

Serving Homeless Students Under McKinney-Vento: A District Self-Audit Guide

Introduction

The McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431, *et seq.* (“the Act”) was originally passed in 1987 to remove barriers to public benefits and transitional housing for homeless Americans. Section VII(B) of the Act, “Education for Homeless Children and Youths,” was incorporated into the No Child Left Behind Act in 2001. That section provides homeless children with access to a free and appropriate public education and services comparable to those provided to children with permanent housing.

The “Education for Homeless Children and Youths” program was a response to the needs of homeless students. In 1987, only 57% of homeless children were enrolled in school.¹ As of 2004, the rate had increased to 87%, but only 77% of homeless children attended school regularly.² In addition, fewer than 16% of homeless preschool children were enrolled in programs for which they were eligible.³

While attendance rates have generally improved since the Act’s inception, the number of homeless children in the United States has grown. Approximately 1.35 million children experience homelessness over the course of one year.⁴ With the combined factors of increasing numbers of homeless children and increasing enrollment due to the Act, the overall number of homeless children enrolled in schools in the United States has grown from 580,000 in 2000 to over 600,000 in 2003-2004.⁵ This number is only expected to increase, as more families are affected by the economy. Education advocacy group First Focus estimates that 1.95 million children will be impacted by the mortgage foreclosure crisis in the next two years.⁶ States have reported significant increases in homeless student enrollment, with increases as high as 12-18% from 2005-2006 to 2006-2007.⁷

Homeless children require additional support to succeed in school. Without the provisions of the Act, homeless children would typically transfer schools when their families moved to a new shelter or other temporary home, disrupting their education. Students who move schools throughout the academic year are more likely to be below grade level and are more likely to exhibit behavioral problems than students who remain in one school.⁸ The likelihood that

¹ National Coalition for the Homeless, “Fact Sheet #10,” August 2007.

² U.S. Dep’t of Educ., “Education for Homeless Children and Youth Program: Non-Regulatory Guidance,” 2004, p. 15.

³ National Coalition for the Homeless, “Fact Sheet #10,” August 2007.

⁴ National Law Center on Homelessness and Poverty, “Educating Homeless Children and Youth: The Guide To Their Rights,” 2007, p. 3.

⁵ U.S. Dep’t of Educ., “Report to the President and Congress on the Implementation of the Education for Homeless Children and Youth Program Under the McKinney-Vento Homeless Assistance Act,” 2006, p. 5.

⁶ Phillip Lovell and Julia Isaacs, “The Impact of the Mortgage Crisis on Children,” First Focus, May 2008, p. 2, available at <http://www.firstfocus.net/pages/3401>.

⁷ James Michael Brodie, “Experts: Mortgage Crisis Strains Homeless Education System,” *Education Daily*, July 25, 2008, p. 2 (referring to Ohio and Oregon, respectively).

⁸ General Accounting Office Report, “Elementary School Children: Many Change Schools Frequently, Harming Their Education,” GAO/HEHS 94-45, 1994, p. 6.

such students will graduate from high school decreases by 50%, while violent behavior can be as much as 20% higher.⁹

The Act eliminates state and district policies that would force homeless students to transfer schools, and requires both state and local education agencies (“LEAs”) to make education resources more accessible. State and local agencies must develop strategies to identify homeless students and to make enrollment easier for the identified students.¹⁰ They are required to train personnel about the needs and rights of homeless students, and must establish policies that meet those needs.¹¹ States are also prohibited from developing separate schools for homeless students, with limited exceptions.¹²

At the local level, school districts and other local educational agencies (“LEAs”) are required to develop policies that both prevent stigmatization of homeless students and ensure provision of services, including transportation, educational services, and school nutrition programs.¹³ The Act requires LEAs to immediately enroll homeless students, and to take an active role in contacting students’ prior schools for school records and immunization information.¹⁴ Should a child become homeless over the course of the school year, the child must be able to remain at the school of origin,¹⁵ or be eligible to attend another school in the district or LEA.¹⁶ Enrollment decisions must result from a discussion with the homeless student or family, and must be in the best interest of the child.¹⁷ If there is any dispute as to enrollment, the Act requires LEAs to provide a transparent dispute resolution process, including an explanation of the right to appeal, and immediate placement in the school of the student or family’s choice, pending the outcome of the dispute.¹⁸

In addition to services provided by school districts, LEAs are required to designate a liaison for homeless children and youths (“Homeless Liaison”), who provides outreach and collaboration with other agencies, as well as advocacy and assistance to homeless students and their families.¹⁹ The Homeless Liaison has a particular responsibility to homeless unaccompanied youth, who are entitled to the same services as those with guardians.²⁰

While many school districts comply with the Act and provide adequate access for homeless students in compliance with the Act, others have been found lacking. In locales across the country, students and their parents, often represented by another organization, have sued

⁹ Lovell, p. 1, citing Russell Rumberger, “The Causes and Consequences of Student Mobility,” 71 JOURNAL OF NEGRO EDUCATION 1, 2003, pp. 6-21.

¹⁰ 42 U.S.C. § 11432 (g)(1)(B), 42 U.S.C. § 11432 (H).

¹¹ 42 U.S.C. § 11432 (g)(1)(C)-(D).

¹² 42 U.S.C. § 11432 (e)(3).

¹³ 42 U.S.C. § 11432 (g)(1)(J), 42 U.S.C. § 11432 (g)(4).

¹⁴ 42 U.S.C. § 11432 (g)(3)(C)-(D).

¹⁵ “School of origin” is defined as “the school that the child or youth last attended when permanently housed or the school in which the child or youth was last enrolled.” 42 U.S.C. § 11432 (g)(3)(G).

¹⁶ 42 U.S.C. § 11432 (g)(3)(A).

¹⁷ 42 U.S.C. § 11432 (g)(3)(B).

¹⁸ 42 U.S.C. § 11432 (g)(3)(E).

¹⁹ 42 U.S.C. § 11432 (g)(6).

²⁰ 42 U.S.C. § 11432 (g)(3)(E)(iv), 42 U.S.C. § 11432 (g)(6)(A)(vii).

school districts seeking vindication of their rights under the Act.²¹ These lawsuits have generally been successful, with awards to plaintiffs including attorney fees in excess of \$150,000. In one reported case attorney fees were nearly \$400,000.

In these cases, plaintiffs have sought and received additional requirements for school districts as part of a consent decree or settlement agreement. School districts have been required to distribute informational brochures to shelters and other agencies, outlining the rights of homeless students and their families.²² In order to identify more homeless students, districts have also had to modify their school enrollment forms to include questions about the loss of permanent housing, or developed entirely new enrollment forms.²³ Consent orders have also required school districts to make specific transportation alternatives available, including adding stops, rerouting school buses, and providing access to public transportation.²⁴

The self-audit checklist is designed to help school districts determine whether they are complying with the Act's requirements, including identifying homeless students, enrolling and providing services to homeless students, and parental information and choice. The audit first focuses on the district's policy as a whole; the audit then reviews student identification, provision of services, the role of the Homeless Liaison, parental notification and participation, enrollment disputes, training, reassessment, and data collection.

It is strongly suggested that districts develop policies and protocols for homeless students. The policy should specify that homeless students shall be appropriately identified and provided services consistent with local, state, and federal law. The policy should also provide for annual review and monitoring of the protocols to determine whether homeless students are being identified and provided appropriate services and programs.

It is also strongly suggested that districts maintain both a centralized and local database for their homeless students. A centralized student information system can assist with monitoring homeless students and ensuring their needs are met, especially if students shift locations within a school district. In a more localized context, individual information about student status and parental participation may aid educators who are working directly with homeless individuals.

The self-audit checklist is designed to be used at the district level, in a collaborative process involving those departments that share responsibility for homeless students, including registration and professional development. The checklist is intended to be a summary of services initiated by the district upon a student's enrollment in the district. Districts should consult with

²¹ In chronological order, the cases were brought in: Chicago, Illinois (1992), against the city of Chicago and its school system; Washington, D.C. (1992), against the District of Columbia and its school system; Prince George's County, Maryland (2001), against the Board of Education; Montgomery County, Maryland (2004), against the Board of Education; Suffolk County, New York (2004), against the state, counties, and 14 school districts; Baltimore, Maryland (2006), against the Board of Education; Honolulu, Hawaii (2007), against the state of Hawaii.

²² *Bullock v. Board of Educ. of Montgomery County*, 210 F.R.D. 556 (D.Md. 2002), Memorandum of Understanding, Part 3. See also *National Law Center on Homelessness and Poverty, R.I. v. New York*, 224 F.R.D. 314 (E.D.N.Y. 2004), Settlement Agreement and Consent Order, para. 21.

²³ *Id.*, Part 5. In *Bullock*, the parties refer to the questionnaire as a "Homeless Status" form. In accordance with non-regulatory guidance from the DOE, we refer to a similar form as a Residency Questionnaire. See U.S. Dep't of Educ., "Education for Homeless Children and Youth Program: Non-Regulatory Guidance," 2004, app. D.

²⁴ *Id.*, Part 6.

their local counsel to address the specifics of their state and local governments' requirements.

Self-Audit Checklist for School Compliance with Requirements for Homeless Students

This self-audit form allows a school district to examine whether the district has procedures in place that demonstrate compliance with the McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431, *et seq.* (“the Act”), the federal law addressing the needs of homeless students. Because the self-audit form is comprehensive, it may take some time to complete and could require review by district departments that interact with homeless students. Typically, these departments might include Student Information Services, Professional Development and the Homeless Liaison Office. Components of the self-audit may most appropriately be completed by each responsible department.

Items on the checklist that are marked with an asterisk (*) are considered best practices, not legal requirements.

The checklist is not intended to constitute legal advice. It may be useful for school district personnel to consult with an attorney who is experienced and knowledgeable about the requirements of the law so as to determine the school district’s level of potential exposure.

Name of School District

Names of Persons Completing Self-Audit Checklist

Date of Completion

Homeless Student Policy

Does the district have a homeless student policy?

	<u>Yes</u>	<u>No</u>
◆ The district has a homeless student policy, approved by its board	<input type="checkbox"/>	<input type="checkbox"/>
◆ The policy has been reviewed by legal counsel to ensure compliance with federal, state, and local regulations	<input type="checkbox"/>	<input type="checkbox"/>
◆ Barriers to education have been removed from other policies and manuals	<input type="checkbox"/>	<input type="checkbox"/>
◆ The policy prohibits segregated education for homeless students	<input type="checkbox"/>	<input type="checkbox"/>
◆ The policy provides that services for homeless students will be appropriately staffed and resourced	<input type="checkbox"/>	<input type="checkbox"/>
◆ The policy provides for appropriate identification and placement of homeless students	<input type="checkbox"/>	<input type="checkbox"/>
◆ The policy provides for annual monitoring and review of student status	<input type="checkbox"/>	<input type="checkbox"/>

- ◆ The policy provides for coordination between central administration staff and school-based personnel
- ◆ The policy is easily accessible by the general public

• **Does the district’s definition of homelessness include children and youths:**

- | | <u>Yes</u> | <u>No</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons (“doubled up”) | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Living in emergency or transitional shelters, abandoned in hospitals, or awaiting foster care placement | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ 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 | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Migratory children who meet any of the above circumstances | <input type="checkbox"/> | <input type="checkbox"/> |

Identification of Homeless Students: New Students

• **Does the district administer a Residency Questionnaire upon enrollment?**

- | | <u>Yes</u> | <u>No</u> |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ Residency Questionnaire is part of registration or enrollment | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Residency Questionnaire is available in all the major languages of students in the district | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Qualified staff are available to assist with Residency Questionnaire | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Residency Questionnaire is kept on file in each student’s cumulative folder | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ In the school | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ At a centralized location | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

It is strongly recommended that the form be kept in the student’s cumulative file.

• ***Are preschool-aged homeless children identified?**

- | | <u>Yes</u> | <u>No</u> |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ *Shelters and other agencies collaborate to identify preschool-aged children | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Upon completing Residency Questionnaire, staff inquire as to whether there are also preschool-aged children in the | <input type="checkbox"/> | <input type="checkbox"/> |

family

• **Once new students are identified as homeless, are they immediately enrolled?**

	<u>Yes</u>	<u>No</u>
◆ Homeless students are immediately enrolled, regardless of documentation	<input type="checkbox"/>	<input type="checkbox"/>
◆ Alternatives to traditional documentation are accepted (e.g., affidavits of residency)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Schools have provisions for collecting health and school records from a student's school of origin**	<input type="checkbox"/>	<input type="checkbox"/>
◆ Homeless students and their parents are notified of their right to remain at their school of origin	<input type="checkbox"/>	<input type="checkbox"/>
◆ Schools maintain records in anticipation of providing them to other schools	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Immunization services are available on-site.	<input type="checkbox"/>	<input type="checkbox"/>

** "School of origin" is the school the child attended when permanently housed, or the school in which the child was last enrolled.

Identification of Homeless Students: Current Students

• **How are current students identified as homeless?**

	<u>Yes</u>	<u>No</u>
◆ Withdrawal forms inquire as to whether withdrawal is related to a loss of housing	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Residency Questionnaire is part of withdrawal process	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Other agencies inform schools about homeless students	<input type="checkbox"/>	<input type="checkbox"/>

• **Is information on the rights of homeless families made available to parents throughout the year?**

	<u>Yes</u>	<u>No</u>
◆ Form with information is sent with students at least 2 times per year	<input type="checkbox"/>	<input type="checkbox"/>
◆ The form must be signed by a parent and returned	<input type="checkbox"/>	<input type="checkbox"/>
◆ Information includes:		
○ Enrollment rights	<input type="checkbox"/>	<input type="checkbox"/>
○ Notification that homeless students will not receive separate education or be stigmatized by staff	<input type="checkbox"/>	<input type="checkbox"/>
○ Notification of services available to homeless students	<input type="checkbox"/>	<input type="checkbox"/>

- **Describe the materials the district uses to provide information to homeless students and parents.** (Please identify by title)

- ◆ Where are these materials regularly available? _____
- ◆ When (how often) are these materials distributed? _____
- ◆ Which languages are they printed in? _____

Services

- **After students are identified as homeless, what services are provided to them?**

	<u>Yes</u>	<u>No</u>
◆ Transportation	<input type="checkbox"/>	<input type="checkbox"/>
◆ Meals and nutrition programs	<input type="checkbox"/>	<input type="checkbox"/>
◆ Procurement of health and student records	<input type="checkbox"/>	<input type="checkbox"/>
◆ Access to before- and after-school programs	<input type="checkbox"/>	<input type="checkbox"/>
◆ School supplies	<input type="checkbox"/>	<input type="checkbox"/>
◆ Access to services such as limited English proficiency, disability, gifted and talented, and vocational programs	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Fee waivers for fee-based programs (e.g., arts and sports)	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Additional support for students who are behind due to loss of housing	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Other services (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

- **How is transportation provided?**

	<u>Yes</u>	<u>No</u>
◆ Additional bus stops	<input type="checkbox"/>	<input type="checkbox"/>
◆ Additional bus routes	<input type="checkbox"/>	<input type="checkbox"/>
◆ Tokens or other means of accessing public transportation	<input type="checkbox"/>	<input type="checkbox"/>
◆ Taxi fare	<input type="checkbox"/>	<input type="checkbox"/>
◆ Parents can access tokens or other means to travel with their children, as necessary	<input type="checkbox"/>	<input type="checkbox"/>
◆ Transportation is made available in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>
◆ Transportation information and resources are accessible, consistent and reliable	<input type="checkbox"/>	<input type="checkbox"/>
◆ Alternative means of transportation are available if the initial method should fail	<input type="checkbox"/>	<input type="checkbox"/>
◆ *If transportation is unavailable for a period of time, students have access to make-up exams and/or homework	<input type="checkbox"/>	<input type="checkbox"/>

• ***What accommodations are provided for homeless students who have missed school due to family transitions?**

- | | <u>Yes</u> | <u>No</u> |
|-----------------------------------------|--------------------------|--------------------------|
| ◆ Individual tutoring outside of school | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Group tutoring in the evening | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Additional time with homework | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Homeless Liaison

• **How does the district's Homeless Liaison function?**

- | | <u>Yes</u> | <u>No</u> |
|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ One designated Homeless Liaison for the district, with a designated phone number | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Coordinates with shelters and other agencies that work with homeless children and families | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Oversees outreach, particularly the distribution and placement of posters and brochures | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Assists parents and schools in obtaining school and health records | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Informs families of the transportation services available | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Assists parents and children in dispute resolution | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Pays particular attention to assisting homeless unaccompanied youth | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Tracks and monitors homeless students within the district | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Coordinates / participates in a homeless task force or coalition | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Refers families to other services, as needed | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Parental Notification and Participation

• **How are parents notified of their rights under the Act?**

- | | <u>Yes</u> | <u>No</u> |
|--------------------------------------------------|--------------------------|--------------------------|
| ◆ Informational brochures are available | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Information meetings are scheduled | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Individual interaction with a Homeless Liaison | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

- **Are parents involved in a discussion of school placement for their students?**

- | | <u>Yes</u> | <u>No</u> |
|----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ Parents are informed of their right to remain at the school of origin | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Parents and administrators discuss the best interest of the child when choosing school placement | <input type="checkbox"/> | <input type="checkbox"/> |

- ***In what ways are parents of homeless students encouraged to participate in school activities?**

- | | <u>Yes</u> | <u>No</u> |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ *Parent-teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Conferences with social worker and/or guidance counselor | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *School site meetings | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Parent-teacher organizations | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Community information meetings | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Parent skills trainings | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Accessible portion of the district’s website designated for parental information | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ *Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Enrollment Disputes

- **How are parents and guardians notified of their rights regarding disputes and appeals?**

- | | <u>Yes</u> | <u>No</u> |
|-----------------------------------------------------------|--------------------------|--------------------------|
| ◆ Brochure given to parents at the time of identification | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Letter sent with students | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

- **What does the written notification of enrollment decisions include?**

- | | <u>Yes</u> | <u>No</u> |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| ◆ Explains the decision and the right to appeal | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Notifies families of their right to immediate enrollment, pending resolution of the dispute | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Provides timelines for resolving appeals | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Includes contact information for Homeless Liaison and state coordinator | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Includes simple form for appealing the decision and initiating dispute resolution | <input type="checkbox"/> | <input type="checkbox"/> |

• **How are appeals handled by the district?**

	<u>Yes</u>	<u>No</u>
◆ Disputes are resolved at district level, not school level	<input type="checkbox"/>	<input type="checkbox"/>
◆ Families can initiate dispute resolution at the school of their choosing, the district, or the Homeless Liaison's office	<input type="checkbox"/>	<input type="checkbox"/>
◆ Assistance is provided for filling out the form	<input type="checkbox"/>	<input type="checkbox"/>
◆ Pending resolution, student remains at the school of parent's choice	<input type="checkbox"/>	<input type="checkbox"/>
◆ Families can access state-level appeals process with state coordinator	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Families are given a conference with a liaison or administrator	<input type="checkbox"/>	<input type="checkbox"/>
◆ *Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Homeless Unaccompanied Youth

• **What additional measures are in place to meet the needs of homeless unaccompanied youth?**

	<u>Yes</u>	<u>No</u>
◆ Homeless Liaison assists youth in choosing schools	<input type="checkbox"/>	<input type="checkbox"/>
◆ Youth are informed of rights to services and appeals in an accessible format	<input type="checkbox"/>	<input type="checkbox"/>
◆ Personnel ensure that youth are immediately enrolled in school	<input type="checkbox"/>	<input type="checkbox"/>
◆ Personnel ensure that youth have access to dispute resolution	<input type="checkbox"/>	<input type="checkbox"/>

Training

• **What efforts does the district undertake to support teachers and other personnel to assure continuing support for homeless students and compliance with the Act?**

	<u>Yes</u>	<u>No</u>
◆ Mandatory training for all teachers and other personnel	<input type="checkbox"/>	<input type="checkbox"/>
◆ Guidelines given to all personnel (teachers and others)	<input type="checkbox"/>	<input type="checkbox"/>
◆ In-house professional development	<input type="checkbox"/>	<input type="checkbox"/>
◆ Support for external professional development	<input type="checkbox"/>	<input type="checkbox"/>
◆ Collaboration with homeless shelters and aid agencies	<input type="checkbox"/>	<input type="checkbox"/>
◆ Collaboration with state level department of education	<input type="checkbox"/>	<input type="checkbox"/>
◆ Key contact provided at each school for homeless students and families	<input type="checkbox"/>	<input type="checkbox"/>
◆ Other materials are given to personnel (list by name): _____	<input type="checkbox"/>	<input type="checkbox"/>
◆ Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Reclassification

• **What information is collected when reclassifying student status?**

- | | <u>Yes</u> | <u>No</u> |
|----------------------------------|--------------------------|--------------------------|
| ◆ Current housing situation | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Change in transportation needs | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other parental requests | <input type="checkbox"/> | <input type="checkbox"/> |

• **Who has responsibility for making a reclassification decision?**

- | | <u>Yes</u> | <u>No</u> |
|---------------------------------|--------------------------|--------------------------|
| ◆ District level | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ School level | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

• **Where is information regarding reclassification decisions stored?**

- | | <u>Yes</u> | <u>No</u> |
|---------------------------------------|--------------------------|--------------------------|
| ◆ Statewide Information System | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ District Student Information System | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Local student cumulative files | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

• **How are reclassification decisions communicated to parents?**

- | | | |
|-------------------------------------------------------|--------------------------|--------------------------|
| ◆ Letter sent home with student | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Conference with liaison or administrator | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Parental approval is requested for reclassification | <input type="checkbox"/> | <input type="checkbox"/> |

Data Collection & Reporting

• **How often does the district evaluate the status of homeless students?**

- ◆ Kindergarten – 2nd grade: _____
- ◆ 3rd grade – 5th grade: _____
- ◆ Middle school level (6th grade – 8th grade): _____
- ◆ High school level (9th grade – 12th grade): _____

• **How is that status reported?**

- | | <u>Yes</u> | <u>No</u> |
|-------------------------------------------------|--------------------------|--------------------------|
| ◆ Homeless Liaison maintains and reports status | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Individual school personnel report status | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ Other (please specify): _____ | | |

- **What actions are taken to address weaknesses in the district's homeless student support program?**

	<u>Yes</u>	<u>No</u>
◆ Program review	<input type="checkbox"/>	<input type="checkbox"/>
◆ Assessment of support programs and identification protocols	<input type="checkbox"/>	<input type="checkbox"/>
◆ Professional development for administrators, teachers and staff	<input type="checkbox"/>	<input type="checkbox"/>
◆ Other (please specify): _____		

District Demographics

- **For the current school year, how many homeless students are identified:**

- ◆ District-wide: _____
- ◆ Kindergarten – 2nd grade: _____
- ◆ 3rd grade – 5th grade: _____
- ◆ Middle school level (6th grade – 8th grade): _____
- ◆ High school level (9th grade – 12th grade): _____

- **Fill out the following chart for schools with 1 or more homeless students enrolled:**

Number of students in Grade:

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
_____	—	—	—	—	—	—	—	—	—	—	—	—	—
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Funding Resources

- **Identify the types of funding that your district receives from the federal government under McKinney-Vento:** _____
- **Identify the types of funding, if any, that your district receives from your State for homeless support programs:** _____

- **How is state funding allocated?**_____

- **Has the district been approached by any outside organizations representing the interests of homeless students regarding deficiencies in the district's practices? If so, please describe:**
