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CAMPUS SELF-ASSESSMENT GUIDE

for the

EDUCATION OF STUDENTS IN HIGHLY MOBILE AND HOMELESS SITUATIONS

*This document has been adapted from the 1994 revision of
the Texas Campus Self-Assessment Guide developed by
Dr. Joseph F. Johnson, Jr., for the Texas Education Agency.*

March 2004

***States or districts must enhance this document
with information pertinent to their own state or district.***

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Statement of Philosophy

Homelessness continues to be a crisis in America. It is estimated that there may be millions of individuals experiencing homelessness in America. According to recent reports by the United States Conference of Mayors, families with children remain among the fastest growing subgroups of the homeless population. These children have many needs, including shelter, health care, food, and clothing. In many cases, education may seem to be a secondary need. Yet, without education, the chances that children experiencing homelessness will eventually become adults experiencing homelessness may be significantly increased.

This guide was developed with the philosophy that schools can make a difference. Schools can provide a stabilizing environment, a haven from the chaos of homelessness; but also, schools can provide the quality of educational experience to empower students in homeless situations to break the cycles of poverty, dependency, and homelessness. Schools can provide a critical link between the community and children without homes and their families. If we truly believe that "all children can learn," then we must recognize that children and youth in homeless situations are indeed educable and very capable of positively contributing to the betterment of our society.

This guide attempts to help schools answer the questions, ***What can we do to help children and youth in highly mobile and homeless situations? How can we help children and youth without homes learn?***

Most of the issues discussed in the guide are not compliance issues. Where the McKinney-Vento Act requires action, the law is cited and the question is listed in bold print. Many of the questions listed in the guide do not currently have specific language addressing them in law or regulation. Rather, issues have been identified that are likely to impact the quality of education received by children and youth in homeless situations. These issues are based on research outcomes and nearly 15 years of examining and collecting best practices in educating highly mobile students from across the country.

The guide is divided into four chapters. The first chapter focuses on the training of school personnel about issues related to homelessness and the needs of children and youth experiencing homelessness. The second chapter focuses on issues related to enrolling children and youth without homes and identifying their presence in schools. The third chapter focuses on the delivery of services to

students in homeless situations. Finally, the fourth chapter addresses issues of interagency coordination.

Each chapter consists of questions that serve as indicators of the extent to which a school is addressing the needs of students in homeless situations. Affirmative answers to the questions listed in the guide should highlight areas in which the school demonstrates the concern, commitment, and creativity necessary to help ensure that children and youth in homeless situations enroll in school, attend classes, and achieve success. In situations where a school cannot answer affirmatively, the question may suggest an area in which the school can establish goals and seek to improve the quality of its services.

With this guide, a school can identify and acknowledge the ways in which it is addressing the needs of students in homeless situations. Simultaneously, the guide enables the school to identify those areas in which improvement is possible. Many educators have expressed concern about how they might better respond to the needs of children and youth in their schools who are experiencing homelessness. This guide offers a process for transforming such concern into positive action.

Recommendations for Completing the Self-Assessment Guide

1. The self-assessment guide is designed to help individual schools assess their effectiveness in meeting the needs of students in homeless situations. Each campus should assess itself. A small number of the questions address district-wide actions. Campuses that cannot respond affirmatively to these questions may choose to encourage appropriate action at the district level.
2. The self-assessment process is most effective when the assessment is conducted by individuals representing a variety of perspectives. Therefore, the campus should select a committee to include the teachers, professional support staff, nonprofessional support staff, administrators, representatives of local shelters or agencies that serve homeless children and youth, parents of children and youth experiencing homelessness, and (in some cases) students in homeless situations.
3. The assessment committee should schedule two or three meetings during which they will complete the self-assessment process.
4. The assessment committee should review each question in the guide. When the committee does not unanimously agree upon an answer, a process may be identified to reach consensus or get additional information. Some committee members may be asked to interview teachers, students, or other appropriate individuals prior to the next meeting of the assessment committee.
5. Items in bold are actions that districts are **required** to take by the *McKinney-Vento Homeless Education Assistance Improvements Act of 2001* (Title X, Part C, *No Child Left Behind Act*). [Only Washington, D.C., schools are exempt because the city does not accept McKinney-Vento funds.] If one of those items generates a “No” response, the school must take corrective action.
6. When items are clearly not applicable to the campus, those items should be marked "N/A."
7. When items cannot be answered with a definite "yes" or "no," the committee should indicate in its report the reasons neither answer would be appropriate.
8. After completing each chapter of the guide, the committee should recommend goals and objectives related to the committee's findings. It is not necessary to

develop an objective for every question that was not answered affirmatively. The committee may choose to make recommendations related to those issues which are most important to the enrollment, attendance, and success of students in homeless situations.

9. The committee should develop a written report, including goals and objectives and responses to the self-assessment guide questions. The report should be considered in the development of all school plans, including school improvement plans and budgeting requests. The report should be made available to school personnel, shelter personnel, community members, and school board officials.
10. In adopting the report of the assessment committee, schools are urged to simultaneously adopt systems for monitoring their progress toward accomplishing their goals. **The district's homeless liaison, required in every school district, [McKinney-Vento Act §722(g)(1)(J)(ii)]** could serve as the coordinator for the campus plans within a district, and use the individual plans to formulate a comprehensive, effective district-wide plan to address the education of children and youth experiencing homelessness.
11. If assistance is desired at any point during the self-assessment, the Texas Homeless Education Office may be contacted at (512) 475-9702 or in Texas, 1-800-446-3142.

CHAPTER I: Awareness/Training

GOAL: Training programs help school personnel become aware of and sensitive to the needs of children and youth in homeless situations.

A. Objective: School personnel are aware of local facilities that serve children and youth in homeless situations and the extent to which children and youth in the school's community experience homelessness. [McKinney-Vento Act §722(g)(6)(A)(i) and (B) and (C)]

Y	N	N/A	
			1. Are school personnel aware of the shelters in their community or attendance zone, including:
___	___	___	a. domestic violence shelters?
___	___	___	b. runaway youth shelters?
___	___	___	c. child protective services shelters?
___	___	___	d. emergency shelters associated with residential facilities?
___	___	___	e. rescue missions and other emergency shelters?
			2. Are school personnel aware of other places in their community or attendance zone where people in homeless situations might be living, including:
___	___	___	a. campgrounds?
___	___	___	b. motels/hotels?
___	___	___	c. abandoned buildings?
___	___	___	d. other areas where individuals without homes may live?
			3. Are school personnel aware of the agencies within their community that might provide services (other than shelter) to children and youth in homeless situations, including:
___	___	___	a. community action agencies?
___	___	___	b. job training programs?
___	___	___	c. food banks?
___	___	___	d. church/civic organizations?
___	___	___	e. counseling providers?

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | f. community recreation programs? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | g. day care providers? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | h. community support groups? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | i. other service providers? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Have school personnel visited shelters or other agencies within their community that provide services to children and youth in homeless situations? |

B. Objective: School personnel have received training on the causes of homelessness, the needs of children and youth experiencing homelessness, and the ways in which public schools can better respond to those needs.

Y N N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Does the school district have a policy that requires on-going training on the special issues and needs of children and youth without homes for all professional and classified staff who interact with these children and youth including (but not limited to): |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. teachers, aides, student teachers, tutors, and other instructional personnel? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. principals and other administrative personnel? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. counselors, nurses, librarians, diagnosticians, social workers, therapists, and other professional support personnel? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. cafeteria workers, bus drivers, custodians, secretaries, clerks, crossing guards, and other classified staff? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Does the school district have a written policy or procedure that identifies the person(s) responsible for ensuring that all school personnel have staff development oriented towards the needs of children and youth in homeless situations? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Have all school board members and school personnel, including all professional and classified staff who interact with children, been provided with staff development (minimum 2 hours) that includes: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. definition of homelessness? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. causes of homelessness? |

- ___ ___ ___ c. barriers to enrollment confronting children and youth experiencing homelessness?
- ___ ___ ___ d. barriers to school success confronting children and youth experiencing homelessness?
- ___ ___ ___ e. requirements of the Stewart B. McKinney Act related to children and youth without homes?
- ___ ___ ___ f. strategies through which schools can help students in homeless situations achieve success?
- ___ ___ ___ g. emotional impact of inappropriate or thoughtless comments or actions which focus on the child's homelessness as a way of singling out, ignoring, teasing, or disciplining a child?
- ___ ___ ___ h. potentially life-threatening consequences of revealing information about children from battered families?
- ___ ___ ___ i. community resources and services available to students without homes?
- ___ ___ ___ j. strategies for helping parents and students become aware of and sensitive to issues confronting students experiencing homelessness?
- ___ ___ ___ 4. Do school personnel have access to materials (brochures, articles, books, curriculum materials, video presentations, etc.) that can assist personnel, parents, or students in understanding the causes of homelessness, the needs of children and youth experiencing homelessness, and the ways in which public schools can better respond to those needs?
- ___ ___ ___ 5. Do school personnel (particularly campus administrators, professional support personnel, and teachers) utilize available materials in assisting other personnel, parents, and students in understanding the causes of homelessness, the needs of children and youth experiencing homelessness, and the ways in which public schools can better respond to those needs?
- ___ ___ ___ 6. Once school personnel have received training, are efforts made to reduce staff turnover and maintain trained personnel in schools serving shelter populations?

**Notes on Chapter I
Awareness/Training**

Recommendations for Action

CHAPTER II: Identification and Enrollment

GOAL: Through deliberate outreach efforts, the school enrolls all children and youth in homeless situations. In a manner which respects confidentiality, students without homes are identified to ensure that their needs are met.

A. **Objective:** The school actively seeks to identify and enroll children and youth experiencing homelessness.

Y N N/A

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| ___ | ___ | ___ | 1. Has the district appoint the required homeless liaison? [McKinney-Vento Act §722(g)(1)(J)(ii)] |
| ___ | ___ | ___ | 2. Does the school and district provide public notice of the educational rights of homeless children and youths where such children and youths and their families receive services, such as schools, family shelters, and soup kitchens? [McKinney-Vento Act §722(g)(6)(A)(v)] |
| ___ | ___ | ___ | 3. Does the school provide written information on student enrollment policies and procedures, including actual enrollment forms, in English, Spanish, or other appropriate languages? |
| ___ | ___ | ___ | 4. Is information on student enrollment policies and procedures (including actual enrollment forms) available to parents in places other than the school district central office, including: |
| ___ | ___ | ___ | a. school building offices? |
| ___ | ___ | ___ | b. shelters? |
| ___ | ___ | ___ | c. day care centers? |
| ___ | ___ | ___ | d. churches, food banks, other community agencies? |
| ___ | ___ | ___ | e. state-level social services offices? |

- ___ ___ ___ f. public housing development?
- ___ ___ ___ 5. Does the school provide information on student enrollment policies and procedures through any of the following:
- ___ ___ ___ a. enrollment hotlines?
- ___ ___ ___ b. training for shelter personnel about enrollment processes?
- ___ ___ ___ c. training for school personnel about enrollment processes?
- ___ ___ ___ d. radio or television public service announcements?
- ___ ___ ___ 6. Does the school provide advertisements of programs for students in at-risk situations or alternative education programs in shelters to entice youth in homeless situations to enroll or re-enroll in school?
- ___ ___ ___ 7. Do school personnel encourage shelter providers to require school attendance for their clients who are eligible for public school services?
- ___ ___ ___ 8. Do school personnel visit the shelter on a regular basis to encourage parents and students to enroll in school and attend regularly?
- ___ ___ ___ 9. Do school personnel encourage shelter providers to visit the school on a regular basis?
- ___ ___ ___ 10. Do school personnel document any situations in which a child cannot be immediately enrolled?
- ___ ___ ___ 11. In situations in which a child cannot be immediately enrolled, do school personnel follow-up with the family or with the child to ensure that efforts are being made to facilitate prompt enrollment?
- ___ ___ ___ **12. Has the district established a procedure to identify students experiencing homelessness? [McKinney-Vento Act §722(g)(6)(A)(i)]**

B. **Objective:** All schools have provisions that help ensure immediate enrollment. Therefore, a parent should not have to make more than one school visit to enroll a child.

Y N N/A

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| ___ | ___ | ___ | 1. If the child has appropriate documentation of immunizations, do school enrollment procedures allow students to be enrolled without other school records or identification? |
| ___ | ___ | ___ | 2. Does the school enroll students in homeless situations who do not have documentation of immunizations, providing a grace period for students to acquire immunizations or documentation of immunizations? |
| ___ | ___ | ___ | 3. Does the school assist children and youth in homeless situations in acquiring needed immunizations? [McKinney-Vento Act §722(g)(3)(C)(iii)] |
| ___ | ___ | ___ | 4. Does the school enroll students who have been immunized, but who have not completed a tuberculosis screening? |
| ___ | ___ | ___ | 5. In cases where a previous school district violates the Family Educational Rights and Privacy Act by withholding student records, does the receiving school immediately enroll the student? [McKinney-Vento Act §722(g)(3)(C)(i)] |
| ___ | ___ | ___ | 6. If the school requires proof of residency through such documents as lease agreements, utility receipts, or similar documents, are such requirements waived for students experiencing homelessness? [McKinney-Vento Act §721(2); §722(g)(3)(C)] |
| ___ | ___ | ___ | 7. When students in homeless situations have not officially withdrawn from their previous school, are they allowed to enroll immediately? |
| ___ | ___ | ___ | 8. When a student experiencing homelessness owes money to previous school for lost textbooks, library fines, lab fees, |

breakage fees, lunch loans, picture money, or other fees or costs, does the receiving school allow the child to enroll immediately?

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|-----|-----|-----|--|
| ___ | ___ | ___ | 9. Are students experiencing homelessness immediately enrolled in free and appropriate educational programs, regardless of the time during the school year when the student seeks enrollment? [McKinney-Vento Act §721(1)and (4)] |
| ___ | ___ | ___ | 10. Does the school enroll students in homeless situations whose residence cannot be verified? [McKinney-Vento Act §721(2); §722(g)(3)(C)(i)] |
| ___ | ___ | ___ | 11. Does the LEA have a process to resolve enrollment disputes involving children/youth in homeless situations? [McKinney-Vento Act §722(g)(3)(E)] |

C. **Objective:** Unaccompanied youth, children or youth in homeless situations who are not living with their parents or legal guardians, have prompt access to school enrollment.

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|-----|-----|-----|---|
| Y | N | N/A | |
| ___ | ___ | ___ | 1. When children and youth in homeless situations are living with friends or relatives, are they allowed to enroll in school without delays or conditions related to legal guardianship? [McKinney-Vento Act §722(g)(3)(C)(i); §722(g)(3)(F)] |
| ___ | ___ | ___ | 2. When runaway youth are living in youth shelters, are they allowed to enroll in school without the approval of their parents? [McKinney-Vento Act §722(g)(3)(C)(i)] |
| ___ | ___ | ___ | 3. When youth without homes who are living on their own seek to enroll in school, are they allowed to enroll in school after appropriate referrals have been made to child protective services agencies? [McKinney-Vento Act §722(g)(3)(C)(i)] |

___ ___ ___ 4. **Are students in homeless situations who are not living with their parents or legal guardians allowed to enroll and attend school without any special conditions such as adherence to a standard of behavior or a standard of academic performance more rigid than that required for other students? [McKinney-Vento Act §722(g)(4)]**

D. **Objective:** Children and youth in homeless situations are enrolled in the school that is most likely to respond to the educational needs of the student.

Y N N/A

___ ___ ___ 1. **Is each child or youth without a home allowed to enroll in and attend the school where the student's shelter or temporary residence is located, if it is in the student's best interest to do so? [McKinney-Vento Act §722(g)(3)(A)(ii)]**

___ ___ ___ 2. **Is each child or youth experiencing homelessness allowed to maintain enrollment in and attend either the school the student attended when permanently housed or the school in which the child was last enrolled (school of origin) for the remainder of the school year or the duration of homelessness, if it is in the student's best interest to do so? [McKinney-Vento Act §722(g)(3)(A)(i)(II); §722(g)(3)(G)]**

___ ___ ___ 3. **For the following school year, is each child or youth who becomes homeless during the summer allowed to maintain enrollment in and attend either the school the student attended when permanently housed or the school in which the child was last enrolled, if it is in the student's best interest to do so? [McKinney-Vento Act §722(g)(3)(A)(i)(I)]**

___ ___ ___ 4. **In determining the best interests of a student without a home for purposes of making a school assignment, is consideration given to a request made by a parent? [McKinney-Vento Act §722(g)(3)(B)]**

E. **Objective:** Children and youth in homeless situations are enrolled in a manner that does not draw attention to their living arrangements.

Y N N/A

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|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Do registrars, secretaries, and other staff persons involved in the enrollment process treat students and their families who are experiencing homelessness in a respectful manner that minimizes embarrassment or frustration? |
| ___ | ___ | ___ | 2. Are provisions made to enable parents in homeless situations to complete the enrollment process in a setting that is confidential, such as a private office? |
| ___ | ___ | ___ | 3. Are provisions made to allow parents in homeless situations to complete required enrollment documents at local shelters or other social service agencies? |

F. **Objective:** So that student needs can be met, appropriate school personnel know which children and youth are experiencing homelessness.

Y N N/A

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|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Does the school have a procedure for making professional staff aware of the living arrangements of children and youth experiencing homelessness? |
| ___ | ___ | ___ | 2. Do teachers, administrators, and appropriate professional support staff (i.e., counselors, at-risk coordinators, visiting teachers, and others) know which students in their school: |
| ___ | ___ | ___ | a. sleep in shelters for homeless people(including domestic violence shelters and shelters for runaway youth)? |
| ___ | ___ | ___ | b. sleep in the homes of friends or relatives because the child or youth lacks a fixed, regular, and adequate residence? |

- | | | | |
|---|---|---|--|
| — | — | — | c. sleep in shelters awaiting institutionalization, adoption, foster care, or other placement? |
| — | — | — | d. sleep in a car, a tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings? |

G. **Objective:** Care is taken to ensure that student confidentiality is respected and that students are not subjected to embarrassment, harassment, or danger because they are in homeless situations.

Y N N/A

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|---|---|---|--|
| — | — | — | 1. Are the school records of students in homeless situations (including cumulative records, attendance records, disciplinary records, immunization records, guardianship records, evaluations for special services, birth certificates, and other records and reports) kept so that inappropriate disclosure of the students' living status is prevented? [McKinney-Vento Act §722(g)(3)(D); §722(g)(7)(B)] |
| — | — | — | 2. When records of children who are living in domestic violence shelters are requested by a parent who is suspected of being abusive, does the school provide the records after a 72-hour delay? |
| — | — | — | 3. When records of children who are living in domestic violence shelters are requested by a parent who is suspected of being abusive, does the school provide the records after notifying the domestic violence shelter of the request? |

**Notes on Chapter I
Enrollment/Identification**

Recommendations for Action

CHAPTER III: Delivery Of Services

GOAL: All children and youth in homeless situations receive needed services and programs in a manner that reflects sensitivity to their individual needs.

A. **Objective:** School personnel demonstrate an awareness of and sensitivity to the needs of children and youth experiencing homelessness. Also, school personnel help students develop an awareness of and sensitivity to the needs of children and youth in homeless situations.

Y N N/A

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 1. Do all school personnel (specifically including, but not limited to, teachers, counselors, administrators, secretarial/clerical staff, custodians, cafeteria/food service staff, bus drivers, crossing guards, social workers/visiting teachers, diagnosticians, psychologists, nurses, librarians, aides, volunteers, student teachers, itinerant staff, and central office personnel) demonstrate sensitivity to the emotional/psychological needs of children and youth experiencing homelessness without using home status to single out, tease, ignore, or discipline? |
| ___ | ___ | ___ | 2. Do all school personnel serve as role models, demonstrating for students appropriate methods for interacting with children and youth in homeless situations? |
| ___ | ___ | ___ | 3. Are there special programs to sensitize the school population to both the common and the special needs of others, including the needs of children and youth without homes? |
| ___ | ___ | ___ | 4. Does the school utilize a "mentor system," providing an adult with whom the student experiencing homelessness can regularly talk? |

___ ___ ___ 5. Does the school utilize a "buddy system" for all new students (including students without homes) to help students become acquainted with school procedures, make friends, and feel accepted at school?

B. **Objective:** Students in homeless situations have access to appropriate general education programs that are designed to help them experience school success.

Y N N/A

___ ___ ___ 1. **In classes, are children in homeless situations given equal opportunity to participate in all classroom activities? [McKinney-Vento Act §725(1); §722(g)(4)]**

___ ___ ___ 2. **Are students experiencing homelessness placed in classrooms that include students who reside in a variety of living arrangements? [McKinney-Vento Act §722(e)(3)(A)]**

___ ___ ___ 3. **Are instructional groupings and seating arrangements made in such a way that students without homes are not segregated from their peers based solely on their residential status? [McKinney-Vento Act §722(e)(3)(A)]**

___ ___ ___ 4. **Are provisions made to ensure that there are accessible tutorial services, adequate to meet the needs of students in homeless situations? [McKinney-Vento Act §721(4)]**

___ ___ ___ 5. Are provisions made to ensure that students in homeless situations have access to assistance with homework, including either after-school tutoring, in-shelter tutoring, homework hotlines, or other strategies?

___ ___ ___ 6. Are the living arrangements of students experiencing homelessness taken into consideration when homework assignments are given?

- ___ ___ ___ 7. Are provisions made to ensure that students experiencing homelessness have access to needed school supplies immediately upon school enrollment?
- ___ ___ ___ 8. When school supplies are provided to students in homeless situations, are they provided in a confidential manner that does not draw attention to the students?
- ___ ___ ___ 9. When students without homes have not attended school for several days during the semester, are they given reasonable opportunities to gain credit?
- ___ ___ ___ 10. Are provisions made to ensure that pupil-teacher ratios are low enough for teachers to promptly assess and meet the needs of students in homeless situations?
- ___ ___ ___ 11. **Do teachers demonstrate academic and behavioral expectations for students in homeless situations that are generally equal to the expectations held for other students? [McKinney-Vento Act §721(4)]**
- ___ ___ ___ 12. Do teachers utilize behavior management strategies that reinforce the appropriate behavior of students in homeless situations?

C. **Objective:** Students in homeless situations have access to case management services that help them benefit from education.

Y N N/A

- ___ ___ ___ 1. Does each student who is experiencing homelessness have the services of an appropriately trained staff person who serves as case manager, ensuring that the student has access to all needed services?
- ___ ___ ___ 2. Does the case manager regularly communicate with school/shelter personnel who have direct contact with the student who is experiencing homelessness?

- | | | | |
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| ___ | ___ | ___ | 3. Does the case manager regularly communicate with other service providers who may assist in addressing needs that impact upon the student's educational success? |
| ___ | ___ | ___ | 4. In situations in which needed services are not provided by regularly assigned school personnel, does the case management system ensure that the needs of homeless students without homes are communicated to itinerant district personnel who provide prompt services? |
| ___ | ___ | ___ | 5. Does the case manager regularly follow up on the provision of services to ensure that the needs of students in homeless situations are being appropriately addressed? |
| ___ | ___ | ___ | 6. Are case management services provided in a confidential manner that does not draw attention to the students receiving the assistance? |

D. **Objective:** Children and youth in homeless situations have access to free/reduced meal programs.

Y N N/A

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|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Are children experiencing homelessness able to access child nutrition programs (i.e., free/reduced price breakfast and lunch programs)? [McKinney-Vento Act §722(g)(4)(e); §722(e)(3)(C)(i)(III)(cc)] |
| ___ | ___ | ___ | 2. Are children in homeless situations immediately enrolled in child nutrition programs? [USDA School Nutrition Programs Guidance, April 2002] |
| ___ | ___ | ___ | 3. Are children without homes provided food services in a manner that does not bring undue attention to their living arrangements? [McKinney-Vento Act §722(g)(1)(J)(i)] |
| ___ | ___ | ___ | 4. When eligibility cannot be obtained immediately, are |

provisions made to ensure that students in homeless situations have access to school meal programs?

___ ___ ___ 5. Does the school participate in the federal summer meal program, allowing students in homeless situations access to free meals year-round?

E. **Objective:** Children and youth in homeless situations have access to transportation services that help them benefit from education.

Y N N/A

___ ___ ___ 1. **Are children in homeless situations provided transportation services that are at least comparable to transportation services provided to other students? [McKinney-Vento Act §722(g)(4)(A)]**

___ ___ ___ 2. **Are children and youth without homes evaluated immediately upon enrollment to determine eligibility for additional transportation services, such as transportation to the school of origin (if requested by the parent of guardian, or in the case of an unaccompanied youth, the liaison)? [McKinney-Vento Act §722(g)(1)(J)(iii)(I) and (II)]**

___ ___ ___ 3. **When it is in the student's best interest to attend the school he/she attended prior to becoming homeless, and the student's shelter or other living arrangement is in a different school attendance zone, are arrangements made to provide transportation for the student to and from school? [McKinney-Vento Act §722(g)(1)(J)(iii)(I) and (II)]**

___ ___ ___ 4. In situations where walking to and from school is dangerous or unrealistic (even when the student lives within areas ineligible for school transportation) does the district provide transportation?

___ ___ ___ 5. Do transportation services begin immediately once eligibility is determined?

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Are efforts made to minimize embarrassment or stress felt by students in homeless situations by planning bus routes and bus stops in a way that does not draw attention to children's living arrangements? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. In situations where students in homeless situations attend a day care center (apart from the shelter in which they reside) before school, is transportation provided to school from the day care center? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. In situations in which homeless students attend a day care center (apart from the shelter in which they reside) after school, is transportation provided from school to the day care center? |

F. **Objective:** Students in homeless situations have access to health services that help them benefit from education.

Y N N/A

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Are health services provided to students without homes at least comparable to health services provided to other students in the school district? [McKinney-Vento Act §722(g)(6)(A)(iii); §722(g)(4)] |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Are provisions made to ensure that students experiencing homelessness who have not been immunized receive required immunizations immediately upon school enrollment? [McKinney-Vento Act §722(g)(3)(C)(iii)] |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Are provisions made to ensure that the health needs of students in homelessness are assessed by qualified school health personnel immediately upon school enrollment? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Are provisions made to ensure the adequate availability of school health personnel on campuses serving students experiencing homelessness? |

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| ___ | ___ | ___ | 5. Are provisions made to ensure that students in homeless situations have appropriate information about health concerns related to their individual needs? |
| ___ | ___ | ___ | 6. Are provisions made to ensure that students experiencing homelessness have access to dental, vision, and hearing services when such services may better enable the student to benefit from education? |
| ___ | ___ | ___ | 7. Are provisions made to ensure that students in homeless situations have access to medical services when such services may better enable the student to benefit from education? |
| ___ | ___ | ___ | 8. Are provisions made to provide students in homeless situations with appropriate school clothing and school shoes when they lack appropriate apparel? |
| ___ | ___ | ___ | 9. When school clothes or school shoes are provided, are they provided in a confidential manner that does not draw attention to the student receiving the items? |
| ___ | ___ | ___ | 10. When students without homes have basic hygiene needs that are not being met, are there provisions for addressing those needs in a way that does not draw attention to the students receiving the assistance? |
| ___ | ___ | ___ | 11. Are the health needs of students in homeless situations discussed with homeless parents, shelter personnel, and public health personnel to ensure collaborative responses to health needs? |
| ___ | ___ | ___ | 12. Are parents experiencing homelessness provided with information about strategies for preventing health problems to which their children might have greater vulnerability because of homelessness? |

G. **Objective:** Students in homeless situations have access to counseling services that help them benefit from education.

Y N N/A

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|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Are counseling services provided to students in homeless situations that are at least comparable to counseling services provided to other students in the school district?
[McKinney-Vento Act §722(g)(4); §722(g)(6)(A)(iii)] |
| ___ | ___ | ___ | 2. Are provisions made to ensure that the counseling needs of students experiencing homelessness are promptly and adequately assessed upon school enrollment? |
| ___ | ___ | ___ | 3. Are provisions made to ensure that there are adequate counseling services available to meet the needs of children and youth without homes? |
| ___ | ___ | ___ | 4. In allocating counseling/social work personnel, has the district given adequate consideration to the needs of school campuses that serve large numbers of students without homes? |
| ___ | ___ | ___ | 5. Are support groups formed that help students in homeless situations better manage the stresses in their personal/family lives so that they might be more likely to achieve success in school? |
| ___ | ___ | ___ | 6. Are provisions made to ensure that students experiencing homelessness have access to individual counseling sessions with appropriately trained personnel, when necessary? |
| ___ | ___ | ___ | 7. Are counseling services provided in a confidential manner that does not draw attention to the students receiving the assistance? |

H. **Objective:** Students in homeless situations who have emerging English proficiency have prompt access to appropriate services.

Y N N/A

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| ___ | ___ | ___ | 1. When the primary home language is not English, are children in homeless situations promptly |
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assessed to determine their level of English proficiency? [McKinney-Vento Act §722(g)(4)(B)]

- ___ ___ ___ 2. If students in homeless situations are eligible for services provided to students with emerging English proficiency, students, are such services promptly made available?
- ___ ___ ___ 3. **In being assessed, identified, and served as a student with emerging English proficiency, are students without homes provided all of the rights and privileges required by federal, state, and local laws, rules, and policies? [McKinney-Vento Act §722(g)(4)]**

I. **Objective:** Students in homeless situations who need special education have prompt access to appropriate services.

Y N N/A

- ___ ___ ___ 1. **If students in homeless situations exhibit characteristics of exceptional children, do school personnel promptly make referral for special education evaluation? [McKinney-Vento Act §722(g)(4)(B)]**
- ___ ___ ___ 2. When referrals for special education evaluation are made, are special considerations made to ensure that evaluation occurs prior to the student moving away from the district?
- ___ ___ ___ 3. When special education evaluations are conducted, are special considerations made to ensure that necessary meetings are convened immediately, so that placement decisions can be made prior to the student moving away from the district?
- ___ ___ ___ 4. **In all special education processes, from referral through placement, are students experiencing homelessness provided all of the rights and privileges required by federal, state, and local laws, rules, and policies? [McKinney-Vento Act §722(g)(4)(B)]**

- ___ ___ ___ 5. **When students in homeless situations indicate that they participated in special education programs in a previous school, are there provisions for placing the students immediately in a comparable program until further evaluation or verification can take place? [McKinney-Vento Act §722(g)(4)(B); §722(g)(3)(C)]**
- ___ ___ ___ 6. Does the school district make adequate outreach efforts to inform parents experiencing homelessness and shelter personnel about programs for disabled infants and young children?
- ___ ___ ___ 7. **Does the school district provide training for local shelter personnel concerning referral procedures for children who may have handicapping conditions (including infants, toddlers, and other children who may not be in school); or does the district provide some other system for assuring that handicapped children without homes are screened and evaluated? [Section 504 of the Rehabilitation Act]**
- ___ ___ ___ 8. **When infants and toddlers experiencing homelessness are identified through screening procedures as possibly needing special education evaluation, is evaluation promptly provided in accordance with all rights granted by federal, state, and local laws and policies? [McKinney-Vento Act §722(g)(4)]**
- ___ ___ ___ 9. **When infants and toddlers experiencing homelessness are determined to be eligible for special education early childhood services, are such services promptly provided? [McKinney-Vento Act §722(g)(4)(B)]**

J. **Objective:** Students in homeless situations who are intellectually/academically gifted or talented have prompt access to appropriate services.

- | Y | N | N/A | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 1. If students in homeless situations exhibit characteristics of gifted students, do school personnel promptly make referral for gifted program evaluation? [McKinney-Vento Act §722(g)(4)(D)] |
| ___ | ___ | ___ | 2. When referrals for gifted program evaluation are made, are special considerations made to ensure that evaluation occurs prior to the student moving away from the district? |
| ___ | ___ | ___ | 3. When students in homeless situations meet the criteria for placement in gifted programs, is appropriate placement made promptly? [McKinney-Vento Act §722(g)(4)(D)] |
| ___ | ___ | ___ | 4. In all evaluation processes for gifted program placement, are students experiencing homelessness provided all of the rights and privileges required by federal, state, and local laws, rules, and policies? [McKinney-Vento Act §722(g)(4)(D)] |
| ___ | ___ | ___ | 5. When students without homes enroll indicate that they participated in gifted programs in a previous school, are there provisions for immediate placement in a comparable program until further evaluation or verification can take place? |
| ___ | ___ | ___ | 6. In the evaluation process for gifted program placement, are evaluation strategies used that do not disadvantage children who have had few middle-class experiences? |

K. **Objective:** Students in homeless situations who need work-study programs have prompt access to appropriate services.

- | Y | N | N/A | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Upon school enrollment, are students in homeless situations provided information about work-study programs for which they might be eligible? |

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|-----|-----|-----|--|
| ___ | ___ | ___ | 2. Does the school make adequate outreach efforts to inform students without homes who may have dropped out or who may be reluctant to enroll about work-study programs? |
| ___ | ___ | ___ | 3. If a student experiencing homelessness expresses interest in participating in a work-study program, is eligibility assessed promptly and on the same basis as used for other students? [McKinney-Vento Act §722(g)(4)] |
| ___ | ___ | ___ | 4. If a student without a home is eligible for participation in a work-study program, is access provided, even when the student enrolls in mid-year. |

L. **Objective:** Students in homeless situations who qualify for and wish to participate in vocational programs have prompt access to appropriate programs.

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|-----|-----|-----|---|
| Y | N | N/A | |
| ___ | ___ | ___ | 1. Are students experiencing homelessness provided information about vocational programs for which they might be eligible upon school enrollment? |
| ___ | ___ | ___ | 2. Does the school make adequate vocational program outreach efforts to inform youth in homeless situations who have dropped out or who may be reluctant to enroll? |
| ___ | ___ | ___ | 3. If a student experiencing homelessness expresses interest in participating in a vocational education program, is eligibility assessed promptly and on the same basis as used for other students? [McKinney-Vento Act §722(g)(4)(C)] |
| ___ | ___ | ___ | 4. If a student experiencing homelessness is eligible for participation in a vocational program, is access provided, even when the student enrolls in mid-year? |

M. **Objective:** By recognizing that schools are at risk of failing to assure the school success of students in homeless situations, the school success of students experiencing homelessness is deliberately planned.

Y N N/A

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|---|---|---|---|
| — | — | — | 1. Does the school identify students in homeless situations as at risk of dropping out of school? |
| — | — | — | 2. Has the school conducted an assessment of the needs of each student experiencing homelessness? |
| — | — | — | 3. Has the school identified academic options, services, alternative programs, and other strategies to be utilized in response to the needs of each student experiencing homelessness? |
| — | — | — | 4. Has the school notified the parents or caregivers of each student experiencing homelessness about the services or strategies to be utilized in response to the needs of the student? [McKinney-Vento Act §722(g)(6)(A)(iv)] |
| — | — | — | 5. Does the school provide ongoing evaluation of the academic progress of each child experiencing homelessness, including the monitoring of progress towards promotion or high school graduation and the monitoring of intervention activities provided to ensure that student needs are addressed? |
| — | — | — | 6. Does the school make adequate outreach efforts to inform students in homeless situations, who may have dropped out or who may be reluctant to enroll, about at-risk or alternative education programs? [McKinney-Vento Act §722(g)(1)(F)(ii)] |
| — | — | — | 7. If a student in a homeless situation expresses interest in participating in at-risk or alternative education programs, is eligibility for such programs assessed promptly using the same criteria used for other students? |

[McKinney-Vento Act §722(g)(4)]

- ___ ___ ___ 8. If a student in a homeless situation is eligible for participation in an alternative education program, is access to the program provided, even when the student enrolls in mid-year or for a short period of time?
- ___ ___ ___ 9. Are alternative education programs staffed with well-trained, well-qualified professional and para-professional staff members?
- ___ ___ ___ 10. **At minimum, does the school's at-risk coordinator provide the same services to students in homeless situations as are provided to other students in at-risk situations? [McKinney-Vento Act §722(g)(4)]**
- ___ ___ ___ 11. Does the at-risk coordinator provide services to students without homes in a confidential manner that does not attention to those receiving the services?
- ___ ___ ___ 12. **If the school provides special services for pregnant teenagers and teenage parents, are these services accessible and available to eligible students in homeless situations? [McKinney-Vento Act §722(g)(4)]**

N. **Objective:** Students in homeless situations who are eligible for preschool services promptly receive appropriate services.

Y N N/A

- ___ ___ ___ 1. Does the school make adequate outreach efforts to inform shelter personnel and the parents of children experiencing homelessness about available preschool programs?
- ___ ___ ___ 2. **When a child without a home seeks enrollment in a preschool program, is eligibility determined promptly, based upon criteria that are no more restrictive than those used to determine eligibility for other children? [McKinney-Vento Act §721(1);**

§722(g)(1)(F)(i); §722(g)(6)(A)(iii)]

- ___ ___ ___ 3. **When children in homeless situations are eligible for preschool services, is prompt access to service provided? [McKinney-Vento Act §721(1); §722(g)(1)(F)(i); §722(g)(6)(A)(iii)]**
- ___ ___ ___ 4. Does the school provide all-day preschool services for students who need such services?

O. **Objective:** Students in homeless situations are provided access to extra-curricular activities available to other students.

Y N N/A

- ___ ___ ___ 1. Does the school make adequate outreach efforts to make students in homeless situations and their parents aware of extra-curricular activities sponsored by the school?
- ___ ___ ___ 2. Are special efforts made to ensure that transportation and/or personal finances are not barriers to students in homeless situations who wish to participate in extra-curricular activities sponsored by the school?
- ___ ___ ___ 3. Does the school ensure that access to extra-curricular activities is provided in a manner that does not draw attention to student living arrangements?

P. **Objective:** Students in homeless situations are provided access to before-school and after-school programs that address their academic, social, developmental, and emotional needs.

Y N N/A

- ___ ___ ___ 1. Does the school provide before-school programs that are available to all students, including students without homes?
- ___ ___ ___ 2. Does the school provide after-school programs that are available to all students, including students experiencing homelessness?

___ ___ ___ 3. **Does the school ensure that children and youth in homeless situations who meet the relevant eligibility criteria are able to participate in existing before- and after-school care programs available through federal, state, or local funding? [McKinney-Vento Act §722(g)(1)(F)(iii)]**

Q. **Objective:** Students in homeless situations are provided educational services in the mainstream environment.

Y N N/A

___ ___ ___ 1. **Do policies and practices ensure that children and youth in homeless situations are not isolated or stigmatized? [McKinney-Vento Act §722(e)(3)(C)(i)(III)(dd)]**

R. **Objective:** Students in homeless situations have access to summer school programs to enable them to meet academic requirements, improve academic skills, and maximize opportunities for school success.

Y N N/A

___ ___ ___ 1. Does the school make adequate outreach efforts to inform students in homeless situations and their parents about summer school offerings?

___ ___ ___ 2. Are efforts made to ensure that transportation and/or personal finances are not barriers to students without homes who wish to participate in summer programs?

___ ___ ___ 3. If summer school is offered, are students without homes provided access to the services if they otherwise meet eligibility requirements?

___ ___ ___ 4. If summer school is not available, does the school district have plans that include the provision of summer school services for students who need such services, including students in homeless situations?

S. **Objective:** The school works with shelter providers to actively encourage the parents of students experiencing homelessness to become involved in school activities.

Y N N/A

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|---|---|---|---|
| — | — | — | 1. Are outreach efforts made to ensure the participation of parents in homeless situations in school activities, including, but not limited to, teacher conferences, classroom visits, PTA meetings, parent training activities, volunteer activities, etc.? [McKinney-Vento Act §722(g)(6)(A)(iv)] |
| — | — | — | 2. Are efforts made to ensure that barriers such as transportation or personal finances do not prohibit parents in homeless situations from participating in school activities? |
| — | — | — | 3. Does the school provide training for parents experiencing homelessness that might improve their capacity to help their children be successful in school? |
| — | — | — | 4. Are parent training activities scheduled during times and in places that are accessible to parents without homes? |
| — | — | — | 5. Are parents without homes treated by all school personnel with respect and dignity, so that they might feel welcome at school? |
| — | — | — | 6. Do teachers and other school personnel visit parents experiencing homelessness at the shelter when parents do not come to school for conferences or meetings? |

T. **Objective:** School personnel take steps to ensure that children moving out of the district or to other schools within the district experience minimal disruptions in services.

- | Y | N | N/A | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 1. Do school personnel forward school records immediately upon request of the receiving school?
[McKinney-Vento Act §722(g)(5)(A)(ii); §722(g)(3)(C)(ii)] |
| ___ | ___ | ___ | 2. Do school personnel make school records available to parents of children experiencing homelessness when parents make such a request?
[McKinney-Vento Act §722(g)(5)(A)(ii); §722(g)(3)(D)(ii)] |
| ___ | ___ | ___ | 3. Do school personnel forward school records or provide records to parents even though a child experiencing homelessness has outstanding fees (e.g., lost books, unpaid pictures, lunch loans, etc.)? |
| ___ | ___ | ___ | 4. Once special services are offered to a child, are the services continued without interruption if the child is transferred to another school within the school district? |
| ___ | ___ | ___ | 5. In situations in which students experiencing homelessness tend to regularly move between two, three, or more local shelters, is there an effort to minimize disruptions in services by having all of the shelters assigned to the attendance areas of one or two schools? |
| U. | | | Objective: School personnel take steps to ensure that homeless students have access to Title I programs and services within the district. |

- | Y | N | N/A | |
|-----|-----|-----|--|
| ___ | ___ | ___ | 1. Do school personnel enroll homeless students in Title I programs offered immediately upon the student enrolling in school? [Title I of the Elementary and Secondary Education Act, Sec. 1115 (b)(2)(E)] |
| ___ | ___ | ___ | 2. Are Title IA set-aside funds to support children and youth experiencing homelessness in non-Title I schools and those in participating schools who need additional support outside of school, including students living in shelters, motels, transitional living programs, and other locations, accessible to campus staff and programs? |

[Title I of the ESEA, Sec. 1113(c)(3)(A)]

- ____ ____ ____ 3. Are Title IA set-aside funds used for more than just services at non-Title IA funded schools?

**Notes on Chapter III
Delivery of Services**

Recommendations for Action

CHAPTER IV: Interagency Coordination

GOAL: To ensure that the needs of students in homeless situations are met, the school coordinates efforts with other agencies that provide services to children experiencing homelessness and their families.

A. **Objective:** School personnel work with shelter personnel to ensure that the needs of students in homeless situations and their families are met.

Y	N	N/A	
___	___	___	1. Is there regular communication between appropriate school personnel and staff from emergency shelters or transitional housing programs? [McKinney-Vento Act §722(g)(5)]
___	___	___	2. Do shelter personnel provide training to school personnel based on the emotional/physical needs of students in homeless situations?
___	___	___	3. Do school personnel provide training to shelter personnel based on the educational needs of students experiencing homelessness?
___	___	___	4. Are shelter personnel invited to join and participate in parent/teacher organizations and school planning councils?
___	___	___	5. Does the school have a primary contact at each local shelter who can facilitate the flow of information?
___	___	___	6. Does the school have a designated homeless liaison who works with shelter personnel to ensure that children and youth experiencing homelessness get enrolled and obtain appropriate services? [McKinney-Vento Act §722(g)(5)]

B. **Objective:** School personnel work with other public and private community agencies to ensure that the needs of students in homeless situations and their families are met.

Y N N/A

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| — | — | — | 1. When a child enrolls, is there a formal assessment of need for services beyond that which may be provided by the school district including, but not limited to, counseling, health services, food services, transportation, psychological services, and shelter? |
| — | — | — | 2. Are school personnel aware of the referral sources for the following services: crisis psychiatric/suicide, counseling services (individual and/or family), pregnancy, substance abuse, child abuse, emergency shelter, domestic violence hotline, runaway hotline, nutrition assistance programs, emergency/non-emergency medical care, clothing, and transportation? [McKinney-Vento Act §722(g)(5)] |
| — | — | — | 3. Is a current directory of social service agencies and the services they offer (or a computerized information and referral program) available and easily accessible to campus personnel, including, but not limited to, nurses, counselors, teachers, social workers, and administrators? |
| — | — | — | 4. When it is determined that a child has needs that cannot be met through district programs, do school personnel actively assist in making referrals for the necessary services? |
| — | — | — | 5. Once referrals are made, do school personnel routinely follow up to ensure that students in homeless situations receive needed services? |
| — | — | — | 6. Are efforts made through the school to educate parents children experiencing homelessness about available social service resources, health care services, and other needed services available in the community? [McKinney-Vento Act §722(g)(6)(A)(i) and (iii)] |

C. **Objective:** The school district assumes a leadership role in improving services for children and youth in homeless situations in the community.

Y	N	N/A	
___	___	___	1. Does the school participate in community efforts to assess and respond to the needs of children without homes in the community?
___	___	___	2. Does the school district have an ongoing task force or committee on homelessness that includes representatives from the school, shelters, low-income housing programs, and other social service agencies?
___	___	___	3. Does the task force on homelessness have regularly scheduled meetings?
___	___	___	4. Does the task force on homelessness have well-defined procedures for making recommendations to the board of education on policies affecting students in homeless situations?
___	___	___	5. Does the school district routinely assess interagency coordination efforts and identify and address any referral/service gaps?
___	___	___	6. When students in homeless situations have needs that are not being adequately addressed by any other agency, and school funds are not available to respond to the needs, does the school district work with existing funding resources (e.g., United Way, Urban League, Private Industry Council, local foundations) to ensure the availability of needed services?

**Notes on Chapter IV
Interagency Coordination**

Recommendations for Action