

School Selection: A Checklist for Decision Making

School of Origin Considerations		Local Attendance Area School Considerations	
<input type="checkbox"/>	<p>Continuity of instruction <i>Student is best served due to circumstances that look to his or her past.</i></p>	<input type="checkbox"/>	<p>Continuity of instruction <i>Student is best served due to circumstances that look to his or her future.</i></p>
<input type="checkbox"/>	<p>Age and grade placement of the student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.</i></p>	<input type="checkbox"/>	<p>Age and grade placement of the student <i>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation.</i></p>
<input type="checkbox"/>	<p>Academic strength <i>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.</i></p>	<input type="checkbox"/>	<p>Academic strength <i>The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.</i></p>
<input type="checkbox"/>	<p>Social and emotional state <i>The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave.</i></p>	<input type="checkbox"/>	<p>Social and emotional state <i>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</i></p>
<input type="checkbox"/>	<p>Distance of the commute and its impact on the student's education and/or special needs <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i></p>	<input type="checkbox"/>	<p>Distance of the commute and its impact on the student's education and/or special needs <i>A shorter commute may help the student's concentration, attitude, or readiness for school.</i></p>
<input type="checkbox"/>	<p>Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i></p>	<input type="checkbox"/>	<p>Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i></p>
<input type="checkbox"/>	<p>Student's need for special instruction <i>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.</i></p>	<input type="checkbox"/>	<p>Student's need for special instruction <i>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.</i></p>
<input type="checkbox"/>	<p>Length of anticipated stay in a temporary shelter or other temporary location <i>The student's current living situation is outside of the school-of-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.</i></p>	<input type="checkbox"/>	<p>Length of anticipated stay in a temporary shelter or other temporary location <i>The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in his local community.</i></p>