



## The Best Interest Determination



Child's name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Current district \_\_\_\_\_

Current site	School of origin	Receiving school	Previous school
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Which school will better meet the relational needs of the child? Select all that apply:	(A)	(B)	(C)
<input type="checkbox"/> Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Relationships with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Relationships with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe the relationship connections at current school:

List strategies for maintaining important connections should other best interest determination be made:

Which school will better meet the individual academic needs and challenges of the child? Select all that apply:	(A)	(B)	(C)
<input type="checkbox"/> IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 504 Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gifted program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Career Tech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> English Language (EL) Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which school will better meet the social/emotional needs and challenges of the child? Select all that apply:	(A)	(B)	(C)
<input type="checkbox"/> Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	School of origin	Receiving school	Previous school
Which school will better meet the unique needs and interests of the child? Select all that apply:	(A)	(B)	(C)
<input type="checkbox"/> Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the student's desired areas of school involvement:			
	(A)	(B)	(C)
Which school will best meet the permanency goal and likelihood of reunification with parents or siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain:			
	(A)	(B)	(C)
Which school is more appropriate for the child's age and length of travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain:			
Describe the child's transfer history:			
	(A)	(B)	(C)
Which school does the student prefer to attend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which school does the caregiver or current placement provider recommend the student attend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain:			
Identify strategies for successful transition to new school and/or support in current school:			

## Supporting Documentation

Attach any supporting documentation used to determine best interest of child:

- Report cards
- Progress reports
- Achievement data (test scores)
- Attendance data
- IEP or Section 504 plans
- Other: \_\_\_\_\_

## Determination

Based on the information provided and considering the best interest of the child, the team has determined the following school is the most appropriate educational placement for the child:

\_\_\_\_\_

## Team members

_____	_____	_____
Local Education Agency (LEA) representative	LEA signature	Date
_____	_____	_____
Child Welfare Agency (CWA) representative	CWS signature	Date
_____	_____	_____
Education decision maker	Education signature	Date
_____	_____	_____
Other	Other signature	Date

## Best Interest Determination Factors

- Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors include the appropriateness of the current educational setting and proximity of placement. [ESEA section 1111(g)(1)(E)(i)]. Listed in no particular order, these factors may include:
  - Safety considerations;
  - Proximity of the resource family home to the child's present school;
  - Age and grade level of the child as it relates to the other best interests factors;
  - Needs of the child, including social adjustment and well-being;
  - Child's performance, continuity of education and engagement in the school the child presently attends;
  - Child's special education programming if the child is classified;
  - Point of time in the school year;
  - Child's permanency goal and likelihood of reunification;
  - Anticipated duration of the placement;
  - Preferences of the child;
  - Preferences of the child's parent(s) or education decision maker(s)
  - The child's attachment to the school, including meaningful relationships with staff and peers;
  - Placement of the child's sibling(s);
  - Influence of the school climate on the child, including safety;
  - Availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
  - History of school transfers and how they have impacted the child;
  - How the length of the commute would impact the child, based on the child's developmental stage;
  - Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
  - Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.