

APPENDIX 8

School Selection: A Checklist for Decision Making¹

(adapted from the Texas Homeless Education Office)

| School of Origin Considerations | Local Attendance Area School Considerations |
|--|---|
| <input type="checkbox"/> Continuity of instruction <i>Student is best served due to circumstances that look to his or her past.</i> | <input type="checkbox"/> Continuity of instruction <i>Student is best served due to circumstances that look to his or her future.</i> |
| <input type="checkbox"/> 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. The student has been in this environment for an extended period of time.</i> | <input type="checkbox"/> 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. The student has attended the school of origin for only a brief time.</i> |
| <input type="checkbox"/> 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> | <input type="checkbox"/> 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> |
| <input type="checkbox"/> 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> | <input type="checkbox"/> 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> |
| <input type="checkbox"/> 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> | <input type="checkbox"/> 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. The local attendance area school can meet all of the necessary educational and special needs of the student.</i> |
| <input type="checkbox"/> Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i> | <input type="checkbox"/> Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i> |
| <input type="checkbox"/> 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> | <input type="checkbox"/> 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> |
| <input type="checkbox"/> 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> | <input type="checkbox"/> 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 the developing relationships with peers in school who live in his local community.</i> |

¹ National Center for Homeless Education. (n.d.). *Guiding the discussion on school selection*. Retrieved August 25, 2006 from http://www.serve.org/nche/downloads/briefs/sch_sel_checklist.pdf