



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.