



ARIZONA DEPARTMENT OF CHILD SAFETY BEST INTERESTS DETERMINATION & TRANSPORTATION PLAN

Provider ID _____

Best Interests Determination: Foster Student School of Origin

Student Name (Last, First, M.I.) *PLEASE PRINT*	Current School	Grade
Parent(s)	Current Caregiver	
DCS Specialist	Local Education Agency (LEA) Point of Contact	

Remaining in the School of Origin Considerations	
	Student: desires to remain in school of origin
	Parent: desires student to remain in school of origin
	Personal safety of the student The school of origin 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.
	English Language Learners Is the student an English Language Learner (ELL), and if so, is the school of origin equipped to meet the ELL needs or other language needs of the student.
	Continuity of Instruction Change in school may interrupt academic progress or result in loss of credits. The student has been in this environment for an extended period of time.
	Age and connections of the student Student is older, maintaining friends and contacts with peers and staff is critical to the student's school experience and participation. Student has siblings in the same school.
	Academic Strength and Grade Placement The student is struggling academically and is not at grade level, and is likely to fall further behind if transferred to another school.
	Mobility, social and emotional state The child has experienced numerous school changes, is suffering from the effects of mobility, has developed strong ties to the current school, or involved in school related or extra-curricular activities.
	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.
	Length of anticipated stay in current placement The student's current living situation continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.

Transferring to a New School Considerations	
	Student: desires to move to new school
	Parent: desires student to move to new school
	Personal safety of the student The new school has advantages for the safety of the student. The student has destructive or dangerous relationships 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 and can be implemented immediately upon entry to the new school.
	English Language Learners Is the student an English Language Learner (ELL), and if so, is the new school equipped to meet the ELL needs or other language needs of the student
	Continuity of Instruction Student has attended the school of origin for only a brief time. Change in school will not impact academic progress or credits earned.
	Age and connections of the student The student is younger or has no positive connection to a particular peer or social group, or to school staff. Student has siblings in same school and contact presents concerns.
	Academic Strength and Grade Placement The student's academic performance is strong and at grade level, and is likely to recover from a school transfer.
	Mobility, social and emotional state The child seems to be coping adequately with mobility, does not feel strong ties to the current school, or is not involved in school related or extra-curricular activities.
	Distance of the commute and its impact on the student's education and/or special needs The length of the commute will negatively impact the student's concentration, attitude, or readiness for school, or is inappropriate for the student's age or other reason.
	Length of anticipated stay in current placement The student's current living situation appears to be stable and unlikely to change. The student will benefit from developing relationships with school peers who live in his or her community school.

Best Interest School Placement _____

Student Signature _____	Agree	Disagree	
Caregiver Signature _____	Agree	Disagree	
DCS Specialist Signature _____	Agree	Disagree	

Start Date _____

Parent(s) Signature _____	Agree	Disagree	
Foster Parent Signature _____	Agree	Disagree	
LEA Point of Contact Signature _____	Agree	Disagree	



ARIZONA DEPARTMENT OF CHILD SAFETY BEST INTERESTS DETERMINATION & TRANSPORTATION PLAN

Foster Student Transportation Plan

Student Name (Last, First, M.I.) *PLEASE PRINT*	School Name	Grade
Caregiver Name	School District	
Caregiver Relationship	School Address	
Home Address	City	State ZIP
City State ZIP		
LEA Point of Contact		
DCS Specialist	Email	Phone No.
DCS Specialist Supervisor	Email	Phone No.

Transportation Method (Check all that apply)

<input type="checkbox"/> Caregiver directly to school	<input type="checkbox"/> Another responsible adult to bus stop
<input type="checkbox"/> Another responsible adult directly to school	<input type="checkbox"/> DCS provided (public or private transportation)
<input type="checkbox"/> School provided (designated bus or other service)	<input type="checkbox"/> Other (explain below):
<input type="checkbox"/> Caregiver to bus stop	

Instructions

Identify the person(s) responsible for providing transportation, including name(s) and phone number(s). When transportation is provided by the school, include specific bus route information (locations, times, bus number(s)). For DCS contract transportation, include the mode (public bus pass/bus card, private cab/van, etc.) and specify the vendor name and contact information, as applicable. Include any other information necessary to ensure student safety.



Equal Opportunity Employer/Program. The Department of Child Safety (DCS) prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics, or retaliation or any other status protected by federal law, state law, or regulation. Reasonable accommodations to allow a person with a disability to take part in a program, service, or activity are available upon request. To request this document in alternative format or for further information about this policy contact your local office. TTY/TDD Services: 7-1-1. Free language assistance for DCS services is available upon request. Ayuda gratuita con traducciones relacionadas con los servicios del DCS esta disponible a solicitud del cliente.