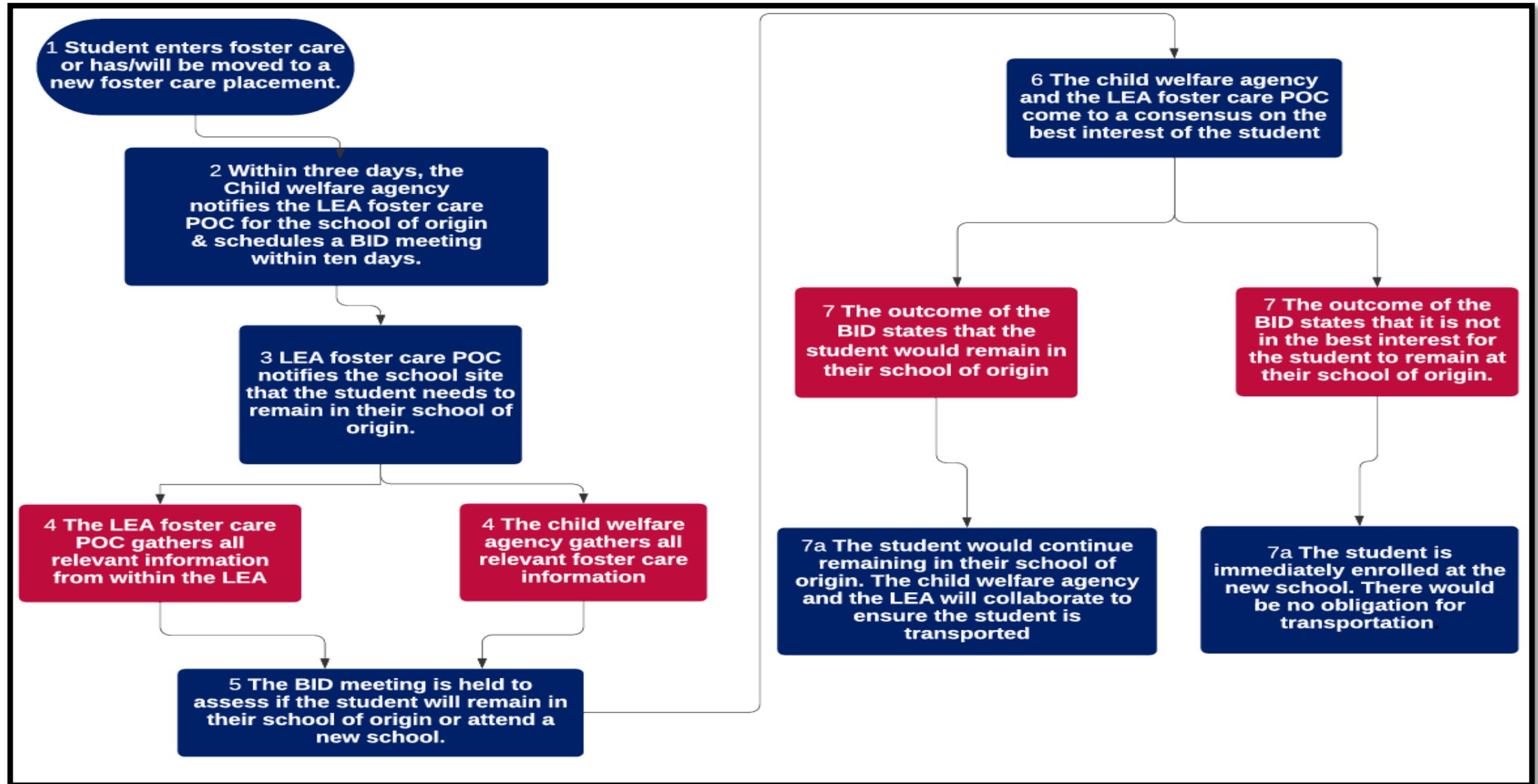
# BID School of Origin Flowchart



# BID New School Flowchart



# BID Child Welfare Agency Flowchart





# Post-Assessment

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# Post-Assessment

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- 1.** The school of origin is the school the child is enrolled at when entering foster care or if already in foster care, the school the child is enrolled at the time of a foster care placement change.
  - a. True
  - b. False



# Post-Assessment

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- 2. Which school should a student in foster care attend during the BID process?**
  - a. New school
  - b. School that the biological parents choose
  - c. School of origin
  - d. School that the student in foster care chooses

# Post-Assessment

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- 3. The BID process should be executed when a student enters foster care or a student in foster care changes their foster care living arrangement.**
  - a. True
  - b. False

# Post-Assessment

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4. Which party is responsible for transporting a student in foster care to their school of origin?
  - a. School of origin
  - b. New school
  - c. School of origin & new school splits responsibility
  - d. Child welfare agency
  - e. Foster caregiver
  - f. School of origin & child welfare agency share the responsibility

# Post-Assessment

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- 5. The BID process should be led by the child welfare agency & be completed in 5 days.**
  - a. True
  - b. False



# Closing & Next Steps

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# Feedback Survey & Certificates

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## Feedback survey

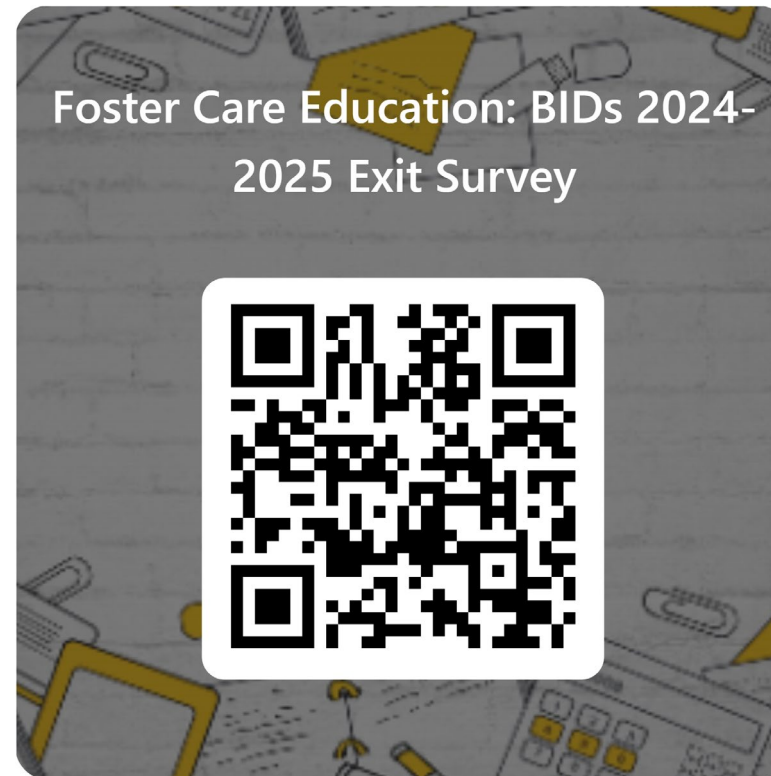
- Must complete survey to receive PL certificate in APLD Blackboard & receive credit for attending the mandatory training

## Recording and slides

- The recording & slides will be posted on ADE's [Foster Care webpage](#)

# Survey Link

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<https://forms.office.com/r/TpA1Hm2eQt>

# Thank You!

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**Joey Taylor, Foster Care Education Coordinator**

**Arizona Department of Education**

602.542.3569

[fostercare@azed.gov](mailto:fostercare@azed.gov)