# The Best Interest Determination

<table>
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<tr>
<th>Child's name</th>
<th>Date of birth</th>
<th>Age</th>
<th>Grade</th>
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<tr>
<th>Date</th>
<th>Current district</th>
<th>School of origin</th>
<th>Receiving school</th>
<th>Previous school</th>
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Which school will better meet the relational needs of the child? Select all that apply:

- [ ] Siblings
- [ ] Relationships with peers
- [ ] Relationships with staff

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:

- [ ] IEP
- [ ] 504 Plan
- [ ] Gifted program
- [ ] Career Tech
- [ ] English Language (EL) Services

Which school will better meet the social/emotional needs and challenges of the child? Select all that apply:

- [ ] Social
- [ ] Emotional
- [ ] Safety
Which school will better meet the unique needs and interests of the child? Select all that apply:

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<tr>
<th>School of origin</th>
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<td>(A)</td>
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<td>(C)</td>
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<td>[ ] Extracurricular activities</td>
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<td>[ ] Sports</td>
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<td>[ ] Other</td>
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Describe the student's desired areas of school involvement:


Which school will best meet the permanency goal and likelihood of reunification with parents or siblings?

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Explain:


Which school is more appropriate for the child's age and length of travel?

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Explain:


Describe the child's transfer history:


Which school does the student prefer to attend?

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Which school does the caregiver or current placement provider recommend the student attend?

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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.