

Appendix B

Best Interest Determination Evaluation Form

Child's Name: ChildsName

Student Identifier ("personally identifiable" number): StudentIdentifier

Current School and Supervisory Union/School District: CurrentSchool

Previous School(s): PreviousSchools

Current Grade: CurrentI Date of Best Interest Determination Meeting: BIDMeetingDate

Recommendation: Student should remain in current school *unless* consideration of the following factors indicates that a change of school placement is in the child's best interest.

Considerations (<i>check only if answer is "Yes"</i>)	Yes
1. The child's permanency goal, plan and expected date for achieving the permanency support a change in school placement.	<input checked="" type="checkbox"/>
2. The parents/prior custodians or child believe that changing schools is in the child's best interest. <i>If so, state why:</i>	<input checked="" type="checkbox"/>
3. The length of the commute to return to the current school would negatively impact the child.	<input checked="" type="checkbox"/>
4. The child's current school environment is negatively impacting the child (e.g., bullying, etc.) and the child wants to change schools. <i>If so, state why:</i>	<input checked="" type="checkbox"/>
5. The child has only attended the current school for a short time or is not attached to the school. <i>Consider:</i> What are the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities?)	<input checked="" type="checkbox"/>
6. Safety considerations favor a change in school placement. <i>If so, state why:</i>	<input checked="" type="checkbox"/>
7. Transferring schools will positively impact the child's <i>social, emotional, behavioral well-being</i> , and/or <i>academics</i> (e.g., the child's siblings attend the new school). <i>Consider:</i> Trauma affects learning, including, attention, concentration, mood, interpersonal trust, and communication. A child who has experienced trauma can benefit immensely from remaining in their same classroom and school, even when they move to a new home or a new part of town.	<input checked="" type="checkbox"/>
8. The new school will better meet the child's academic needs. <i>Consider:</i> How is the child performing academically in the current school? What are the child's academic/career goals? Does the child's new school have programs and activities that address the unique needs or interests of the student that the current school does not have?	<input checked="" type="checkbox"/>

Considerations (<i>check only if answer is "Yes"</i>)	Yes
9. The new school will better meet the child's special education needs. <i>Consider:</i> Is the child receiving any special education services from his or her current school? Does the child participate in other specialized instruction (e.g., gifted program, technical program) that would be impacted by a school move?	<input checked="" type="checkbox"/>
10. Changing schools will <i>NOT</i> undermine child's ability to stay on track to graduate. <i>Consider:</i> How would changing schools affect the student's ability to earn full academic credit, participate in sports or other extra-curricular activities, proceed to the next grade, or graduate on time? Does the new school have programs and activities that address the unique needs or interests of the student that the prior school does not have?	<input checked="" type="checkbox"/>
11. The timing of the school transfer will <i>NOT</i> undermine school success. <i>Consider:</i> Would the timing of the school transfer coincide with a logical juncture in the child's academic or personal progress (e.g., after an event that is significant to the child or end of the school year)?	<input checked="" type="checkbox"/>
12. Were the child, child's biological parent and child's school informed of meeting, invited to attend and/or to provide information about decision?	<input checked="" type="checkbox"/>
13. Did you ask youth their opinion? Where does the child/youth want to go to school and why?	<input checked="" type="checkbox"/>

Documentation and Records

Which of these were used for BID? *Check all that apply and include in chart:*

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Report cards | <input checked="" type="checkbox"/> IEP | <input checked="" type="checkbox"/> Emails or |
| <input checked="" type="checkbox"/> Progress reports | <input checked="" type="checkbox"/> 504 Plan | correspondence |
| <input checked="" type="checkbox"/> Achievement data | <input checked="" type="checkbox"/> Coordinated | from individuals |
| (test scores) | Services Plan (or | consulted |
| <input checked="" type="checkbox"/> Attendance data | Act 264 Plan) | |
| <input checked="" type="checkbox"/> Other: <u>OtherNote</u> | | |

Best Interest Determination Recommendation

- ☒ *The student shall remain in the same school where the child is currently enrolled.*

School: SchoolSame SU / SD: SUSDSame

Transportation will be provided by: TransBy

Transportation will be paid for by what agency? TransPaid

- ☒ *Based on the best interest determination, a change in school placement is needed.*

School: SchoolChange SU / SD: SUSDChange

Individual responsible for enrolling child in school: Responsible

NOTE: If a change in educational placement is needed, enrollment should take place immediately with all education records provided to the new school.