

## Best Interest: A Checklist for Decision Making

School of Origin <i>Considerations for Remaining in the Same School</i>	Local School <i>Considerations for Transferring to a New School</i>
<input type="checkbox"/> <b>Continuity of Instruction</b> The student is best served at the same school due to prior history.	<input type="checkbox"/> <b>Continuity of Instruction</b> The student is best served at a different school due to his/her future.
<input type="checkbox"/> <b>Age and Grade Placement</b> 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.	<input type="checkbox"/> <b>Age and Grade Placement</b> Maintaining friends and contacts with peers is <u>not</u> critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.
<input type="checkbox"/> <b>Academic Strength</b> The student's academic performance is weak, and the child would fall further behind if s/he transferred to another school.	<input type="checkbox"/> <b>Academic Strength</b> The student's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.
<input type="checkbox"/> <b>Social and Emotional State</b> The child is suffering from the effects of mobility, has developed strong ties to the current school, does not want to leave, or is involved in school-related or extracurricular activities.	<input type="checkbox"/> <b>Social and Emotional State</b> The child seems to be coping adequately with mobility, does not feel strong ties to the current school, does not mind transferring to another school, or is not involved in school-related or extracurricular activities.
<input type="checkbox"/> <b>Distance of the Commute and its Impact</b> The advantage of remaining in the school of origin outweighs any potential disadvantages presented by the length of the commute.	<input type="checkbox"/> <b>Distance of the Commute and its Impact</b> A shorter commute may help the student's concentration, attitude, or readiness for school. The new school can meet all of the necessary educational and special needs of the student.
<input type="checkbox"/> <b>Personal Safety</b> The school of origin has advantages for the safety of the student.	<input type="checkbox"/> <b>Personal Safety</b> The new school has advantages for the safety of the student.
<input type="checkbox"/> <b>Special Instruction</b> The student's need for special instruction, such as Section 504 or special education and related services can be better met at the school of origin.	<input type="checkbox"/> <b>Special Instruction</b> The student's need for special instruction, such as Section 504 or special education and related services can be better met at the new school.
<input type="checkbox"/> <b>Length of Anticipated Stay</b> The student's current living situation is outside the school of origin attendance area, 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.	<input type="checkbox"/> <b>Length of Anticipated Stay</b> The student's current living situation appears to be stable and unlikely to change suddenly. The student will benefit from developing relationships with school peers who live in his/her community.