**McKINNEY-VENTO BEST INTEREST**

**SCHOOL SELECTION DECISION MAKING QUESTIONS**

**DISTRICT OF ORIGIN (DOO)**

1. How is the child performing academically?
2. What type of scheduling does your school provide (ie, traditional, block, trimester)?
3. Does the child have a current IEP or a 504 Plan?
4. If the student has a current IEP, are they receiving their education within a school in your district or in an Intermediate Unit classroom at another school district and is specialized transportation identified as a related service?
5. Describe any current ties, such as significant relationships, the student may have?
6. Is the student participating in extra-curricular activities? If yes, list them.
7. Would the timing of the school’s transfer coincide with a logical juncture, such as after testing, after an event that is significant to the student or at the end of the school year?

**DISTRICT OF RESIDENCE (DOR)**

1. Would attending your district affect the student’s scheduling, their special education and or alternative education, ability to earn full academic credit, proceed to the next grade, graduate on time, or participate in extra-curricular activities? If yes, why?
2. Would the timing of the school’s transfer coincide with a logical juncture, such as after testing, after an event that is significant to the student or at the end of the school year?

**BEST INTEREST in SCHOOL of ORIGIN DECISION: SCHOOL SELECTION DECISION MAKING CHECKLIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Remaining in the District of Origin (DOO) Considerations** | | **Transferring to a New School Consideration-District of Residence (DOR)** | |
|  | **Students preference**  Stay in school of origin |  | **Students preference**  Move to school of residence |
|  | **Parent/Guardian preference**  Stay in school of origin |  | **Parent/Guardian preference**  Move to school of residence |
|  | **Continuity of Instruction**  Student is best served at the same school due to prior history |  | **Continuity of Instruction**  Student is best served at a different school due to his or her history/future |
|  | **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 |  | **Age and grade placement of the student**  Maintaining friends and contacts with peers is not critical to the student’s meaningful school experience and participation. The student has attended the school of origin for only a brief time. The student has destructive or dangerous relationships at the school of origin |
|  | **Academic Strength**  The child’s academic performance is weak, and the child would fall further behind if he/she transferred to another school |  | **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 is suffering from the effects of mobility, has developed strong ties to the current school, does not want to leave, or involved in school related or extra-curricular activities |  | **Social and emotional state**  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 |
|  | **Remaining in the District of Origin (DOO) Considerations** |  | **Transferring to a New School Consideration-District of Residence (DOR)** |
|  | **Distance of the commute and its impact on the student’s education and/or special needs**  The advantage of remaining in the school of origin outweighs any potential disadvantages presented by the length of the commute |  | **Distance of the commute and its impact on the student’s education and/or special needs**  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 |
|  | **Personal safety of the student**  The school of origin has advantages for the safety of the student |  | **Personal safety of the student**  The new 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 school of origin |  | **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 new school |
|  | **Length of anticipated stay in a temporary or permanent location**  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 |  | **Length of anticipated stay in a temporary or permanent location**  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 or her community |

**NOTES:**

**DETERMINATION DATE: \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_**

**NAMES INVOLVED IN DECISION MAKING:**

**DOO: YES**

**DOR: YES**

**BRIEF EXPLANATION:**