Richards R-V School District

School Selection: A Checklist for Decision Making

School of Origin Considerations

- ☐ Continuity of instruction
  Student is best served due to circumstances that look to their past.
- ☐ Age and grade placement of the student
  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.
- ☐ Academic strength
  The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school
- ☐ Social and emotional state
  The child is suffering from effects of mobility, has developed strong ties to the current school, and does not want to leave.
- ☐ Distance of the commute and its impact on the student's education and/or special needs
  The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.
- ☐ Personal safety of the student
  The school of origin has advantages for the safety of the student.
- ☐ Student's need for special instruction
  The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.
- ☐ Length of anticipated stay in a temporary shelter or other temporary location
  The student's current living situation is outside of the school-or-origin attendance zone, 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.

Local Attendance Area School Considerations

- ☐ Continuity of instruction
  Student is best served due to circumstances that look to their future.
- ☐ Age and grade placement of the student
  Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.
- ☐ Academic Strength
  The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.
- ☐ Social and emotional state
  The child seems to be coping adequately with mobility, does not feel strong times to the current school, and does not mind transferring.
- ☐ Distance of the commute and its impact on the student's education and/or special needs
  A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.
- ☐ Personal safety of the student
  The local attendance area school has advantages for the safety of the student.
- ☐ Student's need for special instruction
  The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the local attendance area school.
- ☐ Length of anticipated stay in a temporary shelter or other temporary location
  The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from the developing relationships with peers in school who live in their local community.