

Joshua Independent School District



PLAN FOR HOMELESS CHILDREN AND YOUTHS

Joshua ISD Vision

Joshua ISD will be a highly acclaimed model of educational excellence

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Damon Patterson Loflin Middle School
Brian Rosatelli Nichols Middle School
Jennifer VanDygrift Caddo Grove Elementary
Misty Worbington Elder Elementary
Robin Loflin North Joshua Elementary
Christy DiBartolomeo Plum Creek Elementary
Lori Porter Staples Elementary

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Section 1

Overview/General Information

McKinney-Vento Homeless Assistance Act
Definition of Homelessness
(McKinney-Vento act Sec. 725(2); 42 U.S.C. 11435(2))
Policies and Procedures
Dissemination of Educational Rights

McKinney-Vento Homeless Education Assistance Act of 2001

The McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. Services to homeless children are required by Local Educational Agencies in the No Child Left Behind Act, and are primarily found under the requirements of the McKinney-Vento Homeless Education Assistance Act of 2002 (Title X, Part C No Child Left Behind Act) and under Title I.

Definition of Homelessness (McKinney-Vento Act Sec. 725(2); 42 U.S.C 11435(2))

The term "homeless children and youths"

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

(B) includes:

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

Policies and Procedures

McKinney-Vento Homeless Education Assistance Act, Sec. 722 (g); 42 U.S.C. 11432(g):

Students must be provided the opportunity to enroll in, and have full and equal opportunity to succeed in, the schools of Joshua Independent School District. The intent of the McKinney-Vento Act is to ensure that students in homeless situations are or will be given the opportunity to meet the same challenging state academic achievement standards all students are expected to meet. It is the policy of Congress that students in homeless situations should have access to the education and other services they need to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

Schools must not provide services in settings within a school that segregate homeless children and youth from other children and youth, except as is temporarily necessary. Homelessness alone is not sufficient reason to separate students from the mainstream school environment. States that receive

McKinney-Vento assistance (as Texas does) are prohibited from segregating homeless students in separate schools, separate programs within schools, or separate settings within schools.

Dissemination of Educational Rights

All schools within the Joshua Independent School District shall ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the Act. Posters in English and Spanish will be posted at all JISD campuses, faith-based organizations, community action agencies, and libraries. Posters will also be placed at laundromats, convenience stores, and other businesses that families who are homeless or at risk of losing their housing may learn about their educational rights and who to contact for help. The District and Campus Homeless Liaisons will disseminate posters to the above-mentioned agencies and businesses within their school boundaries.

Section 2

Identification and Eligibility

Identifying Homeless Students

Eligibility of Homeless Students for Title I Services
Educational and Related Opportunities

Identifying Homeless Students

Children and youth in homeless situations are difficult to identify for many reasons and often go unnoticed by school personnel. Students and parents may try to hide their situation because they are embarrassed by their homelessness. In addition, the fear of having children taken away often prevents families from informing school officials of their living circumstances. Unaccompanied youth may not report their homeless status for fear of being returned to unsafe family environments. Children and youth who are not enrolled in school and who are not living in shelters are even more invisible to schools and their communities. Yet these students must be identified as homeless if they are to enroll, attend, and succeed in school. The law, therefore, requires all school districts, ensured by the District Homeless Liaison and in coordination with school personnel and other agencies, to identify students in homeless situations. Identifying students in homeless situations is also an important way to create greater awareness of homelessness in the school district and community.

Eligibility of Homeless Students for Title I Services

Title I of the Elementary and Secondary Education Act, Sec. 1115(b)(2)(E); 20 U.S.C. 6315(b)(2)(E):

A child or youth that is homeless and is attending Joshua Independent School District is automatically eligible for Title I homeless services, regardless of their current academic performance. There is no need to restrict the use of Title I set-asides to non-Title I schools.

Educational and Related Opportunities

The Campus Liaisons or other staff members must inform parents or guardians of educational and related opportunities available to their children and provide them with meaningful opportunities to participate in the education of their children. Notification of the educational rights and opportunities may be done in part through the posting of posters. The District and Campus Homeless Liaisons may also use home visits and shelter visits in order to encourage family participation in educational activities and programs.

Section 3 School Options

School Selection
School of Origin

Written Explanation of the Denial of School Selection

School Selection

Homeless students may choose to enroll in any public school that students living in the same attendance area are eligible to attend, or in their school of origin. Joshua Independent School District will enroll the child to be served in the attendance area school or continue the child's enrollment in the school of origin based upon what is in the best interest of the child.

School of Origin

Joshua Independent School District must keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent or guardian's wishes. Students are permitted to remain in their schools of origin for the duration of their homelessness or until the end of any academic year in which they move into permanent housing. "School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Changing schools greatly impedes students' academic and social growth. A "rule of thumb" is that it takes a child four to six months to recover academically after changing schools. Highly mobile students have also been found to have lower test scores and lower overall academic performance than peers who do not change schools. Therefore, the law requires that we do what is in the best interest of the child, including keeping a child in the school of origin, to the extent feasible unless it is against the parent's or guardian's wishes. In the case of an unaccompanied youth, the Campus Homeless Liaison will assist with the placement and enrollment of the youth, and must take the youth's wishes into account.

Written Explanation of the Denial of School Selection

The Campus Homeless Liaison must provide a written explanation of the decision and the right to appeal if a student is sent to a school other than that requested by a parent or guardian, or, in the case of an unaccompanied youth, at the request of the Campus or District Homeless Liaison. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Section 4

Enrollment

Immediate Enrollment of Students

How to Help with Enrollment of Homeless Students

Enrollment of Unaccompanied Youth and Notice of Appeal

Enrollment of Students Pending Resolution of Disputes

Potential Enrollment Barriers and Possible Solutions

Immediate Enrollment of Students

Joshua Independent School District will ensure immediate enrollment of students in homeless situations. JISD will enroll students, in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. Students will be allowed to attend classes and participate fully in school activities.

Children and youth experiencing homelessness often do not have the documents ordinarily required for school enrollment. However, school may be the only opportunity for children and youth to benefit from a stable environment, uninterrupted adult attention peer relations, academic stimulation, and reliable meals. Immediately enrolling students in homeless situations in school provides stability and avoids separating children from school for days or weeks while documents are located.

How to Help With Enrollment of Homeless Students

- To protect privacy, take the family to a private location for enrollment.
- Offer help in completing forms. Hesitation may indicate an inability to read.
- Assure parent(s) their child can enroll even if the family doesn't have a "regular place to live" right now.
- Enroll the child immediately (without medical records). Ask the name of the last school attended and call for records.
- Complete the Student Residency Questionnaire and fax to Federal Programs. Necessary paper work will be completed and recorded by Federal Programs, then the form will be faxed back to the campus.
- If school records are missing, solicit the help of a teacher or counselor in assessing academic status to avoid misplacement.
- Give the child paper and pencils and other important school supplies.
- Arrange for lunch and breakfast.

Be sensitive, patient, calm and reassuring. **YOU can make a difference.**

Enrollment of Unaccompanied Youth and Notice of Appeal

The Campus Homeless Liaison or trained school staff must help unaccompanied youth choose and enroll in a school after considering the youth's wishes, and provide youth with notice of their right to appeal an enrollment decision that is not their choice. The Campus Homeless Liaisons and the District Homeless Liaison must ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.

Unaccompanied youth have the right to:

- Remain in their school of origin (to the extent feasible) or attend any public school that students living in the same attendance area are eligible to attend;
- Receive notice from the Campus Homeless Liaison of their right to appeal an enrollment decision that is not their choice;
- Attend classes and participate fully in school activities immediately, even if they do not have a parent or guardian to enroll them or have required documents, such as school records, proof of residency, or other documents;
- Be free from segregation, isolation, and stigmatization;
- Have comparable access to school meals, English language services, vocational and technical education, gifted and talented services, special education, pre-school, and Title I services; and
- Have disputes resolved promptly and attend the school they choose while disputes are pending.

Enrollment of Students Pending Resolution of Disputes

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth, parent, or guardian shall be referred to the District Homeless Liaison, who shall carry out the dispute resolution process as expeditiously as possible as in accordance with the Enrollment Disputes section of the McKinney-Vento Act as follows:

- Work with the Campus Administration and the Campus Homeless Liaison to ensure that enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney-Vento Act as follows:
 - The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
 - The parent or the guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
 - The child, youth, parent, or guardian shall be referred to the District Homeless Liaison, who shall carry out the dispute resolution process;

- In the case of an unaccompanied youth, the District Administration shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Potential Enrollment Barriers and Possible Solutions

This chart provides useful information; however, enrollment may not be prohibited if barriers cannot be addressed.

Potential Enrollment Barriers	Possible Solutions
Residency Requirements	<ul style="list-style-type: none"> • Allow alternative proof: <ul style="list-style-type: none"> -Affidavit -Hotel or motel receipt -Letter from shelter, community agency, or parent verifying homelessness and indicating location of residence
Original birth certificate Requirement	<ul style="list-style-type: none"> • Allow alternative proof: <ul style="list-style-type: none"> -Other original documents: baptismal record, passport, immigration certificate, notice of birth, or verification of birthdate from the hospital where the child was born -Copies of school records, birth certificate, or birthdate verification from appropriate social service agency -Affidavit
Social Security Card or Number	<ul style="list-style-type: none"> • May request card but cannot require it. • Assist family in obtaining cards or new copies, if lost, from Social Security (Social Security Hotline: 800-772-1213).
School records, including special education IEPs	<ul style="list-style-type: none"> • Accept parent report with phone call verification to previous school. • Have records faxed from previous school. • If previous school cannot be identified or the student was not previously enrolled, consider creating a procedure for immediate screening and placement.

Potential Enrollment Barriers	Possible Solutions
Health records and immunization	<ul style="list-style-type: none"> • Accept copies, phone calls, faxes, or references in previous school records as verification. <p>If no records exist or immunizations have not been received, the Campus Homeless Liaison or Campus Nurse will help the parents in obtaining the necessary immunizations and/or records. This is a requirement of liaisons, according to the McKinney-Vento Act.</p>
Parent or guardianship verification	<ul style="list-style-type: none"> • Accept an affidavit. • Accept documentation of a court date for pending custody hearings.
Unaccompanied youth	<ul style="list-style-type: none"> • Enroll student and work with appropriate agencies to assist the student. • Have adult living with the student complete an affidavit (Student Residency Questionnaire – see Appendix A)

Most educators feel a connection to the students they teach. They want the best for them. However, few educators have had the experience of being homeless and may not be aware of what it is like to be homeless. They may not know the telltale signs of homelessness. When a student is identified as homeless, the teacher should be told privately and confidentially. Sensitivity to homeless issues must

be nurtured and concrete strategies to meet the education needs of homeless students should be implemented.

Section 5

Student Records

Obtaining School Records
Maintenance of Records
Immunizations and Immunization Records

Obtaining School Records

Enrolling schools must request school records from the previous school. Students must be enrolled in school while records are obtained.

Joshua Independent School District will immediately enroll students in homeless situations, even if they do not have required documents such as school records, medical records, proof of residency, or other documents. The term “enroll” is defined as attending classes and participating fully in school activities. There is a 30-day “grace period” from the time a child enrolls in a public school for the documents establishing the child’s identity, school records from the most recently attended school, and the required immunization record to be supplied to the school district. Schools within Texas are required to comply with records transfer requests within 30 days, and Federal guidelines also require districts to transfer records to schools in other states when requested.

Maintenance of Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

Immunizations and Immunization Records

If the child or youth needs to obtain immunizations or medical records, the Campus Homeless Liaison or Campus Nurse, will assist in obtaining immunizations or medical records. Students must be enrolled in school in the interim.

The Texas Education Code requires that students be granted a 30-day “grace period” from the time a child enrolls in a public school for the record of required immunizations to be supplied to the school district.

Section 6 Services

Coordination of Services
Comparable Services
Transportation

Coordination of Services

The Joshua ISD campus counselors shall provide information regarding the availability of services from local social services agencies and other agencies or programs providing services to homeless children and youths and their families.

Agencies providing services to children, youth, and families in homeless situations may be identified through a variety of resources. Many of the communities in Texas have local homeless coalitions that coordinate services to the homeless and have listings of services available in the community for specific needs. A listing of all the homeless coalitions in Texas may be found on the Texas Homeless Network (THN) website at <http://www.thn.org> . Shelters for the homeless, food banks, community churches, welfare assistance programs, Texas Workforce Commission offices, and employment centers may also have information on community resources and referrals for persons experiencing homelessness.

Comparable Services

Each homeless child or youth to be assisted shall be provided services comparable to services offered to other students in the school selected, including transportation services, educational services for which the child or youth meet the eligibility criteria (Title I homeless services, pre-school, educational programs for children with disabilities or for students with limited English proficiency), programs in vocational and technical education, programs for gifted and talented students, school nutrition programs and after-school care, as available.

Transportation

Joshua Independent School District must provide students experiencing homelessness with transportation to and from their school of origin, at a parent or guardian's request. For unaccompanied youth, Joshua Independent School District will provide transportation to and from the school of origin at the Principal's request. "School of origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. If the student's temporary residence and the school of origin are in the same district, that district must provide or arrange transportation. If the student is living outside the school of origin's district, the district where the student is living and the school of origin's district must determine how to divide the responsibility and cost of providing transportation, or they must share the responsibility and cost equally. In addition to providing transportation to the school of origin, the district must provide students in homeless situations with transportation services comparable to those provided to other students.

Even though transportation is a required part of the Homeless Education Plan in order to comply with the McKinney-Vento Act, Title I funds may not be used to support the transportation of homeless students to and from their school of origin.

Section 7

Warning Signs of Homelessness

Warning Signs of Homelessness
Typical Stressful Experiences of Children in Homeless Situations
Possible Reactions of Homeless Children to Stress

Warning Signs of Homelessness

Note: While these are considered warning signs, please recognize that they only offer general guidance. There is significant variability within the school age homeless population. Individual students may differ significantly from the following general characteristics.

Lack of Continuity in Education

- Attendance at many different schools
- Lack of personal records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize

Poor Health/Nutrition

- Lack of immunization and/or immunizations records
- Unmet medical and dental needs
- Increased vulnerability to colds and flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

Transportation and Attendance Problems

- Erratic attendance and tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in field trips
- Absences on days when students bring special treats from home
- Inability to contact parents

Poor Hygiene

- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well-groomed one day and poorly groomed the next)

Lack of Privacy/Personal Space After School

- Consistent lack of preparation for school

- Incomplete or missing homework (no place to work or keep supplies)
- Unable to complete special projects (no access to supplies)
- Lack of basic school supplies
- Loss of books and other supplies on a regular basis
- Concern for safety of belongings
- Refusing invitations from classmates

Social and Behavioral Concerns

- A marked change in behavior
- Poor/short attention span
- Poor self-esteem
- Extreme shyness
- Unwillingness to risk forming relationships with peers and teachers
- Difficulty socializing at recess
- Difficulty trusting people
- Aggression
- “Old” beyond years; Worries about things considered to be more adult considerations.
- Protective of parents
- Clinging behavior
- Developmental delays
- Fear of abandonment
- School phobia (student wants to be with parent)
- Need for immediate gratification
- Anxiety late in the school day

Reaction/Statements by Parent, Guardian, or Child

- Exhibiting anger or embarrassment when asked about current address
- Mention of staying with grandparents, other relatives, friends, or in a motel, or comments, such as:
 - “I don’t remember the name of our previous school.”
 - “We’ve been moving around a lot.”
 - “Our address is new; I can’t remember it.” (May hide lack of permanent address.)
 - “We’re staying with relatives until we get settled.”
 - “We’re going through a bad time right now.”

Typical Stressful Experiences of Children in Homeless Situations

- | | | |
|-------------------------|------------------------|---------------------------|
| • Physical abuse | • Health problems | • Low self-esteem |
| • Malnutrition | • Sleeping problems | • Lags in language skills |
| • Learning disabilities | • Developmental delays | |

Possible Reactions of Homeless Children to Stress

- Restless and leave projects half finished
- Fight for control at school
- Easily frustrated
- Cling to what they have; Aggressive in trying to claim something for themselves

Section 8

Educational Support

District Homeless Liaison's Role
Campus Homeless Liaison's Role
What the Principal Can Do
What the Teacher Can Do
What the Counselor Can Do
What the School Nurse Can Do
What the Support Staff Can Do

District Homeless Liaison's Role

Joshua Independent School District's Assistant Superintendent is the District Homeless Liaison and will:

- Disseminate critical information concerning the rights of the homeless student to all campuses.
- Ensure that procedures are established and followed on each campus to provide each homeless student with a free and appropriate education.
- Distribute information and facilitate in-service training regarding homelessness.
- Work with campus staff and administration to facilitate success of the homeless program and each homeless student.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

Campus Homeless Liaison's Role

Each campus will identify a certified person as a Campus Homeless Liaison. The Campus Homeless Liaison will work with the District Homeless Liaison to:

- Facilitate training at the campus level.
- Ensure that procedures are established and followed to provide each homeless student with a free and appropriate education.
- Arrange school transportation. Keep students in same school regardless of parent's change of residence.
- Post information regarding the availability of school programs and services for homeless students in post offices, churches, police departments.
- Post public notice of the educational rights of students in homeless situations at the campus.
- Inform parents and guardians and unaccompanied youth of all transportation services, including to the school of origin and assist in accessing transportation services.
- Provide parents with names and numbers of where to call for both school and community service assistance.
- Make sure parents feel welcome and set the tone for further parent involvement.
- Request needed as indicated on the form provided in Appendix A.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

What the Principal Can Do (*indicates requirements by law)

Appoint a school liaison for homeless.

- Ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the Act (Posters).
- Prepare support staff on enrollment procedures and exceptions to make for homeless students. A child or youth that is homeless is automatically eligible for Title I services, regardless of their current academic performance. Homeless students at Title I AND non-Title I schools must receive services. Request for services form provided in Appendix A.
- Ensure that homeless students are reported to the PEIMS Director.
- Facilitate training at the campus level.
- Welcome students. Address them by name.
- Make sure parents feel welcome and set the tone for further parent involvement.
- Prepare staff on procedures needed to achieve a smooth entrance into school.
- Organize in-service training for all school staff to ensure sensitivity to needs of homeless.
- Remove barriers to promote a stable school environment and experience.
- Appoint a staff person to do a brief educational assessment, if necessary.
- Inform staff that the student is living in a homeless situation.
- Be sure child receives free breakfast and lunch.
- Keep in close contact with staff; encourage detection and prevention of problems.
- Assist in the resolution of transportation problems.
- Implement procedures for identifying homeless children and youth.
- Maintain a record of pertinent information regarding homeless students for school and community planning.

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What the Teacher Can Do

- Help students feel welcome.
- Select a student to be a “buddy.”
- Provide school supplies as needed.
- Have necessary toiletry items on hand to assure proper hygiene at school.
- Help students enroll in support programs.
- Coordinate educational plans with counselor and with school staff in assisting homeless children and youth.
- Be observant of medical and other needs and help with referrals for assistance.
- Expect and monitor regressions and absences.
- Closely monitor reasons for absences to uncover needs.
- Assign projects that can be broken into small components to insure success.
- Allow students to express frustrations and allow opportunities to do so in other ways in addition to verbalizing (e.g. drawing).
- Build self-esteem by providing work in which the child can experience success.
- Don't assume students know how to play; they may need to be taught to do so.

- Openly discuss homelessness as a social issue. Protect personal activities during discussions.
- Consider homeless situations when making assignments—students needing a place to study or to complete projects.
- Plan for the students' need to talk about experiences, individually with you or, if comfortable, during class sharing time.
- Encourage and allow students to express fears.
- Assist students to see their experiences as positive, educational, and strength building.
- Communicate with parents and shelter staff about the student's achievement, behavior, and attendance.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

What the Counselor Can Do

- Greet the student and parent(s) as soon as possible and offer assistance.
- Adopt an “open-door” policy in providing assistance.
- Build a trusting and safe relationship with homeless students.
- Implement a buddy system.
- Ensure the opportunity for homeless students to participate in in-school and after-school activities.
- Communicate with the students' prior school(s) to obtain necessary information to insure continuation of services.
- Coordinate with other school staff in assisting homeless children and youth.
- Assist school staff in understanding how homelessness affects the student's ability to learn and to adjust at school. Refer to prior information on stress.
- Educate parents about their children's educational rights.
- Identify local community resources to make referrals, e.g. food, housing, transportation, counseling.
- Encourage and assist members of the community to sponsor school-based and other support programs.
- Encourage parents of homeless students to participate in school activities and programs for parents.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

What the School Nurse Can Do

- Assist parents with the completion of all necessary medical records.
- Assist parents in obtaining child's medical information from doctors and clinics. Alert school of any serious medical condition of the students and inquire about health problems e.g. asthma, epilepsy, sickle cell anemia, lead poisoning, and diabetes.

- Assist in making arrangements for appropriate supervision if the students becomes ill and needs to go “home.”
- Coordinate with other school staff in assisting homeless children and youth.
- Assist other staff members in understanding health and family issues of homeless students/families.
- Inform students/families of reliable and accessible community programs.
- As a resource to families, provide/coordinate instruction in first aid, safety, nutrition, and self-advocacy.
- Follow-up on students not attending school to determine and help to resolve the cause, e.g. incomplete immunizations, illness, behavior. The law requires that students be admitted regardless of immunization history.
- Have necessary toiletry items on hand to assure proper hygiene at school.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

What School Support Staff Can Do

- Greet the students warmly, make them feel welcome
- Greet parents warmly and make the parents feel welcome.
- Notify counselor, teacher and nurse when a homeless student, either from a shelter or in a doubled-up situation, is accessing the bus to get to school or is admitted to school.

Always recognize the importance of discretion, confidentiality and respect for individual privacy.

Section 9

Parent Information

Questions Parents May Ask
Important Records for Parents in Homeless Situations to Keep
What Peers and Their Families Can Do

Questions Parents May Ask

- If we have to change schools can someone help us transfer records quickly?
 - Is transportation available for my child?
 - Can my child stay in this school if we move within the district?
 - Can my child receive free meals at school?
 - Is there a summer school program?
-
- Is there a preschool program? • What fees do parents need to pay? Is help available to pay fees?
 - Can we use the school for an after school study place?
 - Who can I contact at school for help? (Person and Phone Number)
 - Can my child get help with schoolwork, e.g. tutoring, and other support?
 - Should my child be tested for special education services?
 - Are there special classes to benefit a talent my child has?
 - Are there sports, music, or other activities my child can be a part of? Does the school provide needed equipment?
 - Will my child be allowed to go on field trips if we are unable to pay?
 - What can you supply my child with?

Important Records For Parents in Homeless Situations to Keep

- Your child's school records (IEP, teachers names, schools attended)
- Your child's grades and report cards
- Your child's standardized test results
- Samples of your child's school work
- Your child's birth certificate
- Health records regarding your child
- Social Security Number

What Peers and Their Families Can Do

- Seek opportunities to learn about and how to respond to homelessness.
- Arrange for presentations regarding homelessness at parent-teacher meetings.
- Identify and implement supportive actions, e.g. supply closet, volunteer tutoring, programs like “breakfast and book buddies.”
- Befriend a homeless student through inclusion in after school activities.
- Link corporate sponsors to school-based support programs, e.g. enrichment, mentoring, supplies.
- Serve as peer mentors by modeling competent, supportive, and cooperative behaviors.
- Serve as “peer buddies.”

Section 10

Appendices

- Appendix A: JISD District Local Procedures
- Appendix B: Student Residency Questionnaire
- Appendix C: Resources

Appendix A

Procedures for Homeless Students 2014-2015

Summer Procedures:

- Each campus will designate a professional or an administrative staff member to act as the Campus Homeless Liaison.
- After the summer online registration process is completed, the District PEIMS Coordinator will extract the Student Residency Questionnaire data and print the Student Residency Questionnaires of qualifying students.
- The District PEIMS Coordinator will send the qualifying Student Residency Questionnaires to the District Homeless Liaison for review.
- The District Homeless Liaison will review the Student Residency Questionnaire data and send an updated list of approved students to each Campus Homeless Liaison.

School Year Procedures:

- In most circumstances, the campus liaison will be the first level of review in the Student Residency Questionnaire approval process.
 - If the Campus Homeless Liaison determines that a student meets the state's qualifications for homeless, the liaison will first, sign and date the Student Residency Questionnaire; second, the liaison will forward the required form to the District Homeless Liaison for final approval and processing.
 - The District Homeless Liaison will send a list, specific to the campus, to all Campus Homeless Liaisons and Campus PEIMS Coordinators, of qualifying students each time the list is updated.
 - The Campus Homeless Liaison or Campus PEIMS Coordinator will submit a completed Homeless Education Assistance Removal Notification to the District Homeless Liaison when a student withdraws from the campus/district.
- Student Residency Questionnaire forms, in Spanish and English, will be available for completion by the parent/guardian online during the designated registration process period. For new students, the Student Residency Questionnaire will be available at each campus.

Appendix B

Student Residency Questionnaire

The information on this form is required to meet the law known as the McKinney-Vento Act 42 U.S.C. 11434a(2), which is also known as Title X, Part C, of the No Child Left Behind Act. The answers you give will help the school determine the services the student may be eligible to receive.

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3)(d).

Name of Student: _____

Gender: Male Female

Last

First

Middle

Birth Date: _____ / _____ / _____ Grade: _____ Social Security #: _____

Month / Day / Year
identification number

(or student

Check the box that best describes with whom the student resides. (**Please note:** legal guardianship may be granted only by a court; students living on their own or with friends or relatives who do not have legal guardianship are allowed to enroll in and attend school. The school cannot require proof of guardianship for enrollment or continued attendance.)

Parent(s)

Legal Guardians(s)

Caregiver(s) who are not legal guardian(s) (*Examples: friends, relatives, parents of friends, etc.*)

Other _____

Name of person with whom student resides: _____

Address: _____

City: _____ ZIP: _____

Home Phone #: _____ Cell Phone #: _____ Other Emergency #: _____

Length of Time at Present Address: _____

Length of Time at Previous Address: _____

Name of the school where student is enrolled or in which student is attempting to enroll: _____

Last District Attended: _____ Last School Attended: _____

Please check only one box that best describes where the student is presently living:

- In my own home or apartment, in Section 8 housing, or in military housing with parent(s), legal guardian(s), or caregiver(s) (if you checked this box, check one or both of the boxes below, if applicable:) (CODE=N)
 - My home has no electricity (CODE=U)
 - My home has no running water (CODE=U)
- In the home of a friend or relative because I lost my housing (examples: fire, flood, lost job, divorce, domestic violence, kicked out by parents, parent in military and was deployed, parent(s) in jail, etc.) (CODE=D)
- In a shelter because I do not have permanent housing (examples: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing) (CODE=S)
- In transitional housing (housing that is available for a specific length of time only and is partly or completely paid for by a church, a nonprofit organization, or another organization) (CODE=S)
- In a hotel or motel (examples: because of economic hardship, eviction, cannot get deposits for permanent home, flood, fire, hurricane, etc.) (CODE=HM)
- In a tent, car, van, abandoned building, on the streets, at a campground, in the park, or other unsheltered location (CODE=U)
- None of the above describe my present living situation **Briefly describe your situation:**

Factors contributing to the student's current living situation (check all that apply):

- Natural disaster
 - Tornado, storm, flood, etc.
 - Hurricane, name: _____
 - Fire: prairie, forest, grass, lightning strike, etc.
- Family issues such as divorce, domestic violence, kicked out by parents, student left due to family conflict, etc.
- Home issues such as lack of electricity, water, heat, adequate home repair due to lack of funds, overcrowding, mold, etc.
- Military: Parent/guardian deployed, injured or killed in action
- Incarceration of parent/guardian
- Incapacitation of parent or guardian due to health, mental health, drugs/alcohol, or other factors
- Home fire not due to natural causes (i.e., faulty equipment/appliances/wiring, furnace, stove, fireplace, etc.)
- Economic hardship:
 - Loss of job resulting in inability to pay rent or mortgage
 - Income from part-time or low paying job does not cover cost of housing in the area
 - Loss of mortgage, including loss of mortgage of landlord if student/student's family is renting
 - Eviction record and/or inability to produce deposits for rent or utilities
- High medical bills that leave little or no money for housing
- Lack of affordable housing in the area
- Minor student unable to afford housing on my own

- Guardián(es) legal(es)
- Proveedor de cuidado que no sea el guardián legal (*Por ejemplo: amigos, parientes, padres de amigos, etc.*)
- Otro: _____

Nombre de la persona con quien vive el estudiante:

Dirección:

Ciudad: _____ Estado: _____ Código Postal:

Teléfonos: Casa #: _____ Celular #: _____ Urgencias #:

Tiempo de vivir en esta dirección:

Tiempo de vivir en la dirección anterior a la presente:

Escuela donde está inscrito el estudiante o donde está intentando inscribirse: _____

Última asistencia del estudiante: Distrito escolar: _____ Escuela:

Favor de marcar únicamente el cuadro que mejor describe donde vive el estudiante actualmente:

- En mi casa o apartamento, habitación bajo asistencia de Sección 8, en un complejo militar con mis padres, guardián(es) legal(es), o con un proveedor de cuidado (*marque uno de las siguientes, si tal es el caso*) (CODE – N)
 - Mi casa no tiene electricidad (CODE – U)
 - Mi casa no tiene agua corriente (CODE – U)
- En la casa de un amigo o pariente, porque perdí mi vivienda (*por ejemplo: incendio, inundación, pérdida de trabajo, divorcio, violencia doméstica, echado de la casa por los padres, padre es militar y ha sido enviado fuera del país, padre(s) en la cárcel, etc.*) (CODE – D)
- En un albergue, porque no tengo ninguna vivienda permanente (*por ejemplo: viviendo en un albergue familiar, albergues para víctimas de violencia doméstica, albergue infantil/juvenil, viviendas FEMA*) (CODE – S)
- En una habitación de transición (*vivienda proveída solamente por un período de tiempo específico, pagada parcialmente o de manera completa por una iglesia u otra organización de asistencia al público*) (CODE=S)
- En un hotel o motel (*por ejemplo: a causa de problemas económicos, desalojo, no puede obtener depósitos requeridos para instalarse en un apartamento o casa, inundación, incendio, huracán, etc.*) (CODE – HM)
- En una tienda de campaña, auto o camioneta, edificio abandonado, en la calle, en un parque de campamento, en un parque público, o en cualquier lugar que normalmente no se considera una habitación (CODE – U)
- Ninguno de los anteriores describe el tipo de vivienda donde resido **Describe su situación:**

Factores que han contribuido al estado actual de vivienda del estudiante:

- Desastre natural
 - Tornado
 - Huracán y el nombre del mismo: _____
 - Incendio: llanura, bosque, relámpago, etc.
- Asuntos familiares debido al divorcio, violencia doméstica, el estudiante fue echado de la casa por sus padres o salió voluntariamente de la casa por conflictos familiares, etc.
- Cuestiones del hogar, como falta de electricidad, agua, calefacción, falta de reparación de la casa por falta de dinero, atestado por muchas personas en la casa, moho, etc.
- Asuntos militares: Padre(s) o guardián(es) mandados al servicio activo fuera de su región o del país, heridos o _____ matados en acción militar
- Encarcelación de padre(s) o guardián(es)
- Incapacidad de padres o guardianes por asuntos de salud física o mental, adicción al alcohol/drogas u otros factores
- Incendio de casa por razones no naturales: equipo que falla, aparatos eléctricos, sistemas de calefacción, estufa que falla, etc.
- Dificultades económicas:
 - Pérdida de trabajo que resulta en no poder pagar la renta, etc.
 - Ingresos por trabajo temporal o mal remunerado que no cubre las necesidades básicas
 - Pérdida de la hipoteca de la familia o del dueño de la casa, si alquila la familia
 - Récord de desalojo por falta de dinero necesario para pagar depósitos y otros servicios
- Gastos médicos tan altos que no deja dinero para rentas, etc.
- Falta de viviendas con precios razonables en el área
- Estudiante menor de edad que no puede pagar su propia renta
- Ninguno de estos describen las razones de mi vivienda actual **Describe brevemente la situación:**

Por favor proporcione la siguiente información para los hermanos y hermanas de edad escolar del estudiante:

<i>Nombre</i>	<i>Grado Escolar</i>	<i>Escuela</i>	<i>Distrito Escolar</i>

Firma del Padre/Guardián/Proveedor de Cuidado/ o Estudiante –si no acompañado

Fecha

Para Uso Exclusivo de la Escuela

Por la presente certifico que el estudiante mencionado en este formulario califica para el Programa de Nutrición en la escuela bajo los requisitos del Acta McKinney-Vento.

 Firma del oficial autorizado

 Fecha

Joshua ISD

Appendix C

Homeless Education Assistance Removal Notification

Campus: _____

Student: _____

Social Security Number: _____

Effective Date of Removal: _____

Reason for Removal: _____

Assistant Principal/Counselor

Date

Campus PEIMS/Registrar

Date

Central Office Secretary

Date

Appendix D

RESOURCES

Joshua ISD District Board Policy Manual:

www.joshuaisd.org

Texas Homeless Education Office (THEO)

800-446-3142

www.utdanacenter.org/theo

Texas Homeless Network (THN)

<http://www.thn.org>

National Association for the Education of Homeless Children & Youth
(NAEHCY)

www.naehcy.org

National Center for Homeless Education (NCHE)

1-800-308-2145

www.serve.org/nche

National Coalition for the Homeless (NCH)

1-202-737-6444

www.nationalhomeless.org

National Law Center on Homelessness & Poverty (NLCHP)

1-202-638-2535

www.nlchp.org

U.S. Department of Education Homeless Education Program

1-202-260-4412

www.ed.gov