



LEA Responsibilities and Activities
(Based on 2006 McKinney-Vento Standards and Indicators)

Areas of Responsibility	Activities and Responsibilities to Support Area Compliance
1. Ensure homeless students are included in state assessment.	<ul style="list-style-type: none"> • Ensure preparation and information provision for homeless students and parents are equal to that of housed students • Collect data on number of homeless students included as part of the state assessment
2. Support academic progress of homeless students.	<ul style="list-style-type: none"> • Tutoring • After school programs • Summer programs • Support in participation in school activities • Assistance with school supplies and clothes • Collect data on academic proficiency
3. Identify all homeless students.	<ul style="list-style-type: none"> • Posters in schools • Posters in community • Coordinate with other agencies to identify, such as shelters, HUD, housing, social services, etc. • Awareness training for school staff on determining eligibility according to MV definition • Appropriate enrollment form • Including homeless children as part of data system • Collect data on number of homeless children identified and primary nighttime residence
4. Ensure homeless students experience minimal gaps in education.	<ul style="list-style-type: none"> • Immediate enrollment • Expeditious placement in classes • Obtaining records from former schools • Assistance with obtaining immunization records or immunizations when needed • Review and revise policies • Awareness training for school staff • Collect data on enrollment issues
5. Ensure that homeless students experience stability in school.	<ul style="list-style-type: none"> • Keep homeless children in school of origin when feasible, for the duration of homelessness, and until the end of the academic year if they become housed • Provide transportation to the school of origin • Provide parents with information on the importance of keeping children in the same school • Implement a district-wide one child, one school, one year policy • Collect data on school of origin placements, transportation, school

	mobility of homeless students
6. Ensure that homeless students access programs for which they are eligible.	<ul style="list-style-type: none"> • Needs of each homeless child assessed • Homeless students access ELL, gifted and talented, and/or vocational education when eligible • Expedited evaluation of students for special education • Continuation of evaluation and services for special education students • Access to Title I services • Title I set aside funds sufficient to provide needed services • Free meals for homeless students
7. Young homeless children attend preschool.	<ul style="list-style-type: none"> • Young homeless children are enrolled immediately in school district preschool programs • Coordination with Head Start and other non-school district preschool programs • Coordination with IDEA Child Find to identify homeless preschool-aged children • Data collected on number of preschool-aged homeless children identified and enrolled in preschool
8. Unaccompanied youth are identified, enroll in, and attend school.	<ul style="list-style-type: none"> • Coordination with agencies to review and revise policies and establish procedures for immediate enrollment • Awareness training for school staff • Coordination with agencies to assist with needs of unaccompanied youth • Accompanied youth are provided assistance and support for credit accrual and school engagement
9. Homeless parents are involved meaningfully in their child's education.	<ul style="list-style-type: none"> • Informed of rights under McKinney-Vento • Assisted with best interest decision making for where their child should attend school • Provided written notification of school placement decisions when other than what they requested and of their right to appeal • Provided information related to their child's academic progress • Invited to school activities that other parents participate in and provided transportation when needed to attend
10. Collaborate within and beyond the LEA.	<ul style="list-style-type: none"> • Contact and collaboration with child welfare, juvenile justice, housing agencies, shelters, mental health agencies, health agencies, faith-based initiatives, business partners, etc. • Collaboration with Title I in developing set aside allocation and activities • Collaboration with Special Education staff • Collaboration with pupil transportation staff • Collaboration with local liaisons in nearby districts re: cross-district issues, such as transportation • Participate in disaster planning with relief agencies and other agencies