

District Homeless Education Handbook

Williamston Community Schools
418 Highland Street
Williamston, MI 48895
517-655-4361
12/11/2014

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Homeless Education Overview

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by Title X, Part C, of the No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness.

Who is homeless? (Sec. 725)

The term “homeless children and youth”-

A) Means individuals who lack a fixed, regular, and adequate nighttime residence...; and

B) Includes-

- a) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- b) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...
- c) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d) Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses a through c.

Key Provisions

- Every school district, must designate an appropriate staff person as a local homeless education liaison.
- Every Building must identify a homeless liaison.
 - Children and youth in homeless situations are identified by school personnel.
 - Students experiencing homelessness enroll, and have full and equal opportunity to succeed, in school.
 - Families, children, and youth experiencing homelessness receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the district; and referrals to health, mental health, dental, and other appropriate services.
 - Parents or guardians of students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
 - Enrollment disputes are mediated in accordance with the Enrollment Disputes section of the McKinney-Vento Act.
 - Parents, guardians and unaccompanied youth experiencing homelessness are fully informed of all transportation services provided under the McKinney-Vento Act, including transportation to the school of origin, and are assisted in accessing these services.
- District must educate school personnel, service providers, and advocates who work with families in homeless situations about the duties of the local homeless education liaison.
- Building liaison must:
 - Assist homeless children and youth who do not have immunizations or immunization or medical records to obtain necessary immunizations or immunization or medical records.
 - Help unaccompanied youth choose and enroll in a school, after considering the youths’ wishes, and provide youth with notice of their right to appeal an enrollment decision that is contrary to their wishes.
 - Ensure that unaccompanied youth are enrolled in school immediately pending the resolution of any dispute that may arise over school enrollment or placement.
 - Collaborate and coordinate with District Homeless liaison for the provision of education and related services to children and youth in homeless situations.

McKinney Vento Homeless Assistance Act
District Educational Requirements

- ☐ Designate an appropriate staff person as a local education agency liaison for homeless children and youth. The liaison may also be a coordinator for other state or federal programs.
- ☐ Continue the homeless child in his/her school of origin for the duration of homelessness or enroll the student in a public school in the attendance area in which the student is living while homeless according to the best interest of the student.
- ☐ In determining “best interest” consider the following:
 - Keep the student in the school of origin unless parent or guardian wishes otherwise
 - Provide the parent/guardian or unaccompanied youth with a written explanation if the student is assigned to a school other than the one requested; include information on the right to appeal the decision
 - In the case of unaccompanied youth, the LEA liaison must assist in placement and enrollment decisions
- ☐ Immediately enroll the homeless student even if standard documents are missing (i.e., academic records, medical records, proof of residency).
- ☐ Contact the school last attended by the homeless student to obtain academic and other records.
 - LEA liaison must assist in obtaining necessary immunization or medical records if needed.
 - Keep records of homeless children readily available so the information can be transferred to a new school when needed.
- ☐ Resolve enrollment disputes including the following procedures:
 - Immediately enroll the student in the preferred school until the dispute is settled
 - Provide a written explanation of LEA decision to parent or guardian; include rights to appeal the decision
 - Designate LEA liaison to carry out dispute resolution expeditiously
 - Liaison must ensure that homeless, unaccompanied youth be immediately enrolled
- ☐ Provide to homeless students services that are comparable to those offered to non-homeless students in the selected school, including:
 - (1) Transportation
 - (2) Title I services and other educational services for which the student is eligible
Vocational and technical education
 - (3) Gifted and talented program School nutrition program

District Liaison Duties

The designated liaison shall ensure that:

- ☐ Homeless children and youth are identified
- ☐ Homeless children and youth are enrolled in and have an opportunity to succeed in school
- ☐ Homeless families and students receive educational services for which they are eligible
- ☐ Parents or guardians of homeless students are provided meaningful opportunities to participate in the education of their children
- ☐ Public notice of the educational rights of homeless children and youth is disseminated
- ☐ Enrollment disputes are mediated
- ☐ Parent or guardian of a homeless student is fully informed of transportation services
- ☐ Liaisons collaborate with state coordinators and community and school personnel that provide educational and other services to homeless children and youth

LEAs must share information about the duties of the LEA liaison with school personnel, service providers and advocates.

BOARD POLICIES

8045 Homeless Children

The board is committed to identifying homeless children and youth. The superintendent shall develop guidelines and procedures for identifying homeless children within the district.

Such children shall be provided with educational services to meet their needs as determined and directed by the superintendent. Current board policies, district practices, fees and charges which may act as barriers and prevent homeless children from enrolling in school and/or acquiring an appropriate education shall be waived by the superintendent.

The Board is committed to identifying homeless children and youth. The Superintendent shall develop guidelines and procedures for identifying homeless children within the District and will produce written guidelines for distribution to each school that explains the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

Such children shall be provided with educational services to meet their needs as determined and directed by the Superintendent. Regulations/Guidelines will be developed that implement the requirements of the No Child Left Behind Act.

The Superintendent shall waive fees and charges that may act as barriers and prevent homeless children from enrolling in school and/or acquiring an appropriate education.

If a parent/guardian is dissatisfied with a placement decision under this statute, the state recommended dispute resolution procedures shall be followed.

Approved: August 18, 1997

Revised: June 18, 2012

LEGAL REF: 42 USCA §11433 (McKinney Homeless Assistance Act); 20 USCA § 6311 (No Child Left Behind Act)

LEGAL REF: McKinney Homeless Education Act of 1988 as amended

8045-R Homeless Children

The District will emphasize the rights of homeless students to:

1. Equal access to all educational programs and services including transportation,
2. Continue to attend school in their school of origin for the duration of homelessness,
3. Attend regular public school with non-homeless students, and
4. Continue to receive all services for which they are eligible.

Dispute Resolution Procedure

The Michigan Department of Education, Homeless Education Office, has adopted a complaint resolution process. In a case where a dispute occurs regarding the education of a homeless child or youth, the following process may be used:

1. Local Level: Every effort must be made to resolve the complaint or dispute at the local level before it is brought to the Michigan Department of Education (MDE).

o If a question concerning the education of the homeless child arises, the first person to contact in the school District is the homeless liaison. The following steps are suggested:

- The homeless liaison should discuss the complaint with the complainant and the complainant is to be provided copies of the policies that the local Board of Education has adopted concerning the education of homeless children and youth.
- A determination is to be made as to whether the requested services for the homeless student are consistent with local school Board policy.
- If the complaint is not resolved, the complainant will be advised to present it in writing to the homeless liaison.
- A written proposed resolution of the complaint or plan of action is to be provided to the complainant within five working (5) days of the date of receipt of the written complaint.

o If the complaint is not resolved at this level within five working (5) days, it may be taken to the Superintendent of the District the student is attending or wishes to attend.

In addition to presenting the written complaint, an appointment will be made for the complainant to meet with the Superintendent to discuss the complaint. At the end of the discussion with the Superintendent, a written resolution will be provided within five (5) working days of the date of the discussion.

o If the complaint is still not resolved, it may be possible to appeal to the local Board of Education.

2. State Level: If the complaint is not resolved in a satisfactory manner at the local level, the complaint may be directed to MDE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken:

- o Address the complaint to the Michigan Department of Education, State Homeless Coordinator, P.O. Box 30008, Lansing, MI 48909.
- o Include in the complaint:
 - A description of the situation that prompted the complaint.
 - The name(s) and age(s) of the child or children involved.
 - The name(s) of the involved school District personnel and the school District or Districts involved.
 - A description of the attempts that were made to solve the issue at the local level including copies of any documentation used up to that point.
- o The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information to the Director of the Office of School Improvement along with a recommendation for resolution or for further investigation.
- o Within thirty (30) working days after receiving the complaint, the Director of the Office of School Improvement will recommend a resolution and will inform interested parties in writing of the decision.
- o If a complainant or one of the parties involved in the complaint disagrees with the decision, that party may, within ten (10) working days, appeal to the Deputy Superintendent. This appeal must be in writing and state why the party disagrees with the decision of the Director of the Office of School Improvement.
- o Within thirty (30) days after receiving an appeal, the Deputy Superintendent will render a final administrative decision and notify the complainant and the school District(s) involved in writing.

If the party disagrees with the decision of the Deputy Superintendent in a matter concerning homeless children or youth, the party may request a review of the decision by the United States Secretary of Education in accordance with 34 CFR Part 299.11.

While the dispute is being resolved, the child or children in question must be enrolled in school. If the dispute is concerning the school of “best interest”, the child or children must be enrolled in the school preferred by the parent(s)/guardian(s) or unaccompanied youth unless previous arrangements have been implemented.

Adopted: June 18, 2012

Homeless Students Due Process and Procedural Safeguards*

The McKinney-Vento Homeless Education Program and board policy ensure the educational rights of homeless students. The district emphasizes the rights of homeless students to equal access to all educational programs and services for which they are eligible including transportation. Finally, the district assures that homeless students attend school in their district of origin with non-homeless students for the duration of the homelessness.

For further clarification or information contact:

Adam Spina
Superintendent
517-655-4361

*This information must be included in all building student handbooks.



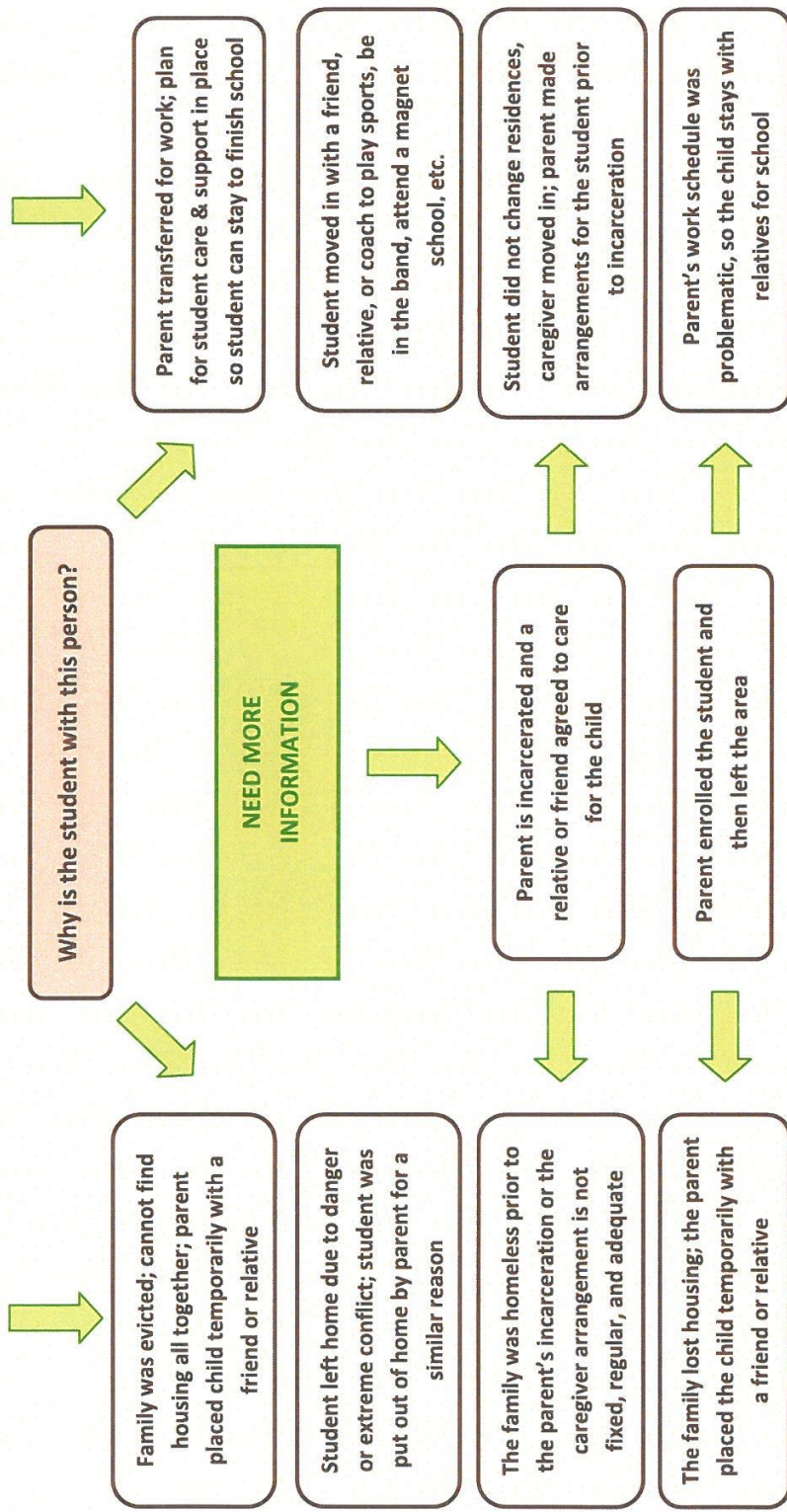
Unaccompanied Youth Eligibility Flowchart

HOMELESS:

SHOULD be enrolled as UHY under MV

NOT HOMELESS:

SHOULD NOT be enrolled as UHY under MV



NOTE: The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.

Determining McKinney-Vento Eligibility of Unaccompanied Youth

1. Is the student residing with someone who is not his/her parent or court appointed guardian?

If yes, continue to the next question. If no, the student may be homeless, but is not unaccompanied.

2. Does the student meet the definition of homeless under McKinney-Vento?

These are sample questions that can be asked to determine McKinney-Vento eligibility. Reminder: *homeless* is defined as “lacking a fixed, regular, and adequate nighttime residence.”

- Why is the student living with someone who is not his/her parent/guardian?
- Is the student placed in this residence as a temporary plan for housing because the entire family became homeless?
- Did the student leave home because of severe family conflict?
- How long can the student continue living where he or she is?
- Does the student have his or her own space/bedroom in the residence?
- Does the student have adequate privacy?
- Can the student come and go as needed?
- Where would the student live if not able to live there?
- What are the expectations of the student while staying there?

A student who is considered homeless (lacking a fixed, regular, and adequate nighttime residence) and unaccompanied (not in the physical custody of a parent or guardian) can be registered as an unaccompanied homeless youth under the McKinney-Vento Act.

A student who is not homeless, even though residing with a person other than the parent or court-appointed guardian, does not qualify as an unaccompanied homeless youth under the McKinney-Vento Act.

Based on a flowchart provided by Virginia Beach Public Schools

Needs Assessment Worksheet and Summary

Needs Assessment Worksheet

<i>Issue</i>	<i>Guiding Questions</i>	<i>Status/Comments</i>
<i>Awareness</i>	• What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth? • What is the level of awareness/education in other community agencies and networks, such as homeless coalitions, shelter providers, and other service providers? • Are homeless education posters displayed in each school in the community?	
<i>Policies/ Procedures</i>	• How often do you review/revise district policies, regulations, and practices that might be barriers to the school enrollment, attendance, and success of homeless students? • What kinds of outreach efforts are in place and by whom to target the identification of homeless children and youth in your community? • Does the LEA obtain data on homeless students from shelters? • How are homeless families informed, in a language they understand, of the educational rights of their children regarding enrollment, transportation, etc.? Is information posted in places they are likely to see? • Are shelter personnel and other service providers aware of the district's obligation to provide transportation to the school of origin? • How do you support homeless students' right to attend the school of origin when doing so is in their best interest? • What kinds of parent involvement activities and initiatives are implemented district-wide? Are supports provided to encourage and assist homeless families in being involved? • What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance? • Do you provide basic services and supports, such as school supplies, fee waivers, and transportation, as needed? • Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise?	
<i>Identification/ Enrollment/ Access</i>	• How many homeless children and youth have been identified as homeless in your district? • How many homeless unaccompanied youth have been identified? • How many homeless preschool-age children have been identified? (birth-3 and 4-5)? • How many homeless migrant homeless students have been identified? • How many homeless children awaiting foster care placement have been identified? • Do you enroll homeless students immediately?	

Identification/ Enrollment/ Access (continued)	• Do you identify and remove barriers to school enrollment and success for homeless students? Are barriers specific to homeless unaccompanied youth eliminated? • How many homeless shelters are in your district? • How many school-aged children reside in homeless shelters in your district? • How many students are doubled-up with friends or family due to lack of housing? • How many homeless students are in other kinds of living situations? • How many homeless students have moved within the district, or from outside the district in the past school year? • Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of your numbers of homeless students identified and served? • Is it likely that there are homeless children and youth in the community who have not been identified and are not attending school?	
Student Success	• Is the number of homeless students included in testing increasing each year? • What percentage of identified homeless students in your district are grade-level proficient in reading and math? • Is the academic proficiency of homeless students increasing in your district? • Does analysis of proficiency data factor in length of time enrolled in the school where tested? • Does the reporting process recognize discrepancies in data as students move from school to school or from district to district? • What other indicators, in addition to academic achievement scores, do you monitor? (e.g. attendance, grade-level promotion/retention, graduation rates, disciplinary referrals, etc.)	
Collaboration – Internal	• What is the frequency of communication between the local liaison and Title IA program leaders in your district? • What kinds of decisions are made jointly between homeless education and Title IA? • How does your Title IA plan address the needs of homeless students? • How do homeless education and Title IA collaborate to address the needs of homeless unaccompanied youth? Homeless preschoolers (Birth-3 and 4-5)? Homeless migrant students? Homeless students awaiting foster care? • Are the reservation of Title IA funds, the amount, and the use determined jointly between Title IA and the local liaison? • Is a description of the Title IA reservation, and how the funds are used, included in your Consolidated Plan submitted to the state? • Is a description of the Title IA reservation included in your McKinney-Vento sub grant program description? • How many homeless students are participating in Title IA programs? (School wide? Targeted Assistance? Other?) • What is the level of coordination with other program personnel	

	(transportation, nutrition, counseling, drop-out/truancy, special education) How many homeless students are receiving special education services?	
<i>Collaboration - External</i>	- What is the frequency of communication between the local liaison and community agencies that serve homeless families? - What community agencies are active in the provision of services to homeless children, youth, and families in your community? - Do LEA staff members participate in collaboration with Head Start, Runaway and Homeless Youth Act programs, HUD, etc.? - What community agencies collaborate with the LEA on data collection? - Are community agencies working with homeless families aware of the statutory requirements of McKinney-Vento and Title IA legislation? - What specific projects/initiatives are underway as a result of collaboration within the community network? - How would you assess the overall quality and effectiveness of community collaboration?	
<i>Resources/ Capacity</i>	- What resources are available to meet the unique needs of your homeless students? - Does your district receive a McKinney-Vento sub grant? If so, what supplemental services are provided with those funds? - If your district does not receive a McKinney-Vento sub grant, what supplemental services are provided and how are they funded? - What amount of Title IA funds is reserved to meet the needs of homeless students in your district? - How are these funds used? - What happens with Title IA funds that are unspent at the end of the fiscal year? - How are pupil transportation services provided by the district for homeless children and youth? - Are public transportation options provided by the district when needed?	
<i>Additional Questions for Charter Schools (if applicable)</i>	- How many homeless students are attending your charter school? - How are services provided to homeless students in your charter school? - Are you receiving McKinney-Vento sub grant or Title IA funds? - Is technical assistance being provided to charter school personnel regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom? - How are you ensuring that school administrators and staff are providing services and supports in compliance with the McKinney-Vento Act?	

Needs Assessment Summary

Complete each section below based on the results of the Needs Assessment Worksheet.

1 = Many areas of concern; several compliance issues; technical assistance is needed

2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed

3 = Implementation is adequate; procedures are in place but could be improved

4 = Program is strong and robust, with model systems, tools and mechanisms in place

Awareness (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Identification/Enrollment/Access (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Most Important Challenges: Further Data Needed: Further Action Needed:	Student Success (<i>circle one</i>): 1 2 3 4
Most Important Challenges: Further Data Needed: Further Action Needed:	Collaboration - Internal (<i>circle one</i>): 1 2 3 4
Most Important Challenges: Further Data Needed: Further Action Needed:	Collaboration - External (<i>circle one</i>): 1 2 3 4
Most Important Challenges: Further Data Needed: Further Action Needed:	Resources/Capacity (<i>circle one</i>): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

- 1. Based on the summary scores above, list in order of priority the areas needing improvement:**

- 2. What strengths exist to assist in addressing these areas of concern?**

- 3. What general strategies will you use to address these priorities?**

- 4. In what areas do you anticipate needing additional resources and/or technical assistance?**

- 5. What process will you use to generate an action plan to address your most pressing issues?**

For the full document, see *Educating Homeless Children and Youth: Conducting Needs Assessments and Evaluating Services - A Guide for SEAs, LEAs, and Local Schools*
http://center.serve.org/nche/pr/na_eval.php

PROOF OF RESIDENCY AFFIDAVIT

Williamston Community Schools

form updated: 2/17/2016

Student's resident address:

Name of student(s): (One form per family... please list all students)			
	Last	First	M.I.
Resident address:	Street:		Apt./Lot #:
	City:		
	Zip:		
Please list your resident school district:		Resident county:	
Please list the county of your resident school district:			
We currently live in (please check one):			
☐ Our own home		☐ A shelter – Name of shelter:	
☐ TEMPORARILY with more than one family in a house, mobile home, or apartment because the family cannot have a home of their own		☐ A hotel/motel	
☐ New foster care placement with a relative (placed at current home within the last 6 months)		☐ A car	
☐ New foster care placement with a non-relative (placed at current home within the last 6 months)		☐ A campsite	
		☐ Other location not appropriate for living (e.g. abandoned building)	
<i>If you checked any box other than Our Own Home, please fill out the additional information on the back of this sheet.</i>			
By signing below you indicate that you have read and understand this document.*			
Signature of Parent/Guardian <u>whose name is listed on bill/receipt</u> :			
Date:		Printed name of parent/guardian:	

Complete this section only if bill/receipt is not in parent/guardian's name:

I certify that the above student resides with me at (address) _____	
in the _____ School District, and I agree to provide a copy of proof of this address.	
Signature: _____	Date: _____
Printed name: _____	Relationship: _____

Verification of the resident address may be made with any one of the following, which must be current and include the address. The dollar amount of the receipt may be eliminated from the copy. (Please check one):

☐ mortgage payment
 ☐ property tax receipt
 ☐ rent receipt
 ☐ utility bill (water, electric, land-line telephone)

*Should the district learn that this is not the residence; the student may be excluded immediately from the district.

Please list the reason you are not currently living in your own home, this will help determine if additional services are available for your student:

- ☐ Cannot afford our own housing
- ☐ Eviction / foreclosure
- ☐ Fire
- ☐ Living with friends or relatives, by choice, not necessity
- ☐ Loss of job
- ☐ Loss of housing due to economic issues
- ☐ Parent/Guardian is deployed
- ☐ Providing care for a family member
- ☐ Temporarily waiting/looking for a new house or apartment, are able to move once we find one
- ☐ We are in our own home

SAMPLE RESIDENCY INFORMATION FORM

This questionnaire is in compliance with the McKinney-Vento Act, U.S.C. 42 § 11431 et seq. Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

Student _____ Parent/Guardian _____

School _____ Phone/Pager _____

Age	Grade	D.O.B.
-----	-------	--------

Address _____ City _____

Zip Code _____ Is this address Temporary or Permanent? (circle one)

Please choose which of the following situations the student currently resides in (you can choose more than one):

_____ House or apartment with parent or guardian

Motel, car, or campsite

_____ Shelter or other temporary housing

With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:

Loss of housing

Economic situation

Temporarily waiting for house or apartment

Provide care for a family member

Living with boyfriend/girlfriend

Loss of employment

Parent/Guardian is deployed

Other (Please explain)

Are you a student under the age of 18 and living apart from your parents or guardians? Yes No

Residency and Educational Rights

Students without fixed, regular, and adequate living situations have the following rights:

- 1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- 2) Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento Liaison at [Insert phone number] or the State Coordinator at [Insert phone number].

By signing below, I acknowledge that I have received and understand the above rights.

Signature of Parent/Guardian/Unattached Youth

Date _____

Signature of McKinney-Vento Liaison

Date _____

School Selection Checklist for Decision-Making

(Adapted from the Texas Homeless Education Office)

School of Origin Considerations	Local Attendance Area School Considerations
☐ Continuity of Instruction <i>Student is best served due to circumstances that look to his or her past.</i> ☐ 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> ☐ 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> ☐ 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> ☐ Distance of the Commute and Its Impact <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i> ☐ Personal Safety of the Student <i>The school of origin has advantages for the safety of the student.</i> ☐ 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 better met at the school of origin.</i> ☐ Length of Anticipated Stay <i>The student's current living situation is outside of the school of origin's attendance zone, but the living situation continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i>	☐ Continuity of Instruction <i>Student is best served due to circumstances that look to his or her future.</i> ☐ 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> ☐ Academic Strength <i>The child's academic performance is strong and at grade level; the child would likely recover academically from a school transfer.</i> ☐ 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> ☐ Distance of the Commute and Its Impact <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> ☐ Personal Safety of the Student <i>The local attendance area school has advantages for the safety of the student.</i> ☐ 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 at the local attendance area school.</i> ☐ Length of Anticipated Stay <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 the local community.</i>



NCHE publications are supported through a contract with the U.S. Department of Education's Student Achievement and School Accountability Programs. For more information, visit <http://www.ed.gov/programs/homeless/index.html>.

WHAT YOU NEED TO KNOW TO HELP YOUR CHILD IN SCHOOL

A Guide for Parents,
Guardians, and Caregivers

LOCAL LIAISON



STATE COORDINATOR FOR HOMELESS EDUCATION

If your family is in a temporary or inadequate living situation due to a loss of housing, your child might be eligible for certain educational rights and services.



National Center for Homeless Education
Toll-free Helpline: 800-308-2145
Website: <http://www.serve.org/nche>
E-mail: homeless@serve.org



**National Center for
Homeless Education**

*Supporting the Education of Children
and Youth Experiencing Homelessness*

THE MCKINNEY-VENTO ACT: THE BASICS

If you lost your housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing, your child might be able to receive help through a federal law called the McKinney-Vento Act.



Under the McKinney-Vento Act, children in homeless situations have the right to:

- ▶ Go to school, no matter where they live or how long they have lived there.
- ▶ Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled.
- ▶ Receive transportation to and from the school of origin.
- ▶ Enroll in school immediately, even if missing records and documents normally required for enrollment, such as a birth certificate, proof of residence, previous school records, or immunization/medical records.
- ▶ Enroll, attend classes, and participate fully in all school activities while the school gathers records.
- ▶ Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- ▶ Attend school with children not experiencing homelessness; a school can not segregate a student because he or she is homeless.



RESOURCES FROM NCHE

Toll-free Helpline: 800-308-2145 or homeless@serve.org

- ▶ NCHE can explain your child's school rights and tell you how to contact the local liaison in your school district. The local liaison can help enroll your child in school and make sure that your child receives the help that he/she needs.

Website: <http://www.serve.org/nche>

- ▶ The NCHE website has a lot of good information, including a webpage for parents who want to help their child in school: http://www.serve.org/nche/ibt/parent_res.php.

Parent Pack Pocket Folders

- ▶ Parent Pack Pocket Folders are folders where you can keep important records and papers related to your child's schooling. The folder also explains the educational rights of children in homeless situations. Order these folders for free by calling 800-308-2145 (toll-free) or visiting http://www.serve.org/nche/online_order.php.



Parent Pack Pocket Folder

What can I do to help my child in school?

- ▶ Make sure your child goes to school every day and arrives rested and fed.
- ▶ Provide a quiet place for your child to do homework and set aside time every day to help your child with homework.
- ▶ Pay attention to your child's health needs and take care of problems early.
- ▶ Ask your child what he or she is learning in school; have him or her explain it to you. If you show interest in your child's education, he or she will know that it's important.
- ▶ Read to your child every day; for older children, set aside time each day for you and your child to read together silently. Talk about what you read.
- ▶ Praise your child for what he or she does well, like getting a good grade or playing on a school sports team.
- ▶ Listen to what your child shares with you and talk about any problems he or she is having. You can also talk about these problems with a teacher or school counselor.
- ▶ Encourage your child to participate in things like sports and music.

FREQUENTLY ASKED QUESTIONS

When I move, should I keep my child in the school of origin or transfer my child to the local school?

Moving from one school to another can be very upsetting for children. They have to leave the friends and teachers they know and get used to new friends, teachers, and classes. Because of this, it is usually best for your child to stay in his/her same school (the school of origin), even if you move to a different area.

Here are some questions to think about when deciding whether your child should stay in the same school or move to the new school where you're living:

- ▶ How old is your child?
- ▶ How permanent is your current living arrangement? Do you plan to move back close to the school of origin or do you think you'll stay near your current living arrangement?
- ▶ Is your child attached to his/her school of origin? An older child who feels very connected to his/her school of origin and/or is about to graduate might have a harder time changing schools.
- ▶ How anxious is your child because you have had to move? Would changing schools be overwhelming?
- ▶ Would changing schools cause your child to fall behind in school and receive bad grades?
- ▶ Is this a good time of year for your child to change schools, such as at the end of a semester or school year, after testing, or after an event that is important to your child?
- ▶ How much time would your child have to spend going back and forth to the school of origin? A long ride might have a negative impact on your child's schoolwork.
- ▶ Are there safety issues to think about in choosing which school your child should attend?

GOOD QUESTIONS MAKE GOOD READERS

Asking children about what they read will help them become good thinkers

For stories (fiction):

- ▶ What happened? What do you think will happen next? Why?
- ▶ Who is the main character? Do you like him/her? Why? Would you have done what he or she did? If not, what would you have done?
- ▶ How did this story make you feel? What did it remind you of?

For informational material (non-fiction):

- ▶ What was the article or chapter about? Get as many details as possible.
- ▶ What do you think was the author's main point?
- ▶ What part did you find the most interesting or surprising?
- ▶ Why do you think this information is important? How could it help you? Who else could it help?

What if the school and I disagree on where my child should go to school?

If you and the school disagree, the school district has to tell you in writing why it thinks your child should go to a different school than the one you want. The district also has to tell you in writing how you can appeal this decision. Your child can still enroll in, attend, and participate fully in the school you think is best for him or her while the disagreement is being settled.

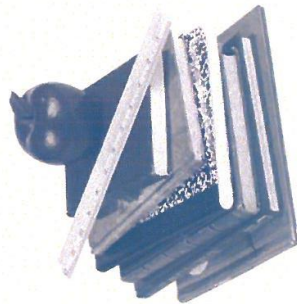


Whom can I contact to help with my child's education?

- ▶ Every school district has a local homeless education liaison. This person can help you decide which school would be best for your child and communicate with the school. The local liaison also can help your child get school supplies, supplemental services, and free school meals; set up transportation to and from the school of origin; and help you find community supports.
- ▶ When you enroll your child in a new school, you should ask to meet his/her teacher(s). You should also talk to your child's teacher(s) every so often to talk about how he or she is doing. Know at least one teacher at your child's school well enough to ask questions about your child's schoolwork and to give him or her information that will help your child learn.
- ▶ The school counselor can help your child deal with changes and challenges. Share with this person any information about how your child is acting at home or things he or she is dealing with that might affect his/her schoolwork.
- ▶ Other good people to know are the school principal, attendance officer, bus driver, school social worker, and school nurse.
- ▶ All school and school district staff can help make sure your child gets all the services he or she needs to do well in school. You are an important partner in your child's schooling and should work as a team with the school and school district.

What questions should I ask regarding services under McKinney-Vento?

- ▶ Who is the local homeless education liaison? How can I contact him or her?
- ▶ What transportation is available for my child to stay in the same school (the school of origin)?
- ▶ If my child changes schools, who can help us transfer records quickly?
- ▶ How can my child receive free meals at school?
- ▶ How can my child receive free school supplies, if needed?
- ▶ Who can help if my child needs special education services? How quickly can these services be set up?
- ▶ What academic help is available for my child, such as Title I programs or after-school tutoring?
- ▶ What programs can help develop my child's talents and address his/her unique needs?
- ▶ Are there sports, music, or other activities available for my child?
- ▶ How can my child go on class field trips or participate in other school activities if I can't pay for them?
- ▶ Is there a preschool program for my younger children?



Information for Parents



If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or
- Doubled up with friends or relatives because you cannot find or afford housing

Then, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education, provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school district's local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

Local Area Contacts:

State Coordinator:

If you need further assistance, call the
National Center for Homeless Education
at the toll-free HelpLine number:

1-800-308-2145





Las publicaciones de NCHE son apoyadas por un convenio con los Programas de Aprovechamiento Estudiantil y Contabilidad Escolar del Departamento de Educación de los Estados Unidos. Para más información, visite <http://www.ed.gov/programs/homeless/index.html>.

Lo que Necesita Saber Para AYUDAR a su HIJO en La escuela

Una Guía para Padres, Tutores,
y Encargados

OFICIAL DE INTERCOMUNICACIÓN PARA LA EDUCACIÓN DE LOS NIÑOS Y JÓVENES SIN HOGAR

COORDINADOR ESTATAL PARA LA EDUCACIÓN DE LOS NIÑOS Y JÓVENES SIN HOGAR

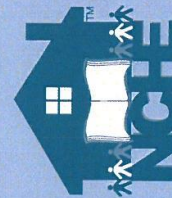


Si su familia está viviendo en una situación temporal o inadecuada debido a una pérdida de residencia, su hijo podría tener ciertos derechos educacionales y ser elegible para recibir ciertos servicios educacionales.



Centro Nacional
de Educación para
los Niños y Jóvenes
Sin Hogar en SERVE

Centro Nacional de Educación para los Niños y
Jóvenes sin Hogar
Línea de Ayuda Gratis: 800-308-2145
Sitio Web: <http://www.serve.org/nche>
Correo Electrónico: homeless@serve.org



Centro Nacional
de Educación para
los Niños y Jóvenes
Sin Hogar en SERVE

**Centro Nacional de
Educación para los Niños
y Jóvenes Sin Hogar**

*Apoyando la Educación de los Niños
y Jóvenes Sin Hogar*

EL ACTA MCKINNEY-VENTO: INFORMACIÓN BÁSICA

Si usted perdió su residencia, y ahora vive en un albergue, un motel, un vehículo, un parque de acampar, o un remolque-residencia temporal; en la calle; con familiares o amigos; o en otro tipo de residencia temporal o inadecuada, su hijo podría ser elegible para recibir ayuda bajo una ley federal que se llama el Acta McKinney-Vento.



Bajo el Acta McKinney-Vento, los niños y jóvenes sin hogar pueden:

- ✓ Asistir a la escuela, sin importar donde vivan o cuánto tiempo hayan vivido allí
- ✓ Asistir a la escuela local o a la escuela de origen, de acuerdo a lo que sea mejor para el estudiante; la escuela de origen es la escuela a la cual el estudiante asistió cuando tenía una residencia permanente, o es la última escuela en la cual el estudiante estaba inscrito
- ✓ Recibir transporte a/de la escuela de origen
- ✓ Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción, como el certificado de nacimiento, prueba de residencia, registros de escuelas anteriores, o registros médicos y/o de inmunización
- ✓ Inscribirse en y asistir a la escuela, y poder participar completamente en todas las actividades escolares mientras que la escuela obtenga los documentos necesarios
- ✓ Tener acceso a los mismos programas y servicios que están disponibles a todos los otros estudiantes, incluso el transporte y los servicios educacionales suplementarios
- ✓ Asistir a la escuela con estudiantes que tienen una residencia permanente; se prohíbe segregar a un estudiante por no tener hogar



RECURSOS DE NCHE

Línea de Ayuda Gratis: 800-308-2145 o homeless@serve.org

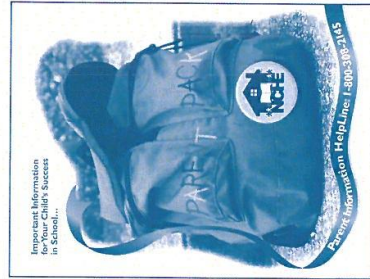
- ✓ NCHE puede explicar los derechos educacionales de su hijo y decirle como entrar en contacto con el oficial de intercomunicación para la educación de los niños y jóvenes sin hogar del distrito escolar de su hijo. El oficial de intercomunicación puede ayudar a inscribir a su hijo en la escuela y asegurar que su hijo reciba la ayuda que necesite.

Sitio Web: <http://www.serve.org/nche>

- ✓ El sitio web de NCHE tiene mucha información útil, incluso una página con recursos bilingües para padres que quieren ayudar a su hijo en la escuela: http://www.serve.org/nche/lbt/parent_res.php.

Carpetas Educativas para Padres

- ✓ Carpetas Educativas para Padres son carpetas donde usted puede guardar documentos importantes relativos a la educación de su hijo. La carpeta también explica los derechos educacionales de estudiantes sin hogar. Pida estas carpetas gratis llamando al 800-308-2145.



Carpeta Educativa para Padres

¿Qué puedo hacer para ayudar a mi hijo en la escuela?

- ✓ Asegúrese que su hijo vaya a la escuela todos los días y que llegue descansado y bien alimentado.
- ✓ Provea un sitio tranquilo para que su hijo pueda hacer las tareas; dedique un tiempo cada día para ayudar a su hijo hacer sus tareas.
- ✓ Preste atención a las necesidades de salud de su hijo y solucione cualquier problema lo antes posible.
- ✓ Pregunte a su hijo sobre lo que está aprendiendo en la escuela; pídale que se lo explique a usted; si usted muestra interés en la educación de su hijo, él sabrá que la educación es importante.
- ✓ Lea a su hijo todos los días; para hijos mayores, dedique un tiempo cada día para leer juntos mentalmente; hablen sobre lo que leyeron.
- ✓ Elogie a su hijo por lo que hace bien, como recibir una nota buena o participar en un equipo deportivo en su escuela.
- ✓ Escuche lo que le dice su hijo y hable sobre cualquier problema que esté teniendo; usted también puede hablar sobre estos problemas con la maestra o el consejero escolar de su hijo.
- ✓ Anime a su hijo a participar en actividades como los deportes y la música.

PREGUNTAS FRECUENTES

¿Si mi familia se muda, debo mantener a mi hijo en la misma escuela o transferir a mi hijo a la escuela local?

Cambiar de escuela puede traumatizar a su hijo. Tiene que dejar a los amigos y los maestros que conoce y acostumbrarse a amigos y maestros nuevos, y clases nuevas. Por esto, generalmente es mejor que su hijo siga asistiendo a la misma escuela (la escuela de origen), aún si ustedes se muden a una área diferente.

Abajo hay algunas preguntas para considerar después de una mudanza mientras decide si su hijo deba continuar asistiendo a la misma escuela o transferirse a la escuela local:

- ✓ ¿Cuántos años tiene su hijo?
- ✓ ¿Cuán permanente es su residencia actual? ¿Tiene planes de volver a vivir cerca de la escuela de origen de su hijo, o piensa seguir viviendo cerca de su residencia actual?
- ✓ ¿Tiene su hijo un vínculo muy fuerte con su escuela de origen? Un estudiante mayor que siente una conexión fuerte con su escuela de origen y/o está a punto de graduarse podría tener dificultades mayores al cambiar de escuela.
- ✓ ¿Está su hijo ansioso por causa de la mudanza que su familia tuvo que hacer? ¿Sería traumatizante un cambio de escuela?
- ✓ ¿Podría un cambio de escuela causar que su hijo sufra un retraso académico o reciba notas malas?
- ✓ ¿Es esta época del año escolar un buen tiempo para cambiar de escuela, como, por ejemplo, al final de un semestre o año escolar, después de terminar exámenes importantes, o después de un evento que es importante para su hijo?
- ✓ ¿Cuanto tiempo gastaría su hijo siendo transportado a/de la escuela de origen? Un camino largo podría tener un efecto negativo en el trabajo escolar de su hijo.
- ✓ ¿Hay consideraciones de seguridad que afectaría su decisión sobre a cual escuela debe asistir su hijo?

Glosario de Términos y Frases Útiles

español	inglés
Mi familia no tiene una residencia estable y adecuada en este momento.	My family does not have a stable and adequate residence right now.
Creo que mi hijo es elegible para recibir servicios bajo el Acta McKinney-Vento.	I think my child is eligible to receive services under the McKinney-Vento Act.
¿Cómo puedo comunicarme con el oficial de intercomunicación?	How can I contact the local homeless education liaison?
Escuela de origen	School of origin
Escuela local	Local school
¿Cómo puede mi hijo recibir transportación a la escuela de origen?	How can my child receive transportation to the school of origin?
No estoy de acuerdo con la decisión de la escuela acerca de mi hijo. ¿Cómo puedo apelar esta decisión?	I do not agree with the school's decision about my child. How can I appeal this decision?
Servicios de educación especial	Special education services
Comida gratis en la escuela	Free school meals
Útiles escolares gratis	Free school supplies

¿Qué pasa si la escuela y yo no estamos de acuerdo sobre a cual escuela debe asistir mi hijo?

Si usted no está de acuerdo con la escuela, el distrito escolar tiene que darle una explicación escrita sobre por qué considera que su hijo debe asistir a una escuela diferente de la escuela que usted quiere. El distrito también tiene que explicar en una forma escrita como usted puede apelar a esta decisión. Su hijo puede inscribirse en, asistir a, y participar completamente en la escuela escogida por usted mientras que la diferencia se resuelve.



¿Con quién puedo consultar sobre ayudar a mi hijo con su educación?

✓ Cada distrito escolar tiene un oficial de intercomunicación para la educación de los niños y jóvenes sin hogar. Esta persona puede ayudarle a decidir cual escuela sería la mejor para su hijo y a entrar en contacto con esta escuela. El oficial de intercomunicación también puede ayudar a su hijo a conseguir útiles escolares gratis, servicios suplementarios, y comidas escolares gratis; establecer transporte a/de la escuela de origen; y ayudarle a encontrar apoyo comunitario.

✓ Cuando usted inscribe a su hijo en una escuela nueva, debe solicitar conocer a su(s) maestro(s). También, debe hablar al maestro de su hijo de vez en cuando para saber como su hijo está progresando en la escuela. Es importante conocer a uno de los maestros de la escuela de su hijo lo suficientemente bien para preguntarle sobre el trabajo escolar de su hijo y para darle información que ayudaría a su hijo a aprender.

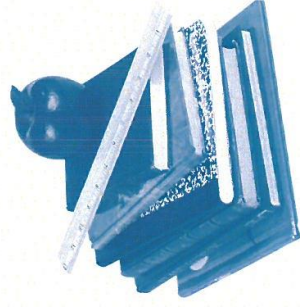
✓ El consejero escolar puede ayudar a su hijo a responder a cambios y dificultades. Comparta con esta persona cualquier información que usted tenga sobre como su hijo se comporta en la casa o cosas que están pasando que podrían afectar el trabajo escolar de su hijo.

✓ Otras personas que sería bueno que usted conozca son el director, el oficial de asistencia, el conductor de bus, el trabajador social escolar, y la enfermera escolar.

✓ Todo el personal de la escuela y del distrito escolar puede ayudar a asegurar que su hijo reciba todos los servicios necesarios para que tenga éxito en la escuela. Usted es un compañero importante en la educación de su hijo y debe trabajar en equipo con la escuela y el distrito escolar.

¿Cuales preguntas debo hacer sobre los servicios proveídos bajo la ley McKinney-Vento?

- ✓ ¿Quién es el oficial de intercomunicación para la educación de los niños y jóvenes sin hogar? Cómo puedo comunicarme con él/ella?
- ✓ ¿Qué tipo de transporte está disponible para que mi hijo pueda seguir asistiendo a la misma escuela (la escuela de origen)?
- ✓ ¿Si mi hijo cambia de escuela, quién puede ayudarnos a transferir sus documentos a la brevedad?
- ✓ ¿Cómo puede mi hijo recibir comida gratis en la escuela?
- ✓ ¿Si es necesario, cómo puede mi hijo recibir útiles escolares gratis?
- ✓ ¿Quién puede ayudar si mi hijo necesita servicios de educación especial? Cuán pronto pueden empezar estos servicios?
- ✓ ¿Qué ayuda escolar está disponible para mi hijo (como programas de Title I o tutoría después de escuela)?
- ✓ ¿Cuales programas pueden ayudar a mi hijo a desarrollar sus talentos y responder a sus necesidades particulares?
- ✓ ¿Hay deportes, grupos musicales, u otras actividades en las cuales mi hijo puede participar?
- ✓ ¿Cómo puede mi hijo participar en excursiones escolares u otras actividades escolares si no las puedo pagar?
- ✓ ¿Hay un programa preescolar para mis hijos menores?



Flowchart for McKinney-Vento Eligibility Determinations

This flowchart is meant to aid you in making decisions about a student's eligibility as homeless under the McKinney-Vento Act (42 U.S.C. 11431 *et seq.*), but it may not capture every housing situation. For the complete definition of *homeless*, visit <https://nche.ed.gov/mckinney-vento-definition/>. For more information on making determinations, see the related issue brief from the National Center for Homeless Education at https://nche.ed.gov/wp-content/uploads/2018/10/det_elig.pdf.

