
DISASTER PLANNING APPENDICES

APPENDIX I

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APPENDIX 2

COMPREHENSIVE COMMUNITY STAKEHOLDERS CHART

The following charts suggest a large variety of stakeholders that can be important in supporting the McKinney-Vento program and planning for disasters. The first is generally applicable; the second focuses on organizations active in disaster planning, response, and recovery.

It is unlikely that every stakeholder in the chart will be present in every community, and local homeless education liaisons will need to prioritize those groups that offer the most support based on the program's needs. The chart is merely meant to offer an extensive list of potential stakeholders.



COMPREHENSIVE COMMUNITY STAKEHOLDERS CHART

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>Chamber of Commerce and Business Leaders</p> <p>To find local contact info: check the phone book or Internet site of your town or visit: http://www.uschamber.com/chambers/default</p>	<p>Chambers of Commerce have as their mission the protection, promotion, and enhancement of businesses and business opportunities in their area. However, most also address quality of life issues in their community, and many support initiatives related to education, poverty, and homelessness.</p>			
<p>Child Welfare System and Family Courts</p> <p>General information about the system: http://nccanch.acf.hhs.gov/topics/responding/index.cfm</p>	<p>Children who are wards of the state due to abuse or neglect may be in homeless situations. Social workers, guardians ad litem, and family court judges can be key partners for schools. Regional offices of the Child Welfare League of America can be found at: http://www.cwla.org/members/regionaloffices.asp</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>City Government http://www.nlc.org/</p>	<p>Mayors and city council members direct the policy and daily operations of cities.</p>			
<p>Civic Organizations Check the phone book or Internet site of your town or local chamber of commerce for local contact information</p>	<ul style="list-style-type: none"> -Boys' and Girls' Clubs -Boy Scouts/Girl Scouts of America -Goodwill. Find local groups at http://www.goodwill.org/page/guest/about -Junior League. Find local groups at www.ajli.org/ -Kiwanis. Find local groups at www.kiwanis.org/clubloc/ -Knights of Columbus. Find local groups at www.kofc.org/un/officers/findcouncil/index.cfm -Lions. Find local groups at www.lionsclubs.org/EN/content/resources_club.shtml -Rotary. Find local groups at www.rotary.org/support/clubs/index.html -Women's Clubs -YMCA / YWCA. Find local groups at www.ymca.net/ or http://www.ywca.org/site/pp.asp?c=djISI6PIKpG&b=28478 			
<p>Colleges and Universities Check the phone book or Internet site of your state department of education or postsecondary education for local contact info</p>	<p>Colleges and universities can support the education of homeless children and youth by providing research and publications support, as well as volunteers and financial resources. For information about Civic Engagement Projects of the American Association of Colleges & Universities, see http://www.aacu.org/issues/civicengagement/index.cfm</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>County Government To find local contact info: http://www.naco.org/Template.cfm?Section=Find_a_County&Template=/cf-files/counties/usamap.cfm</p>	<p>In many parts of the country, county government remains a powerful and influential force. Boards of county supervisors or commissioners direct county governments.</p>			
<p>Domestic Violence Shelters and Coalitions http://www.ncadv.org/resources/StateCoalitionList_73.html</p>	<p>Since survivors of domestic violence often experience homelessness, agencies and organizations that serve them are important collaborators.</p>			
<p>Faith-Based Communities and Congregations Check the phone book or Internet site of your town for local contact info</p>	<p>In many places, the faith-based community provides the bulk of social services, including shelter, food, mental and physical health support, legal assistance, and other services.</p>			
<p>Family and Youth Services Agencies and Organizations To find local groups: http://www.acf.hhs.gov/programs/fysb/content/youthdivision/programs/locate.htm</p>	<p>Youth shelters, independent living programs, drop-in centers, and street outreach programs work with unaccompanied youth and are important partners for schools. The Runaway and Homeless Youth Act requires funded programs to collaborate with schools.</p>			
<p>Homeless Coalitions To find state or local coalitions: http://www.nationalhomeless.org/resources/state/index.html</p>	<p>State and local homeless coalitions generally work to prevent and end homelessness by advocating for the rights of the homeless population; coordinating available resources so as to maximize utilization and promote efficiency; and developing and supporting prevention initiatives. Members may include shelters, food banks, legal services, schools, community agencies, and other service providers.</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>Homeless Shelters Check the phone book or Internet site of your town for local contact info</p>	<p>Shelters for families, youth, and survivors of domestic violence provide hands-on services to large numbers of children, youth, and families.</p>			
<p>HUD Continuum of Care (CoC) Programs To find contact info for the local CoC: http://www.hud.gov/offices/cpd/homeless/programs/cont/coc/</p>	<p>The McKinney-Vento Homeless Assistance Act programs administered by the U.S. Department of Housing and Urban Development (HUD) require communities to develop a “Continuum of Care” (CoC) system. The CoC is designed to coordinate a community-based process of identifying the needs of the local homeless population and building a system to address those needs. Members include all agencies and organizations providing services to homeless people in the community.</p>			
<p>Immigrant Services Organizations To find local groups: http://www.nnirr.org/immigration/immigration_map.html</p>	<p>Immigrants who lack stable employment or are employed as migrant workers may confront homelessness.</p>			
<p>Law Enforcement Check the phone book or Internet site of your town for local contact info</p>	<p>Local law enforcement can provide important support in assisting people displaced by disasters and unaccompanied youth (who may be involved with law enforcement if they have run away from home or are living on the street), in addition to other services.</p>			
<p>Legal Services Organizations To find local groups: http://www.ptla.org/ptlasite/links/services.htm</p>	<p>Legal services organizations often provide services to families and youth who are homeless and can provide an important perspective and assistance to collaborative efforts.</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>Mental Health Providers To find local providers: http://www.mentalhealth.samhsa.gov/databases/</p>	<p>Mental health providers are essential partners in meeting the mental health needs of homeless children, youth, and families. In the wake of disasters, when students and parents are suffering the mental health impacts of experiencing a traumatic event, such providers are particularly critical.</p>			
<p>PTA http://www.pta.org/</p>	<p>One of the missions of the PTA is to encourage parent and public involvement in the public schools. The Virginia PTA has adopted a resolution in favor of the McKinney-Vento Act. See http://www.wm.edu/hope/vaptaresolution.pdf</p>			
<p>Public Housing Agencies To find local contact info: http://www.hud.gov/offices/pih/pha/contacts/</p>	<p>The U.S. Department of Housing and Urban Development (HUD) administers federal aid to local public housing agencies that manage housing for low-income residents. There are approximately 1.3 million households living in public housing units, managed by some 3,300 public housing agencies.</p>			
<p>Refugee Services Organizations To find local groups: http://www.refugees.org/article.aspx?id=1113 http://www.acf.hhs.gov/programs/orr/partners/coordina1.htm http://www.acf.hhs.gov/programs/orr/partners/volunteer.htm</p>	<p>Refugees who lack stable employment may confront homelessness. The Reception and Placement program (R&P), managed by the Department of State, provides essential services (housing, clothing, food, referrals to medical and social services) during the first 30 days in the United States. Resettlement agencies provide longer-term resettlement and integration programs, including transitional cash assistance, health benefits, and a wide variety of social services. These agencies are funded by the Office of Refugee Resettlement (ORR) in the Department of Health and Human Services.</p>			
<p>Social Welfare Service Agencies and Organizations Check the phone book or Internet site of your town for local contact info</p>	<p>Food banks, employment agencies, subsidized day care providers, health and dental clinics, mental health clinics, and other providers of social welfare services have direct contact with many families and youth experiencing homelessness.</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>School Board www.nsba.org</p>	<p>The National School Boards Association has featured the McKinney-Vento Act in its national publications and at its annual conference. For example, see Q&A at http://www.nsba.org/site/doc_cosa.asp?TrackID=&SID=1&DID=33536&CID=164&VID=50 and April 22, 2004 audio conference, available through http://www.nsba.org/site/docs/31500/31483.pdf. Local school boards have adopted resolutions recognizing the harmful effects of homelessness on education and supporting affordable housing. For an example of such a resolution from the Anchorage School Board, see http://www.asdk12.org/School_Board/archives/Arc2004-2005/Agendas/20041011/H01M057.pdf.</p>			
<p>Superintendent of Schools http://www.aasa.org/about/index.cfm http://www.ccsso.org/</p>	<p>State and local superintendents are the chief executive officers of their school systems.</p>			
<p>United Way of America http://national.unitedway.org/ To find your local chapter: http://national.unitedway.org/myuw/index.cfm</p>	<p>The United Way works with schools, government agencies, businesses, organized labor, financial institutions, community development corporations, voluntary and neighborhood associations, the faith community, and others. The issues the United Way addresses are determined locally. National issues are: Early Childhood; 211 is the 3-digit phone number to give help and receive help; Assets for Family Success; Crisis Preparedness & Response; and Emergency Food & Shelter.</p>			

DISASTER RESPONSE AND RELIEF STAKEHOLDERS CHART

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>American Red Cross To find your local chapter: http://www.redcross.org/where/where.html</p>	<p>Works closely with local/state/federal emergency management staff in planning and preparedness for disaster response. Provides relief services to communities affected by disasters, including food, water, short-term shelter, and a database to help survivors find their family. The American Red Cross Liaison to Voluntary Agencies (LVA) communicates with other local agencies.</p>			
<p>Christian Reformed World Relief Committee (CRWRC) Disaster Response Services http://www.crwrc.org/relief/na/index.html</p>	<p>CRWRC Disaster Response Services (DRS) is a network of volunteers who help clear debris, assess needs, and rebuild homes after disasters strike. They work in all phases of disasters, including early assessment, rapid response, needs assessment, organizational capacity building, reconstruction, and community development consultation.</p>			
<p>Church of the Brethren Emergency Response/ Service Ministries http://www.brethren.org/gen-bd/ersm/index.htm</p>	<p>Church of the Brethren Disaster Response provides volunteers to clean up debris and to repair or rebuild homes for disaster survivors. Each Church of the Brethren district has an appointed disaster coordinator. Disaster Child Care (DCC) trains, certifies, and mobilizes volunteers to disaster sites in the United States to provide crisis intervention to young children of families suffering from natural or man-made disasters. Professional counselors are also available to inform and educate parents, teachers, community workers, and the general public about the effects of disasters on children.</p>			
<p>Church World Service (CWS) Emergency Response Program http://www.cwserp.org/</p>	<p>Assists/mentors local faith-based groups to organize a coordinated faith-based response to human needs that is integrated into the ongoing development of the community.</p>			
<p>Community Emergency Response Teams (CERT) http://www.citizen corps.gov</p>	<p>The CERT program educates people about disaster preparedness and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations.</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>State-by-state contact info at https://www.citizencorps.gov/citizenCorps/certsByState.do</p>				
<p>Coordinated Assistance Network (CAN) www.can.org To find CAN agencies in your area: http://www.can.org/agencies.htm</p>	<p>CAN is a network of seven charities that participate in community-led preparedness and response coalitions focusing on best practices to serve those in need. CAN partnered with FEMA to develop a web-based database to share information between agencies.</p>			
<p>County Emergency Management Agency (EMA) Find state and local contact info at: http://www.fema.gov/about/contact/statedr.shtml</p>	<p>Many counties have EMAs for emergency planning and response in the county. The County EMA coordinates with the State EMA and FEMA, as well as with community organizations and agencies.</p>			
<p>Federal Emergency Management Agency (FEMA) 1-800-621-FEMA (3362) http://www.fema.gov/</p>	<p>Coordinates resources in a federally declared disaster to assist the local and state authorities in responding to and recovering from the disaster. Programs include:</p> <ul style="list-style-type: none"> • Individuals and Households Program (housing assistance to people whose homes are damaged or destroyed in a disaster; assistance for medical, dental, funeral, and transportation costs). • Disaster Unemployment Assistance (weekly benefits to individuals who are unemployed and not eligible for regular unemployment insurance compensation). • Free legal counseling to low-income individuals (through an agreement with the American Bar Association). • Crisis Counseling Program (supplemental funds to state and local mental health agencies for short-term crisis counseling services). • Voluntary Agency Liaison (coordinates disaster relief activities of established and ad hoc voluntary organizations). 			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>Lutheran Disaster Response (LDR) http://www.ldr.org/ To find local group:!</p>	<p>Following major domestic disasters, LDR provides spiritual and emotional care, hardship grants, assistance with long-term recovery, and volunteer coordination.</p>			
<p>Mennonite Disaster Service http://www.mds.mennonite.net/ For a list of current projects: http://www.mds.mennonite.net/Projects</p>	<p>Mennonite Disaster Service is a channel through which various constituencies of the Anabaptist church respond to those affected by disasters in North America. The main focus is on clean up, repair, and rebuilding homes.</p>			
<p>Presbyterian Disaster Assistance http://www.pcusa.org/pda/</p>	<p>Presbyterian Disaster Assistance focuses on the long-term recovery of communities impacted by disaster and manages specialized volunteer teams to provide consultation, program design, and training.</p>			
<p>Safe and Drug-Free Schools District Council Committee Contact school district for local information http://www.ed.gov/about/offices/list/osedfs/programs.html</p>	<p>The U.S. Department of Education's Office of Safe and Drug-Free Schools' mission is creating safe schools, responding to crises, preventing drug abuse and violence, ensuring the health and well being of students, and promoting development of good character and citizenship. Grants to school districts include discretionary grants for Safe Schools/Healthy Students, grants for Emergency Response and Crisis Management Plans, and the Drug-Violence Prevention formula grant.</p>			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
<p>The Salvation Army http://www.salvationarmy.org</p>	<p>The Salvation Army is an international Christian organization that promotes education, relieves poverty, and pursues other charitable works. Disaster relief is provided through the Emergency Services Program.</p>			
<p>Southern Baptist Disaster Relief http://www.namb.net/dr To find state offices: http://www.namb.net/site/c.9qKILUOzEpH/b.238540/k.6E04/State_Contact_Numbers.htm</p>	<p>Southern Baptist Disaster Relief provides information for individuals, families, churches, associations, and state conventions to help prepare them to respond in the event of a disaster. It also provides meals, water, childcare, showers, laundry, and volunteer clean-up and rebuilding crews in areas affected by disasters.</p>			
<p>State Emergency Management Agency (EMA) Find state contact info at: http://www.emergencymanagement.org/states/</p>	<p>Develops state and county Emergency Operations Plans (EOPs) for emergency response. Identifies and coordinates resources to assist in response and recovery.</p>			
<p>United Methodist Committee on Relief (UMCOR) http://new.bgmm-umc.org/umcor/work/emergencies/domestic/</p>	<p>UMCOR provides training on disaster preparation and response, mentors to provide on-site technical assistance, case management to help survivors navigate and achieve long-term recovery, relief supplies, and finances.</p>			
<p>Voluntary Organizations Active in Disaster (VOAD) http://www.nvoad.org</p>	<p>Provides the venue for agencies to coordinate, collaborate, communicate, and cooperate on disaster planning, training, and response. This occurs at national (NVOAD), state (VOAD) and community (COAD) levels.</p>			

APPENDIX 3

GLOSSARY OF KEY TERMS AND ACRONYMS IN DISASTER PLANNING, RESPONSE, AND RECOVERY

The following is reprinted from the National Voluntary Organizations Active in Disaster: Long-Term Recovery Manual.¹

AFFECTED STRUCTURE: A structure that received damage but is usable for its intended purpose

APPLICANT (RELATING TO A MAJOR DISASTER OR EMERGENCY):

- For Public Assistance – any local or state government or eligible private nonprofit organization submitting a project application or request for direct federal assistance under the Disaster Relief Act of 1974. The governor’s authorized representative takes such action on behalf of the applicant.
- For Individual Assistance – an individual or family who submits an application or request for assistance under the Disaster Relief Act.

BASEMENT: Any area of a building that has its floor sub-grade (below ground) on all sides

BLIZZARD: Extensive snowfall of considerable density for more than 3 hours, winds of 32 to 44 miles per hour, and visibility of less than 1 mile.

CASEWORK OR CASE MANAGEMENT: The process of determining needs experienced by a disaster victim, identifying available resources (both personal and from assistance programs) to address the needs, discerning the unmet needs, and securing resources for those needs. The casework may be handled by a single agency that works in concert with other agencies through a committee process.

CIVIL RESOURCES: Resources that normally are not controlled by a government, for example:

- Human power
- Food and water
- Health resources
- Industrial production
- Housing and construction
- Telecommunications
- Energy
- Transportation

¹ National Voluntary Organizations Active in Disaster. (2004, April). *Long-term recovery manual*. Retrieved August 28, 2006, from: <http://www.nvoad.org/articles/LTRManualFinalApr232004a.pdf>

Minerals
Materials
Supplies

COMMUNITY ORGANIZATIONS ACTIVE IN DISASTER (COAD): A community-level version of the state VOAD. See “Voluntary Organizations Active in Disaster.”

COMMUNITY: A political entity that has the authority to adopt and enforce building codes and ordinances for the area under its jurisdiction. In most cases, the community is an incorporated city, township, or village or an unincorporated area of a county.

CONTENTS COVERAGE: Insurance to cover loss to personal property or business property. Contents must be located within an eligible building. Contents within an eligible building that is not fully enclosed must be secured to prevent flotation out of the building during flooding.

CONTIGUOUS: Connected in an unbroken sequence along a boundary. For National Flood Insurance Program, a row of townhouses would qualify. For agricultural declaration, adjoining counties would qualify.

COOPERATIVE DISASTER CHILD CARE PROGRAM: A volunteer program administered by the Church of the Brethren (COB) designated to meet the needs of children of victims of the impacted area in the American Red Cross service center and the FEMA Disaster Recovery Center.

COVERAGE (INSURANCE): The insurance purchased against specific losses provided under the terms of a policy of insurance. “Coverage” is frequently used interchangeably with the words “protection” and “insurance.”

CRISIS COUNSELING: The application of individual and group treatment procedures that are designed to improve the mental and emotional crisis and their subsequent short or long-term psychological and behavioral conditions resulting from a major disaster or its aftermath.

DAMAGE ASSESSMENT: The appraisal or determination of the effects on human, economic and natural resources resulting from human-caused or natural disasters.

DEDUCTIBLE: For any loss covered by insurance, a deductible may be set by the insurer and is the fixed dollar amount or percentage, which is borne by the insured prior to the insurer’s liability.

DESTROYED: A facility or structure that, pursuant to Public Law 93-288 as amended, received severe damage and is no longer technically or economically usable.

DISASTER MENTAL HEALTH: Mental health services that take into consideration the unique aspects of trauma by natural or human-caused disaster. Outreach is often necessary to deliver services to those who are in need. Communities affected by presidentially-declared disasters may receive immediate, short-term crisis counseling, as well as ongoing support for emotional recovery.

DISASTER WELFARE INFORMATION: A service operated by the American Red Cross in which, when given appropriate information, the Red Cross will make inquiries about a family situation and welfare.

DONATIONS: Voluntary offerings by the public, business, or organizations for the benefit of the disaster-affected area. Donations may be classified as “financial donations” or “in-kind donations.” “In-kind donations” are considered to include materials, professional services and volunteers.

DONATIONS MANAGEMENT: Management of donations is generally thought to involve logistics for receipt, storage and distribution or use of materials, services and volunteers. In addition, management of donations should include identification of needs (current and future), intentional solicitation of needed donations (including cash) and discernment regarding usefulness of unsolicited offers of materials, services, and volunteers.

DUPLICATION OF BENEFITS (DOB): Duplication of Benefits occurs when assistance is granted to a disaster victim for which other designated resources are available. Example 1: payment of home repair costs when personal insurance would have taken care of the cost. Example 2: payment of costs that a federal or state assistance program would have addressed. When public money is involved, DOB may be a legal issue. When voluntary agency money is involved, DOB will take already limited resources.

ELIGIBLE COMMUNITY (OR PARTICIPATING COMMUNITY): A community for which the Federal Insurance Administrator has authorized the sale of flood insurance under the National Flood Insurance Program.

EMERGENCY OPERATIONS CENTER (EOC): The protected site from which civil governmental officials (municipal, county, state or federal) exercise direction and control in an emergency. Voluntary agencies such as the American Red Cross and Voluntary Organizations Active in Disaster may also have liaisons present in the EOC.

FAMILY RECOVERY PLAN: A part of the case management process that identifies the family or individual needs, prioritizes needs and then “maps” the resources to address the needs, how the resources will be acquired and who will take the necessary steps to secure the resources. This may be a formal or informal process.

FEDERAL COORDINATING OFFICER (FCO): In a federally declared disaster, the person appointed by the director of FEMA to coordinate federal assistance in an emergency or major disaster.

FEDERAL DISASTER ASSISTANCE: Aid to disaster victims or local or state governments by federal agencies under provisions of the Disaster Relief Act of 1974 as amended.

FLASH FLOOD: A flood condition in which rainfall is of sufficient intensity and severity that water levels rise (and may fall) rapidly. Often occurs with little advance warning

FLOOD: A general and temporary condition of partial or complete inundation of normally dry land areas from the following:

- Overflow of inland or tidal waters

- Unusual or rapid accumulation or runoff of surface waters

- Mudslides and mudflows caused by accumulation of heavy rain on unstable slopes

HABITABLE RESIDENCE: A living unit that has sustained minor or no damage and is safe, sanitary, secure and habitable.

HAZARD MITIGATION: Any cost-effective measure that will reduce the potential for damage to a facility from a disaster event. Also called Reduction of Vulnerability. See Mitigation.

INCIDENT COMMAND/COORDINATION SYSTEM (ICS): A formal understanding of coordinating response to an event by delineating tasks/functions and the person(s) who have the authority/responsibility to carry out those tasks.

INDIVIDUALS AND HOUSEHOLDS PROGRAM (IHP): Under Presidentially declared disasters, the program that enables families and individuals to receive assistance for eligible disaster-related expenses such as essential home repairs.

INTERFAITH RESPONSE: Local congregations and worshipping communities working together for long-term recovery.

LONG-TERM RECOVERY: The extended period of time following a disaster in which affected persons and communities work to rebuild and regain a sense of normality.

LONG-TERM RECOVERY COMMITTEE: A committee of agency representatives who cooperate in addressing the needs of the community and individuals following a disaster. Usually involves a variety of community, government and faith-based organizations.

LONG-TERM RECOVERY ORGANIZATION: An organization, operating under the auspices of another agency or independently, that works to address the needs of the community and individuals following a disaster. May be entirely faith-based or may be a collaboration of faith-based and secular agencies.

MAJOR DAMAGE: A structure that has received substantial damage and will require considerable time to repair, but is technically and economically feasible to repair.

MINIMAL REPAIRS: The necessary repairs authorized to quickly repair or restore to a habitable condition that portion of the essential living area of an owner-occupied primary residence that was damaged as a result of the disaster.

MINOR DAMAGE: A structure that has received such damage that it is no longer usable for its basic purpose, but can be easily repaired and made usable in a short time.

MISSION: The task, together with its purpose, thereby clearly indicating the action to be taken and the reasoning for the action.

MISSION ASSIGNMENT: A work order or request for performance of work; directs completion by that agency of specified tasks and cites funding, other managerial controls, or guidance.

MITIGATION: Those activities designed to alleviate the effects of a major disaster or emergency or long-term activities to minimize the potentially adverse affects of future disaster in affected areas. Also called Reduction of Vulnerability. See Hazard Mitigation.

NATIONAL EMERGENCY MANAGEMENT INFORMATION SYSTEM (NEMIS): An integrated database system providing local processing support for FEMA assistance programs and support activities.

NATIONAL VOLUNTARY ORGANIZATIONS ACTIVE IN DISASTER (NVOAD): A partnership in disaster response and planning, NVOAD has 34 national member organizations, 52 state and territorial VOADs and a growing number of local VOADs and COADs. See the Appendix for current listing of member agencies. See also Voluntary Organizations Active in Disaster

ONE-HUNDRED YEAR (100-YEAR) FLOODPLAIN: The land area adjoining a river, stream, lake, or ocean that, based on past observations, statistically has a chance of being inundated only once in 100 years. Also referred to as a flood having a 1% chance of occurring in any given year. The 100-year flood is the regulatory base flood under the National Flood Insurance Program (NFIP).

PARTICIPATING COMMUNITY (OR ELIGIBLE COMMUNITY): A community for which the Federal Insurance Administrator has authorized the sale of flood insurance under the National Flood Insurance Program.

PRELIMINARY DAMAGE ASSESSMENT: A damage assessment by a team of governmental (federal, state, local) inspectors viewing the disaster impact for purposes of projecting impact relative to various declaration requirements.

PRIVATE NONPROFIT ORGANIZATION: Any non-governmental agency or entity that currently has either –
An effective ruling letter from the U.S. Internal Revenue Service, granting tax exemption under Section 501 (c), (d), or (e) of the Internal Revenue Code of 1954, or
Satisfactory evidence from the state that the non-revenue producing organization or entity is a nonprofit organized or doing business under state law.

PUBLIC ASSISTANCE (PA) (FEMA PROGRAM): Assistance program for local and state governments and certain private nonprofit organizations after a Presidential disaster declaration. Usually for replacement of infrastructure.

REDUCTION OF VULNERABILITY: See Hazard Mitigation or Mitigation

SMALL BUSINESS ADMINISTRATION (SBA): Provides loans for disaster related damage at lower than market rate for:
Home rebuilding or replacement
Business rebuilding
Personal property loss
Economic injury disaster loss

STRUCTURE: For floodplain management purposes, a structure is a walled and roofed building, including a gas or liquid storage tank that is principally above ground. For insurance coverage purposes, a structure is a walled and roofed building other than a gas or liquid storage tank, that is principally above ground and is affixed to a permanent site, including a manufactured home on a permanent foundation. Includes buildings under construction, alteration, or repair, but does not include building materials or supplies intended for use in such unless such materials or supplies are within an enclosed building on the premises.

SUBSTANTIAL DAMAGE: Damage of any origin sustained by a structure whereby the cost of restoring the structure to its before-damaged condition would equal or exceed 50% of the market value of the structure before the damage occurred.

TEMPORARY HOUSING: Housing accommodation provided on a temporary basis by the

federal government to eligible individuals or families made homeless by a major disaster or emergency.

UNINHABITABLE RESIDENCE: A living unit that has sustained sufficient damages and thus is judged unsafe, unsanitary and insecure.

VOLUNTEER: A person who, of his or her own free will assumes responsibility for the performance of a task for which he or she will receive no compensation.

VOLUNTEER (VOLUNTARY) ORGANIZATION: Any chartered or otherwise duly recognized local, state or national organization that provides needed services to communities or individuals in coping with a disaster.

VOLUNTARY ORGANIZATIONS ACTIVE IN DISASTER (VOAD): A network that provides the venue for voluntary organizations with disaster response and recovery operations to collaborate, coordinate, cooperate and communicate. State VOADs work in non-disaster times to promote training and preparedness; they work in times of disaster to facilitate coordination of response and recovery efforts. VOADs are present at national, state and sub-state levels.

At the state level, the VOAD may include local member agencies that do not have a national program. The state VOAD often serves as advocate and liaison between member agencies and the state government agencies. Recognized state VOADs have a charter and agreement with the National VOAD. See National Voluntary Organizations Active in Disaster.

COMMONLY USED ACRONYMS

AB	American Baptist
AAA	Area Agency on Aging
ABM	American Baptist Men
ACS	Adventist Community Services
ARC	American Red Cross
ARRL	American Radio Relay League
CAP	Community Action Program or Civil Air Patrol
CBO	Community Based Organization
CDBG	Community Development Block Grant
CDCC	Cooperative Disaster Child Care
CDR	Christian Disaster Response
CERT	Community Emergency Response Team
CMHC	Community Mental Health Center
COAD	Community Organizations Active in Disaster
COB	Church of the Brethren
CRWRC	Christian Reformed World Relief Committee
CSS	Catholic Social Services
CWS	Church World Service
DED	Department of Economic Development
DFO	Disaster Field Office
DH	Disaster Housing
DHS	Department of Human Services
DMH	Disaster Mental Health or Department of Mental Health
DNN	Disaster News Network
DOB	Duplication of Benefits or Date of Birth
DRC	Disaster Recovery Center
DUA	Disaster Unemployment Assistance
EA	Emergency Assistance
EFS	Emergency Food and Shelter
EMA	Emergency Management Agency
EMR	Emergency Minor Repair
EOC	Emergency Operations Center
FEMA	Federal Emergency Management Agency
ESF	Emergency Support Functions

FB	Farm Bureau
FCIC	Federal Crop Insurance Corporation
FCO	Federal Coordinating Officer
FEMA	Federal Emergency Management Agency
FHA	Federal Housing Administration
FIA	Federal Insurance Administration
FmHA	Farmers Home Administration
FSA	Farm Services Agency
FRP	Federal Response Plan
HMGP	Hazard Mitigation Grant Program
HUD	Department of Housing and Urban Development
HSUS	Humane Society of the United States
ICISF	International Critical Incident Stress Foundation
ICS	Incident Command System or Incident Coordination System
IHP	Individuals and Household Program (FEMA)
IRFF	International Relief Friendship Foundation
LDR	Lutheran Disaster Response
LSS	Lutheran Social Services
LTR	Long-Term Recovery
LTRC	Long-Term Recovery Committee
LTRO	Long-Term Recovery Organization
MDS	Mennonite Disaster Services
MH	Mobile Home
NFIP	National Flood Insurance Program
NFO	National Farmers Organization
NGO	Non-Governmental Organization
NOVA	National Organization for Victims Assistance
NVOAD	National Voluntary Organizations Active in Disaster
NWS	National Weather Service
PA	Public Assistance
PDA	Preliminary Damage Assessment or Presbyterian Disaster Assistance
PIO	Public Information Officer
SA	Salvation Army
SB	Southern Baptist
SBA	Small Business Administration

SEMA	State Emergency Management Agency
SCO	State Coordinating Officer
TH	Temporary Housing
UCC	United Church of Christ
UMCOR	United Methodist Committee On Relief
USDA	United States Department of Agriculture
VA	Veteran's Administration
VAL	Voluntary Agency Liaison
VISTA	Volunteers in Service to America
VITA	Volunteers in Technical Assistance
VOAD	Voluntary Organizations Active in Disaster



APPENDIX 4

SAMPLE LETTER TO A COLLABORATIVE TASKFORCE INVITEE

Dear Greg,

We are writing to ask you to join us and other community groups to start a taskforce on disaster preparedness. You and your agency provide important services and expertise to this community, and your involvement in the taskforce would be invaluable.

Our organizations work to support families, youth, and adults who have lost their housing. The school district's Homeless Education Program provides mental and physical health support, meals, and after-school mentoring and tutoring to homeless students. The Salvation Army shelters 42 adults every night, in addition to providing meals and case management services. And the Jewish Community Center runs an employment and legal aid program that serves hundreds of youth and adults every month. Other programs invited to build this taskforce provide many other services, such as daycare, clothing, and transitional housing.

Yet, our programs cannot be prepared adequately to respond to a disaster or meet the needs of homeless individuals in our community unless we work together. We hope that a community taskforce can help our agencies and our clients meet their goals by leveraging our resources and influence and providing more seamless, holistic services for our clients. We can have a bigger impact together than alone.

We envision that, as a group, the taskforce will prioritize the needs of our community and establish goals for our collaboration together. We hope you will be able to attend an introductory meeting on Wednesday, October 14, at 7:00 p.m. to start the conversation. The mayor's office has offered us the use of their meeting room, and we will provide refreshments.

We are looking forward to seeing you on the 14th and beginning our work together!

Sincerely,

Superintendent
Rabbi
Salvation Army Director

APPENDIX 5

BEST PRACTICES IN HOMELESS EDUCATION

Determining Eligibility for Rights and Services Under the McKinney-Vento Act



The McKinney-Vento Homeless Assistance Act defines “homeless children and youths” as “individuals who lack a fixed, regular, and adequate nighttime residence.” However, because the circumstances of homelessness vary with each family’s or unaccompanied youth’s situation, determining the extent to which the family or youth fits the definition must occur on a case-by-case basis. Enrollment staff and/or the local homeless education liaison must gather and analyze information from the family or youth and make an appropriate determination of eligibility. Expedient determination of eligibility and immediate school enrollment are critical to the child’s educational continuity.

This tool is designed to assist school and school district staff in applying the definition to individual children and youth to determine eligibility for rights and services under the McKinney-Vento Act.

Step 1: Get the facts. What is the family’s or youth’s situation?

Who is homeless?
(McKinney-Vento Homeless Assistance Act of 2001 – Title X, Part C of the No Child Left Behind Act – Sec 725)
The term “homeless children and youth”—

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

B. *includes —*

- i. *children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;*
- ii. *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...*
- iii. *children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and*
- iv. *migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).*

- Use a standard enrollment form that asks about the family’s or youth’s living situation to gather initial information. (See U. S. Department Education for Homeless Children and Youth Program Guidance, Appendix D, “Sample Student Residency Questionnaire” at http://www.serve.org/nche/downloads/guidance_jul2004.pdf).
- If the form indicates that the student may be homeless, ask questions to get a better sense of the family’s or youth’s circumstances.
- Avoid using the word “homeless” as the stigma associated with the word may lead parents or youth to insist they are not homeless, even though their living situation would fit the McKinney-Vento definition. Tell them the purpose of the questions is to determine if they are eligible for extra services like transportation, clothing, school supplies, and/or tutoring.
- Do not contact persons or agencies outside the school system to obtain information about the student’s living situation; this would likely violate the family’s or youth’s privacy and dignity as well as the Family Education Rights and Privacy Act (FERPA). For example, do not contact landlords, public housing agencies, or law enforcement to verify living situations. For sample questions to assist with gathering information directly from parents, guardians, or youth regarding their living situation, see page 5.
- Respect the family’s or youth’s privacy by talking to them in a private space where other students and faculty members cannot overhear the conversation.
- Share information on the rights and services available under the McKinney-Vento Act for eligible children and youth, and ask the parent/guardian or youth to provide the information you need to make the determination of eligibility. Understand that families or

(continued on the next page)

youth may be hesitant to answer questions for various reasons that include a desire for privacy, concerns related to domestic violence, or fear of losing their children or housing; however, in most cases you will have enough information to make a determination.

Sample questions at the end of this document will assist you in obtaining information to make a determination of eligibility.

Step 2: Analyze the facts. Is the student eligible for McKinney-Vento services?

To be eligible for services, the student must meet the Act’s definition of homeless. The McKinney-Vento Act defines “homeless children and youths” as “individuals who lack a fixed, regular, and adequate nighttime residence.” Lacking any one of these three conditions would make a child eligible. In other words, if the residence is not fixed, regular, **and** adequate, it is considered a homeless situation.

The law then lists several situations as specific examples of homelessness. Migrant children who are living in one of the described situations are included as well. The list of examples included in the definition is not exclusive; rather, it is meant to address some of the more common situations of homelessness.

Again, determining whether a particular child or youth fits the definition of homeless is a case-by-case analysis. The easiest way to make a determination of homelessness is to: (A) see if the student’s situation fits into one of the specific examples of homelessness listed in the law; and if not, (B) consider if the student is in another situation that would fit the definition of homelessness by not meeting the fixed, regular, and adequate standard.

IF THE RESIDENCE IS NOT **FIXED, REGULAR, AND ADEQUATE**,
IT IS CONSIDERED A HOMELESS SITUATION.

A. Does the child or youth’s living situation fit into one of the specific examples of homelessness listed in the law?

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

“*Sharing the housing of other persons...*” implies that the student is staying in another person’s home. Some pertinent questions to help determine if this is the case would include:

- Does the student have any legal right to be in that home?
- Can the student be asked to leave at any time with no legal recourse?
- Is the living situation intended to be temporary or long-term?
- Did the student move into the home as an urgent measure to avoid being on the street or in another precarious situation?

“*...due to loss of housing...*” implies that the student has no personal housing available. Did the student or family lose their previous housing due to:

- An eviction or an inability to pay the rent or other bills?
- Destruction of or damage to the previous home?
- Abuse or neglect (such as in the case of a youth who leaves or is asked to leave the home)?
- Unhealthy conditions such as an inadequate physical environment, infestations, drug or alcohol abuse in the home, or domestic violence?
- The absence of a parent or guardian due to abandonment, the parent’s or guardian’s incarceration, or another reason?

“...*economic hardship* ...” includes cases where limited financial resources have forced families or youth to leave personal residences and share housing due to an inability to pay rent and other bills. The way that the shared housing came about and the intention of the residents are significant. For example:

- If economic hardship such as an accident or illness, loss of employment, loss of public benefits, or condition of poverty forces families to share housing temporarily, the children and youth are eligible for McKinney-Vento services.
- A long-term, cooperative living arrangement among families or friends that is fixed, regular, and adequate should not be considered a homeless situation, even if the parties are living together to save money.
- Living in a motel, hotel, trailer park, or camping ground due to the lack of alternative adequate accommodations.

The phrase “...*due to the lack of alternative adequate accommodations*” can help determine whether these living situations should be considered homeless situations.

- Motels, hotels, and camping grounds will almost always be homeless situations, as they are rarely fixed, regular, and adequate; however, considering whether alternative adequate accommodations are available can help identify possible exceptions, such as a wealthy family living in a luxury hotel on a long-term basis when adequate alternatives are available to the family.
- In contrast, trailer parks often are fixed, regular, and adequate residences. Asking questions about the condition and size of the trailer, the number of people living there, the intended length of stay, and whether the family or youth has an adequate alternative will help determine if the student is eligible for McKinney-Vento services. (See the discussion of substandard housing below for more information.)
- Living in an emergency or transitional shelter.

Emergency or transitional shelters of all kinds, including youth shelters, domestic violence shelters, family shelters, transitional living programs, and supportive housing programs are homeless situations.

- Abandoned in a hospital.

A child or youth abandoned in the hospital is eligible for McKinney-Vento services.

- Awaiting foster care placement.

It is essential that state and local educational agencies collaborate with child welfare agencies, child welfare attorneys, and other community members to establish guidelines for determining if a student in the custody of child welfare is eligible for McKinney-Vento services. Such guidelines should consider the extent to which the student lacks a fixed, regular, and adequate nighttime residence (see Step 2B below). For example, foster homes, shelters, evaluation centers, and group homes that are intended to be emergency, interim, or short-term are unlikely to be fixed, regular, and adequate.

Several states have refined the definition of “awaiting foster care placement” on a state level. For example, the Tennessee Department of Children’s Services, in consultation with the Tennessee Department of Education, has released a policy defining those students in state custody who are eligible for McKinney-Vento services to include students who are placed in emergency foster homes, emergency shelters, primary treatment centers, or other temporary, emergency placements. The policy is available at <http://www.serve.org/nche/forum/foster.php>.

Local liaisons should check with their State Education Agency to see if policies exist that clarify which stages of their state’s child welfare process are included in the McKinney-Vento definition of “homeless”.

- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Examples of some places that meet these criteria include a health clinic, an office, a public restroom, or an unfinished basement or attic.

- Living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.

These specific examples are largely self-explanatory. In evaluating whether housing is “substandard,” consider that substandard means “deviating from or falling short of a standard or norm” or “of a quality lower than that prescribed by law.”¹ Thus, determining if housing is substandard requires comparing the housing with community norms and the law, including a consideration of such factors as:

- Health and safety concerns
- Number of occupants per square foot
- Age of occupants
- State and local building codes



Local educational agencies may wish to collaborate with attorneys and other community members to establish guidelines incorporating state and local legal requirements and community standards.

B. If the child’s, family’s, or youth’s situation does not fit the examples provided in the definition, is the child or youth living in another type of situation that is not fixed, regular, and adequate?

If the student does not fit any of the specific situations in Step 2A, he or she may still be eligible for McKinney-Vento services if the living situation is not fixed, regular, and adequate. Consider and apply the following definitions to the information gathered from the family or youth.

- Fixed
 - “Securely placed or fastened.” “Not subject to change or fluctuation.”².
 - “A fixed residence is one that is stationary, permanent, and not subject to change.”³.
 - “Inhabitant: One who, although he may not be a citizen, dwells or resides in a place permanently or has a fixed residence therein, as distinguished from an occasional lodger or visitor.”⁴.
 - “Domicile: The place where a person has his true fixed permanent home and principal establishment, and to which place he has, whenever he is absent, the intention of returning, and from which he has no present intention of moving.”⁵.
- Regular
 - “Normal, standard.” “Constituted, conducted, or done in conformity with established or prescribed usages, rules, or discipline.” “Recurring, attending, or functioning at fixed or uniform intervals.”⁶.
 - “Consistent.”⁷.

(continued on the next page)

¹ Merriam-Webster’s Collegiate Dictionary, Tenth Edition.

² Ibid.

³ Arizona, Massachusetts, and Michigan McKinney-Vento State Plans, 2002.

⁴ Ballentine’s Law Dictionary, 3rd Edition.

⁵ Ibid.

⁶ Merriam-Webster’s Collegiate Dictionary, Tenth Edition.

⁷ Ballentine’s Law Dictionary, 3rd Edition.

- “A regular residence is one which is used on a regular (i.e., nightly) basis.”⁸.
- “Habitual: By habit; constant; customary, accustomed, usual; common; ordinary; regular; familiar.”⁹.
- Adequate
 - “Sufficient for a specific requirement.” “Lawfully and reasonably sufficient.”¹⁰.
 - “Fully sufficient; equal to what is required; lawfully and reasonably sufficient.”¹¹.
 - “An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.”¹².

(Adapted from “Determining Homelessness by the Definition,” National Law Center on Homelessness & Poverty, <http://www.nlchp.org>.)

Step 3: Get additional input.

If you are still not sure if a student is eligible for McKinney-Vento services, consider the following resources:

- Contact your local homeless education liaison (if you are a school staff person).
- Contact your State Coordinator for Homeless Education.
- Post a question to the NCHE Homeless Education Listserv to solicit input from other homeless education practitioners. (Contact Beth Hartness at bhartnes@serve.org to learn how to join the listserv.)
- Call the NCHE Helpline at 800-308-2145.
- Contact other national homeless education partners (see below for contact information).

Sample Questions to Ask the Students or Parents for Information Gathering

The following questions are designed to elicit information that is relevant for the McKinney-Vento definition of homeless; that is, to determine the extent to which the children and their families or the youth are living in a fixed, regular, and adequate living situation.

Fixed (“A fixed residence is one that is stationary, permanent, and not subject to change.”¹³)

- Is this a permanent arrangement or just temporary?
- Are you looking for another place to live?
- Do you plan to move out soon?
- Why are you staying in your current place?
- Where were you living right before this place? Why did you leave?
- Where would you go if you couldn’t stay where you are?
- Are you staying with friends/relatives just for a little while?
- Did you and your friends/relatives decide to move in together and share a home and expenses for the long term? Or is this a temporary situation for you?
- Could your friends/relatives ask you to leave if they wanted to?
- Are you all sharing the home equally, or are you more like guests in the home?



⁸ Arizona, Massachusetts, and Michigan McKinney-Vento State Plans, 2002.

⁹ *Ballentine's Law Dictionary*, 3rd Edition.

¹⁰ *Merriam-Webster's Collegiate Dictionary*, Tenth Edition.

¹¹ *Ballentine's Law Dictionary*, 3rd Edition.

¹² Arizona, Massachusetts, and Michigan McKinney-Vento State Plans, 2002.

¹³ *Ibid.*

Regular (“A regular residence is one that is used on a regular [i.e., nightly] basis.”¹⁴)

- Do you stay in the same place every night?
- Do you have a key to the place where you are living?
- Do you move around a lot?
- How long have you been at that place? How long do you plan to stay?
- How long did you live in your last place?

Adequate (“An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.”¹⁵)

- How many people are living in the home? How many bedrooms/bathrooms does it have?
- Are you and your children sharing a room? How many people are staying in one room?
- Are you and your children sleeping in a bedroom, or a public area, like a dining room?
- Does the home have heat/electricity/running water?
- What condition is the home in? Does it keep out rain and wind? Is it safe? Is it warm and dry? Do the windows have glass panes?
- Can you come and go as you please?

If the child or youth is eligible, provide appropriate services.

Determining eligibility is only the first step. Children and youth who are eligible for services may have different needs. They may have physical needs for clothing, uniforms, school supplies, free meals, and health care. They may have mental health needs. They may have academic needs. They may need transportation. Or they may need nothing more than the ability to enroll in school immediately without documents.

In determining the appropriate services for a particular child, youth, or family, consider what barriers to education can be removed by applying the McKinney-Vento Act and what is in the best interest of each child or youth. Also consider all the programs in the school district that can support children experiencing homelessness, especially Title I, 21st Century Learning Center programs, Even Start, Head Start, special education and related services, Section 504 services, drop-out prevention programs, and Safe Schools/Healthy Schools grants.



National Partners in Homeless Education

National Association for the Education of Homeless Children and Youth (NAEHCY)
<http://www.naehcy.org>

National Center for Homeless Education (NCHE)
<http://www.serve.org/nche>

National Law Center on Homelessness and Poverty (NLCHP)
<http://www.nlchp.org>

¹⁴ *Ibid.*

¹⁵ *Ibid.*

This brief was developed by:

National Center for Homeless Education
800-308-2145 (toll-free HelpLine)
<http://www.serve.org/nche>

Fall 2006

*NCHE is supported by the U.S. Department of Education
Student Achievement and School Accountability Programs.*

Every state is required to have a coordinator for the education of homeless children and youth, and every school district is required to have a liaison for homeless students. These individuals will assist you with the implementation of the

McKinney-Vento Act. To find out who your state coordinator is, visit the NCHE website at *<http://www.serve.org/nche>*.



For further information on the McKinney-Vento Act and resources for implementation, call the NCHE HelpLine at 800-308-2145 or e-mail *homeless@serve.org*.



Local Contact Information:

APPENDIX 6

SAMPLE ENROLLMENT FORMS

Appendix D: Sample Student Residency Questionnaire¹

Everyday Unified School District

*[This form was not developed nor is it endorsed by the U.S. Department of Education. It is not a required form. It was adapted for use as an example].

This questionnaire is intended to address the McKinney-Vento Act. Your answers will help the administrator determine residency documents necessary for enrollment of this student.

1. Presently, where is the student living? *Check one box.*

Section A	Section B
<input type="checkbox"/> in a shelter <input type="checkbox"/> with more than one family in a house or apartment <input type="checkbox"/> in a motel, car or campsite <input type="checkbox"/> with friends or family members (other than parent/guardian)	<input type="checkbox"/> Choices in Section A do not apply
<p>CONTINUE: If you checked a box in Section A, complete #2 and the remainder of this form.</p>	<p>STOP: If you checked this section, you do not need to complete the remainder of this form. Submit to school personnel.</p>

2. The student lives with:

- 1 parent
- 2 parents
- 1 parent & another adult
- a relative, friend(s) or other adult(s)
- alone with no adults
- an adult that is not the parent or the legal guardian

School: _____

Name of Student _____ Male Female

Birth Date ____/____/____ Age: _____ Social Security# [if appropriate] _____
 Month / Day / Year

Name of Parent(s)/Legal Guardian(s) _____

Address _____ ZIP: _____ Phone/Pager: _____

Signature of Parent/Legal Guardian _____ Date: _____

School Use Only - Campus Administrator's determination of Section A circumstances:
--

➔ FAX to Attendance, Guidance and Counseling 777-777

If the parent has checked Section B above, completion of form is not required. For any choices in Section A, this form must be completed and faxed to Attendance, Guidance and Counseling Department immediately after completion. All campuses must keep original forms separately from the Student Permanent Record for audit purposes during the year.

Name and phone number of a School Contact Person who may know of the family's situation:

_____ Date faxed: _____

¹ United States Department of Education. (2004, July). *Education For Homeless Children And Youth Program, Title VII-B of The McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001, Non-Regulatory Guidance*. Retrieved August 25, 2006 from the National Center for Homeless Education website: http://www.serve.org/nche/downloads/guidance_jul2004.pdf (page 37)

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM
MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**
PLEASE PRINT

DISTRICT/SCHOOL _____ DATE _____

STUDENTS NAME _____ M ___ F ___
(Last Name) (First Name) (Middle Initial)

STUDENTS DATE OF BIRTH _____ GRADE LEVEL _____
(Month) (Day) (Year)

PARENT/GUARDIAN NAME _____ UNACCOMPANIED YOUTH _____
(Last Name) (First Name) (M.I.)

ADDRESS _____ TELEPHONE NUMBER (____) _____

RACE/ETHNICITY ___ White ___ Black ___ Hispanic ___ Asian/Pacific Islander ___ Amer. Ind./Alaskan Nat. ___ MultiRacial/Ethnic

CONFIDENTIAL INFORMATION

Complete only if it shows (1) your child's current living situation; or (2) your living situation if you are a youth not living with a parent or guardian. Check the appropriate box:

- in a shelter with relatives or others due to lack of housing at a train or bus station, park, or in a car
 in a motel/hotel, camping ground, or other similar situation due to the lack of alternative, adequate housing
 in abandoned apartment/building temporarily housed in shelter awaiting DCFS permanent foster care placement
 other _____ Disaster victim? explain _____

Is there a current Order of Protection or No Contact order which concerns this student: Yes No

Last school attended: _____

Eligible for any of these educational and school related activities and services?

- Special Education (IDEA) English Language Learners (ELL) Gifted and Talented Vocational Education
 Other _____

Possible Barriers to Education

- School Selection Transportation School Records Immunizations or other medical records
 Other issues/barriers _____

Proposed Services and Activities to be Provided by McKinney-Vento

- Tutoring or other instructional support Expedited evaluations Staff professional development/awareness
 Referrals for medical, dental, and other health services Transportation Early childhood programs
 Assistance with participation in school programs Before/after-school, mentoring, summer programs
 Obtaining or transferring records necessary for enrollment Parent education related to rights/resources
 Coordination between schools and agencies Counseling Addressing needs related to domestic violence
 Clothing to meet a school requirement School supplies Referral to other programs and services
 Emergency assistance related to school attendance Other _____

COMMENTS _____

² Illinois State Board of Education. (n.d.). *Education for Homeless Children and Youth Program Common Form* (Spanish and English). Retrieved December 20, 2006 from: <http://homelessed.net/schools/default.htm>

To the best of my knowledge, the information in this document is accurate:

Print Name & Title of Person completing form _____

ROE/LEA/Agency _____ Date _____

Signature _____

RIGHTS OF HOMELESS STUDENTS

The school district shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available.

A student is considered "**homeless**" if he or she is presently living:

- in a shelter * sharing housing with relatives or others due to lack of housing
- in a motel/hotel, camping ground, or similar situation due to lack of alternative, adequate housing
- at a train or bus station, park, or in a car * in an abandoned building
- temporarily housed while awaiting DCFS foster care placement

All Homeless Students Have Rights To:

- **Immediate school enrollment.** *A school must immediately enroll students even if they lack health, immunization or school records, proof of guardianship, or proof of residency.*
- **Enroll in:**
 - *the school he/she attended when permanently housed (school of origin)
 - *the school in which he/she was last enrolled (school of origin)
 - *any school that non-homeless students living in the same attendance area in which the homeless child or youth is actually living are eligible to attend.
- **Remain** enrolled in his/her selected school for as long as he/she remains homeless or, if the student becomes permanently housed, until the end of the academic year.
- **Priority** in certain preschool programs.
- **Participate** in a tutorial-instructional support program, school-related activities, and/or receive other support services.
- **Obtain** information regarding how to get fee waivers, free uniforms, and low-cost or free medical referrals.
- **Transportation services:** A homeless student attending his/her school of origin has a right to transportation to go to and from the school of origin as long as (s)he is homeless or, if the student becomes permanently housed, until the end of the academic year.

Dispute Resolution: If you disagree with school officials about enrollment, transportation or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. The school district must refer you to free and low cost legal services to help you, if you wish. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. Every Illinois Public School has a Homeless Education Program Liaison who will assist you in making enrollment and placement decisions, providing notice of any appeal process, and filling out dispute forms.

If you have questions about enrollment in school, or want more information about the rights of homeless students in Illinois Public Schools, call the appropriate Regional Homeless Education Liaison from the listing below or call the Illinois State Board of Education at (1-800) 215-6379.

Area 1	630/444-2974	Cook (outside of the City of Chicago), DuPage, Grundy, Kane, Kendall, Lake, McHenry and Will counties;
Area 2	815/652-2054	Boone, Bureau, Carroll, De Kalb, Henry, Jo Daviess, LaSalle, Lee, Marshall, Ogle, Putnam, Rock Island, Stark, Stephenson, Whiteside, Winnebago and Woodford counties;
Area 3	309/837-4821	Adams, Brown, Cass, Fulton, Hancock, Henderson, Knox, Logan, Mason, McDonough, Menard, Mercer, Morgan, Peoria, Pike, Sangamon, Schuyler, Scott, Tazewell and Warren counties;
Area 4	815/937-2950	Champaign, Clark, Coles, Cumberland, DeWitt, Douglas, Edgar, Ford, Iroquois, Kankakee, Livingston, Macon, McLean, Moultrie, Piatt, Shelby and Vermilion counties;
Area 5	618/283-1673	Bond, Calhoun, Christian, Clinton, Effingham, Fayette, Greene, Jersey, Macoupin, Madison, Marion, Monroe, Montgomery, Randolph, St. Clair and Washington counties;
Area 6	618/998-9226	Alexander, Clay, Crawford, Edwards, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jefferson, Johnson, Lawrence, Massac, Perry, Pope, Pulaski, Richland, Saline, Union, Wabash, Wayne, White and Williamson counties;
Area 7	773/553-2242	City of Chicago

Educational Services For Homeless/Transitional Students Confidential Referral Form ³

**PARISH PUBLIC SCHOOLS
EDUCATIONAL SERVICES FOR HOMELESS/TRANSITIONAL STUDENTS
CONFIDENTIAL REFERRAL FORM**

Date _____ Not In School _____

Student _____ (M/F) Parent/Guardian _____ Race _____

School _____ Age _____ Grade _____ Sp Ed Y/N _____ D.O.B. _____

S.S.# or I.D.# _____ Phone Number _____

Temporary Address _____ City _____ Zip _____

THIS FORM IS TO BE COMPLETED ON HOMELESS/TRANSITIONAL STUDENTS

Referring Person _____ Position _____

Reason for referral: Problems listed below often prevent homeless children and youth from attending school. Please check the areas of concern which apply to the student identified above.

- Student lacks a permanent residence
- Student is unable to pay school fees
- Immunizations are needed
- A birth certificate is needed
- Excessive absences are a problem
- Lacks academic records and/or documentation
- Academic problems indicate a need for tutoring
- School supplies are needed
- Transportation to school is a problem
- Student/family needs assistance accessing community resources
- Behavior indicates a need for mental health counseling
- School clothes are needed:
Sizes: Shirt _____ Pants _____ Shoes _____ Other _____
- Free lunch form has not been returned
- Health problems are indicated
- Guardianship is a problem

Check all that apply:

- lives with: other family* _____
- substandard housing* _____
- mom* _____ *dad* _____
- other* _____ *self* _____
- highly mobile* _____
- resides in a shelter* _____
- doubled-up* _____



COMMENTS: _____

Other children in home: (Use back if needed) _____

NOTE: Return this form to (NAME OF LIAISON), Homeless Liaison for (PARISH) Parish Schools, at (ADDRESS), or send by FAX.

PHONE: (NUMBER) _____ FAX: (NUMBER) _____

Signature: _____
Principal/Counselor/Teacher Homeless Liaison's Signature*

***LIAISON'S SIGNATURE INDICATES STUDENT(S) MEET MCKINNEY-VENTO REQUIREMENTS**

³ Louisiana Department of Education. (n.d.). *Educational services for homeless/transitional students confidential referral form*. Retrieved August 25, 2006 From: <http://www.doe.state.la.us/lde/uploads/2529.pdf>

Caregiver's Authorization Form⁴

Caregiver's Authorization Form

This form is intended to address the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (P.L. 107-110) requirement that homeless children are to have access to education and other services. The McKinney-Vento Act specifically states that barriers to enrollment must be removed. In some cases, a child or youth who is homeless may not be able to reside with his/her parent or guardian.

Instructions:

- To authorize enrollment in school of a minor, complete items 1 through 4 and sign the form.
- To authorize enrollment and school-related medical care, complete all items and sign the form.

The minor named below lives in my home, and I am 18 years of age or older.

1. Name of minor: _____
2. Minor's birthdate: _____
3. My name (adult giving authorization): _____
4. My home address: _____
5. Check one or both (for example, if one parent was advised and the other could not be located):
 I have advised the parent(s) or other person(s) having legal custody of the minor as to my intent to authorize medical care and have received no objection.
 I am unable to contact the parent(s) or legal guardian(s) at this time to notify them of my intended authorization.
6. My date of birth: _____
7. My state driver's license or identification card number: _____

I declare under penalty of perjury under the laws of this state that the foregoing information is true and correct.

Signature _____ Date _____

Adapted from materials produced by the California Department of Education. As with any legal document, the local educational agency's legal counsel should review the document.

⁴ NCHE. (2005) Caregiver's authorization form. *Local Homeless Education Liason Toolkit* (Appendix E). Retrieved August 25, 2006 from: http://www.serve.org/nche/downloads/toolkit/app_e.pdf

Dispute Resolution Process School Sample Forms ⁵

Appendix E: Dispute Resolution Process School Sample Form*

Everyday Independent School District

*[This form was not developed nor is it endorsed by the U.S. Department of Education. It is not a required form. It was adapted for use as an example].

School Name: _____
School Address: _____ Phone: (777) _____ Fax: (777) _____
Student's Name: _____ I.D.#: _____ Grade: ____
Current Address: _____ Current Phone: _____
Parent/Guardian/Complaining Party's Name: _____

Relationship: Parent Guardian Unaccompanied Youth Other:

Current Address: _____ Current Phone: () _____

Please note: Information regarding student's address, phone number, and information protected by Everyday School Records Act and can only be released to parent/guardian, the student, or to a person specifically designated as a representative of the parent/guardian.

Lives in a Shelter Yes No

Name of school that parent chooses child to be immediately enrolled in and /or transported to/from until dispute is resolved:

Is this the school of origin*? Yes No

*School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled.

If no, from which school was the student transferred? _____

Reason for the Complaint: _____

Signature of parent/guardian/complaining party:

Date:

Principal's Actions on the Complaint

Taken within ___ school day(s) after receiving notice of the complaint.

Date Homeless liaison was notified of the dispute:

Action taken by principal to resolve the dispute: _

Was the dispute resolved? Yes No

Explanation:

⁵ U.S. Department of Education. (2004). *Education for Homeless Children and Youth Program Non-Regulatory Guidance*. Retrieved August 25, 2006, from http://www.serve.org/nche/downloads/guidance_jul2004.pdf

Appendix F: Dispute Resolution Process School District Sample Form*

EVERYDAY PUBLIC SCHOOLS

*[This form was not developed nor is it endorsed by the U.S. Department of Education. It is not a required form. It was adapted for use as an example].

Student's Name: _____ I.D.#: _____

Grade: _____

School Name: _____

District Action On Complaint

Taken within ____ school days after receiving notice of the complaint.

Did the Education Liaison resolve this dispute? Yes No

If dispute was resolved: describe the actions taken by the Education Liaison to resolve the dispute to the satisfaction of parent/guardian:

If dispute was *not* resolved to the satisfaction of the parent/guardian: provide the date that a District Education Officer convened a meeting of the parties and briefly describe the outcome of this meeting:

The following organizations are willing to provide low-cost or free legal assistance to residents of Everyday*:

Everyday Coalition for the Homeless Main Street Everyday, USA (800) 555-5555
Everyday Coalition is willing to provide to homeless children and parents free legal services regarding educational matters.

*By listing these organizations as sources of low-cost or free legal services, the Everyday Board of Education does not in so doing recommend or advocate the use of the services of the listed organizations, nor is the Board responsible for the quality of services provided by any of these listed organizations, should their services be used.

Action taken by Everyday School District to resolve the dispute (if necessary): _

Was the dispute resolved? Yes No Date:

Explanation:

APPENDIX 7

QUESTIONS FOR DISCUSSING ENROLLMENT TIMING WITH DISPLACED PARENTS AND YOUTH

Questions for Parents Enrolling Their Child in School After a Major Disaster

- * Did your child witness any violent or traumatic events during or after the disaster?
- * Does he/she become very upset, sad, or angry when separated from you?
- * Would it be safer, healthier, or better for your child to spend the day in school rather than where you are staying right now?
- * Have you talked to your child about how he/she feels about returning to school? What did he/she say?
- * Has your child seen a counselor or therapist since the disaster?
- * Would you be willing to talk to a school counselor or social worker to help them better support your child?
- * Would you be able to accompany your child on a tour of the school and to meet his/her teacher(s)?
- * Would you be able to ride the school bus/walk with your child to and from school on the first day?
- * What was your child's previous school like? How many children went to the school? How many children were in your child's class(es)? Was your child's teacher(s) a man or a woman? We may be able to place your child in a similar school or classroom.
- * Does your child have any relatives or friends attending school in this school district? We may be able to place your child in the same school or class as those students.
- * Did your child participate in clubs, sports, or other activities? We would like your child to participate in those activities in our school, too.
- * What can we do to help your child feel comfortable in school?
- * Do you feel your child is ready to return to school?

Questions for Unaccompanied Youth Enrolling in School After a Major Disaster ★

- * Did you witness any violent or traumatic events during or after the disaster?
- * Would it be safer, healthier, or better for you to spend the day in school rather than where you are staying?
- * Have you seen a counselor or therapist since the disaster?
- * Would you be willing to talk to a school counselor or social worker to help them better support you?
- * How do you feel about returning to school?
- * What was your previous school like? How many students went to the school? How many students were in your classes? We may be able to place you in a similar school or classes.
- * Do you know any other students in this school district? We may be able to place you in the same school or class as those students.
- * Did you participate in clubs, sports, or other activities? We would like you to participate in those activities in our school, too.
- * What can we do to help you feel comfortable in school?
- * Do you feel you are ready to return to school?

★ Note: Since many of these questions may provoke strong emotions in the youth, it may be best for a trained school counselor or social worker to conduct the interview.

APPENDIX 8

School Selection: A Checklist for Decision Making¹

(adapted from the Texas Homeless Education Office)

School of Origin Considerations	Local Attendance Area School Considerations
<input type="checkbox"/> Continuity of instruction <i>Student is best served due to circumstances that look to his or her past.</i>	<input type="checkbox"/> Continuity of instruction <i>Student is best served due to circumstances that look to his or her future.</i>
<input type="checkbox"/> Age and grade placement of the student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.</i>	<input type="checkbox"/> Age and grade placement of the student <i>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.</i>
<input type="checkbox"/> Academic strength <i>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.</i>	<input type="checkbox"/> Academic strength <i>The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.</i>
<input type="checkbox"/> Social and emotional state <i>The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave.</i>	<input type="checkbox"/> Social and emotional state <i>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</i>
<input type="checkbox"/> Distance of the commute and its impact on the student's education and/or special needs <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i>	<input type="checkbox"/> Distance of the commute and its impact on the student's education and/or special needs <i>A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.</i>
<input type="checkbox"/> Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/> Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/> Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.</i>	<input type="checkbox"/> Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the local attendance area school.</i>
<input type="checkbox"/> Length of anticipated stay in a temporary shelter or other temporary location <i>The student's current living situation is outside of the school-of-origin attendance zone, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i>	<input type="checkbox"/> Length of anticipated stay in a temporary shelter or other temporary location <i>The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from the developing relationships with peers in school who live in his local community.</i>

¹ National Center for Homeless Education. (n.d.). *Guiding the discussion on school selection*. Retrieved August 25, 2006 from http://www.serve.org/nche/downloads/briefs/sch_sel_checklist.pdf

APPENDIX 9

ENROLLMENT CHECKLIST

ACTIVITY	COMPLETED
Enrollment completed, including warm welcome by enrollment staff	
Basic needs questionnaire completed (e.g. "Educational Services For Homeless/Transitional Students Confidential Referral Form" from LA DOE (2003). http://www.doe.state.la.us/lde/uploads/2529.pdf)	
Basic needs indicated on questionnaire have been met	
Free meals in place	
School tour completed, personal meeting with principal completed	
Needed academic assessments completed and immediate academic placement made	
Parents interviewed about potential special needs, and interim IEP in place if necessary	
Orientation to student handbook completed	
Parent meeting and orientation completed	
Involved in school-wide welcome activities	
Involved in classroom-based welcome activities	
Peer buddy assigned	
Adult mentor assigned	
Extracurricular activity options discussed and participation encouraged	
Barriers to extracurricular participation removed	
Any needed immunizations and physical exams completed	
Academic records obtained	
Crisis counseling available and access encouraged	

APPENDIX 10

PROMPT AND PROPER PLACEMENT: ENROLLING STUDENTS WITHOUT RECORDS¹

BEST PRACTICES IN HOMELESS EDUCATION

Prompt and Proper Placement: Enrolling Students without Records



The McKinney-Vento Homeless Assistance Act, reauthorized as Title X, Part C, of the No Child Left Behind Act, requires schools to enroll homeless students immediately, even if they do not have the documents normally required for enrollment such as school records, medical records, proof of residency, or others. Unfortunately for many homeless students on the move, incomplete records often result in classroom/curriculum placements that promote frustration and result in failure. This document offers teachers, school counselors, and other school personnel valuable tools and information to assist in making sound educational decisions for immediate placement of homeless children and youth in appropriate classroom settings.

The Importance of Quick Assessment

Accurate assessment of a student's current academic functioning levels can have a critical impact on school performance. Sound decisions about classroom placement can provide much-needed support and minimize potential disruptions to teachers and students. The 2005 Gulf Coast hurricanes and the continuing housing instability of many displaced families have underscored the importance of the role of the school in offering stability and support to students whose lives are disrupted by homelessness. Given the large numbers of families displaced by recent disasters and the associated challenges faced by highly impacted school districts, it is important that the receiving schools develop a streamlined approach to initial student assessment. The goal of this approach would be to gather information needed to support the best possible placement decisions as expediently as possible for busy school personnel. It is important to remember that according to the McKinney-Vento Act, homeless students must be enrolled and participating fully in school activities while the assessment process is taking place.

Gathering Existing Information

Regardless of the cause of their homelessness, all homeless students benefit from continuity in their education. To maximize continuity and minimize disruption as much as possible, immediate enrollment and appropriate placement decisions require a quick analysis of available information about the student being enrolled. Quick analysis of student needs should start with whatever existing information can be acquired. The McKinney-Vento Act requires the receiving school to contact the

(continued on the next page)

Who is homeless?
(McKinney-Vento Homeless Assistance Act of 2001 – Title X, Part C of the No Child Left Behind Act – Sec 725)
The term “homeless children and youth” –

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

B. *includes –*

i. *children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;*

ii. *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...*

iii. *children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and*

iv. *migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).*

¹ National Center for Homeless Education. *Prompt and proper placement: Enrolling students without records*. Retrieved August 25, 2006 from <http://www.serve.org/nche/downloads/briefs/assessment.pdf>

(continued from the previous page)

previous school immediately for school records. In the case of disasters in which the previous school was destroyed or closed, receiving schools should contact the school district office or State Coordinator for Homeless Education to see what records may be available in electronic or other form. For those students whose records might be damaged, destroyed, or otherwise unavailable, it is incumbent upon the receiving schools to begin to build new student records immediately based on information gathered from parents, students, local district or state-level student databases, and any other reliable sources of student information.

Academic Placement and Support

While waiting for official records, if phone/e-mail contact information is available, it may be helpful to talk with previous teachers, school counselors, and others for informal assistance with placement decisions. Likewise, talking with physicians and/or nurses on behalf of those students who have prescribed medications or those whose Individualized Education Programs (IEPs) require classroom accommodations may also be advantageous. It is always in the school's best interest to get as much information as possible from the prior school through informal conversations as well as official transcripts and records. It is advisable to train front-line staff in strategies to gather all available information from students and parents including any academic records, report cards, tests, homework, immunization or other medical records, IEPs or special education referrals, evaluations, meeting notes, or any other school papers the parents or child may have. Receiving schools may also be able to access standardized testing or other achievement data from state or local database systems. Keep in mind that FERPA, the Family Education Rights and Privacy Act, does allow transferring records and informal conversations between schools without parental consent when a child is changing schools.

Gathering Information from Parents and Students

Parents and students themselves can provide important and useful information regarding student needs and appropriate classroom placement. Interviews with parents can be conducted informally with simple, descriptive questions to learn about the student's prior academic performance.



Sample questions for parents might include:

- Do you have any papers from the previous school such as notes from teachers, homework assignments, tests, progress reports, or any other papers?
- Have you worked with your child on any recent homework assignments? If so, what were the assignments about?
- What were your child's grades like? What does he/she find easy? Difficult?
- Did you ever go to a meeting at school with a lot of teachers, a doctor or someone from the school district office?
- Did you ever sign any papers that talked about goals for your child or special school services?

(continued on the next page)

Sample questions for students might include:

- What was your school day like?
- Do you remember the names of any of your books or what the covers looked like?
- What were you learning in your math/history/science/language class?
- What were some of your recent homework assignments? Do you have any old homework assignments, tests, notes from teachers, or any other papers from school?
- What was the name of your math/history/science/language class?
- How many kids were in your class? How many teachers were in your class?
- Did you ever spend time alone or in a small group with a different teacher?
- Did you ever spend time alone or in a small group in a different classroom?
- What were your grades like?

Conversations such as these with parents and students can often yield helpful information to guide initial placement decisions.

Useful Tools for Quick Assessment

Although schools should continue to seek existing records from all available sources, there may be times when no student records will be available; in these instances, a quick, valid, and reliable assessment of student academic placement needs is critical. The following section provides a representative sampling of various tools that are available and in use by educators who need to make sound initial placement decisions based on a quick assessment process. Many of these instruments are likely to be in use in schools already by school psychologists, special education teachers, and classroom teachers as part of their routine screening and diagnostic processes. A preliminary discussion among members of the school's existing diagnostic team should take place to inform choices about which instruments are best used and by whom for the individual student (s) of concern. It is important to note that in some cases, choice of assessment instruments will be driven by the school's testing protocols and whether the use of some of the suggested tools might best be reserved for use in the established special education diagnostic process. Teachers and specialists should collaborate to generate the most valuable assessment results possible. To the extent that time allows, team decisions regarding the selection of assessment tools should be the goal.

The following list is a representative, not comprehensive, sampling of assessment tools. Inclusion in the list should not be viewed as a recommendation or endorsement by NCHE. Pricing and other information are subject to change and should be confirmed with the provider if purchases are anticipated.

Quick Assessment Tools

Quick assessment in core academic subjects can be accomplished with a variety of available instruments, including:

Brigance Comprehensive Inventory of Basic Skills – Revised (CIBS-R)

Assesses reading comprehension, decoding, and math; individually administered; untimed; select desired subtests; PreK -3 and higher; \$139 for screen and manual; \$32.95 for record books (10); diagnostic battery available in Spanish.

Available from Curriculum Associates, Inc., www.curricassoc.com

Diagnostic Assessment of Reading (DAR)

Assesses phonics, fluency, vocabulary, and comprehension; individually administered; 25-40 minutes; K-12; \$219 for classroom kit.

Available from Riverside Publishing, www.riverpub.com

Diagnostic Screening Tests – Reading (DSTR)

Assesses comprehension, decoding, and sight vocabulary; 5-10 minutes; grades 1-3 and higher; two forms are available for test-retest applications; \$50 for manual and 50 test forms.

Available from Slosson Educational Publications, www.slosson.com

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Assesses the development of pre-reading and early reading skills; standardized, individually administered, one-minute fluency measures; K-3 and higher; part of larger DIBELS data system, allowing online data entry and automated reports (\$1 per student per year).

Measures available for free downloading, dibels.uoregon.edu

Gray Oral Reading Test – 4 (GORT-4)

Assesses comprehension, decoding, and fluency; 15-30 minutes; grades 2-3 and higher; two forms are available for test-retest applications; \$147 for manual, student book, and 50 record forms.

Available from PRO-ED, Inc., www.proedinc.com

Informal Reading Comprehension Placement Test

Assesses reading grade level of the student, vocabulary, and comprehension; individually administered; 30-45 minutes; K-3 and higher; \$59.95 for software package.

Available from Educational Activities, Inc., www.edact.com

Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

Assesses reading comprehension and decoding, math, written language, and oral language; individually administered; 15-45 minutes (brief form); covers areas mandated by IDEA and Reading First; \$234.95 for administration manual and 50 individual record booklets

Available from American Guidance Service, Inc. (AGS), www.agsnet.com

(continued on the next page)

KeyMath – Revised

Assess student’s understanding and application of important math concepts and skills; individually administered; 30-35 minutes; grades K-12; includes two forms for pre- and post-test applications.

Available from American Guidance Service, Inc. (AGS), www.agsnet.com

Spanish Reading Comprehension Test

Assesses reading comprehension; administered in group or individually; 30 minutes; grades 1-2 and higher; available in both English and Spanish; \$20 for manual and reproducible score sheets.

Available from Moreno Publishing Company, 619-461-0565

Standardized Reading Inventory (SRI)

Assesses reading comprehension and decoding skills; individually administered; 15-45 minutes; Pre-K–3 and higher; two forms are available for test-retest applications; includes instructions for miscue analysis; \$93 for manual, student booklet, and 50 record sheets.

Available from PRO-ED, www.proedinc.com

Test of Reading Comprehension – 3rd Edition (TORC-3)

Assesses reading comprehension, vocabulary, and syntax; includes subtest on reading directions of schoolwork; administered individually or in group; 30 minutes; grades 2-3 and higher; \$139 for manual, 10 student booklets, and 50 answer sheets.

Available from PRO-ED, Inc., www.proedinc.com

Wide Range Achievement Test (WRAT-3)

Assesses reading, spelling, and math; administered in group or individually; 15-30 minutes; K-3 and higher; two forms are available for test-retest applications; \$110 for manual and 50 test forms.

Available from Wide Range, Inc., 800-221-9728.

Woodcock-Johnson Psycho-Educational Battery (WJ-R)

Assesses reading comprehension and decoding; math, science, social studies, humanities, and handwriting; individually administered, approximately 5 minutes per subtest; K-3 and higher; available in English and Spanish; \$677 for complete battery; \$267 for standard achievement battery.

Available from Riverside Publishing Company, www.riverpub.com

Computer-based Assessment Tools

Lexia Quick Reading Test

Computerized diagnostic reading program; assesses decoding and sight vocabulary; 5-8 minutes; grades K-12.

Available from Lexia, www.lexialearning.com

Diagnostic Online Reading Assessment (DORA) and Diagnostic Online Math Assessment (DOMA)

Online tools for individual students or entire classes; grades K-12; provides reports in teacher and parent/tutor versions.

Available from Let's Go Learn, Inc., www.letsgolearn.com

STAR Reading

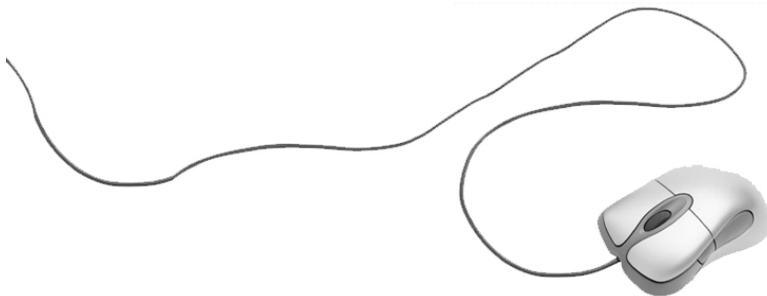
Computer-based assessment of vocabulary knowledge that correlates with reading comprehension; 10 minutes; grades 1-3 and higher. ; provides computer-generated reports; \$399 for single computer/\$1499 for school-wide site license.

Available from Renaissance Learning, www.renlearn.com

Woodcock-Munoz Language Survey

Appropriate for placement in ELP and ESL programs; assesses language proficiency; individually administered, 5 minutes per subtest; preK-3 and higher; available in English or Spanish; \$195 for manual, 25 test records, and scoring software.

Available from Riverside Publishing Company, www.riverpub.com



Final Considerations

Many textbook series have placement tests and chapter/unit pretests. These can often be used quickly and easily by classroom teachers to yield useful information to guide instructional placement decisions.

Curriculum-Based Measurement (CBM), an alternative approach to academic assessment, is a method of choice among many special educators and holds promise for highly mobile students. CBM can be used to measure basic skills in reading, mathematics, spelling and written expression, and using materials from the school's curriculum. For further information regarding training for the use of this assessment approach, visit www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.shtml.

APPENDIX I I

RECORDS MANAGEMENT CHECKLIST ¹

DATE OF ACTIVATION: _____

REASON FOR ACTIVATION: _____

Procedures to be followed to preserve essential records in case the building is evacuated or is in danger.

Completed or N/A	By (initials)	Time	Item
			Command Post
			Health records prepared to accompany evacuating students
			Determination made that administrative records are in danger, and they can be moved to off-site storage without endangering personnel
			Records recovery team assembled
			Off-site storage location notified to be prepared to receive records (_____, ph # _____)
			Records Recovery Team Operations
			Records are to be evacuated identified
			Procured boxes to hold records
			Moved boxes to vehicles for transfer
			Electronic Records
			Identified electronic records to be saved
			Copied records onto disks
			Transported disks to off-site storage area

¹ Note. From "School emergency operations plan: Checklists," by the Pennsylvania Department of Education (n.d.). Reprinted with permission. Retrieved August 25, 2006 from: <http://www.pdenewsroom.state.pa.us/newsroom/lib/newsroom/SampleSchoolPlan-Checklists1.pdf>

APPENDIX 12

DELAWARE INTERSCHOLASTIC ATHLETIC ASSOCIATION POLICIES FOR HOMELESS STUDENTS ¹

1008: DIAA Junior High/Middle School Interscholastic Athletics

2.2.1.1 A student who, pursuant to established school board policy or administrative procedure, remains in a school he/she has been attending after his/her legal residence changes to the attendance zone of a different school in the same school district, may exercise, prior to the first official student day of the subsequent academic year, a one-time election to remain at his/her current school and thereby not lose athletic eligibility. If a student chooses to remain at his/her current school and then transfers to the school in his/her new attendance zone on or after the first official student day of the subsequent academic year, he/she shall be ineligible for ninety (90) school days....

2.2.1.6 Notwithstanding 2.2.1, a student who is homeless as defined in the McKinney-Vento Act, 42 U.S.C. 11434a(2) shall be eligible to participate at the public school in which he/she is enrolled.”

1009: DIAA Senior High School Interscholastic Athletics

2.2.1 With the exception of boarding school students, a student must be living with his/her custodial parent(s), legal guardian(s), or relative caregiver in the attendance zone of the school which he/she attends, or be a student 18 years of age or older and living in the attendance zone of the school which he/she attends (see 2.2.1.7), in order to be eligible for inter-scholastic athletics in that school. In cases of joint custody, the custodial parent shall be the parent with actual physical placement as determined by court. In the case of shared custody the parents must commit to sending the student to a particular school for the year. Maintaining multiple residences in order to circumvent this requirement shall render the student ineligible....

2.2.1.8 Notwithstanding 2.2.1, a student who is homeless as defined in the McKinney-Vento Act, 42 U.S.C. 11434a(2) shall be eligible to participate at the public school in which he/she is enrolled.

2.4.2 If a student has previously participated in interscholastic athletics, he/she shall be ineligible for a period of ninety (90) school days commencing with the first day of official attendance in the receiving school unless one of the following exceptions applies:

¹ Delaware Interscholastic Athletic Association. (2005). *2005-2006 Official handbook*. Retrieved August 25, 2006 from http://www.doe.k12.de.us/files/pdf/diaa_handbook200506.pdf

...2.4.2.6 The transfer is the result of the student being homeless as defined in the McKinney-Vento Act, 42 U.S.C. 11434a(2).

2.4.2.6.1 Notwithstanding the above, the student shall be ineligible under the ninety (90) school day ineligibility clause where the student's homeless status is created by the student or his/her family for the primary reason of:

2.4.2.6.1.1 Seeking a superior team; or

2.4.2.6.1.2 Seeking a team more compatible with the student's abilities; or

2.4.2.6.1.3 Dissatisfaction with the philosophy, policies, methods or actions of a coach or administrator pertaining to interscholastic athletics; or

2.4.2.6.1.4 Avoiding disciplinary action imposed by the school of origin related to or affecting interscholastic athletic participation.

APPENDIX I3

CONTACT LIST FOR STUDENTS WHO HAVE EXPERIENCED A TRAUMATIC EVENT

Local Homeless Education Liaison

State Coordinator for Homeless Education

School Front Office

Local Red Cross

Local Health Clinic

Counselor or Outreach Worker

City/County Office(s)

Faith Community Contact(s)

Emergency Contact(s)

Place of residence (shelter, motel, other)

Other Useful Contacts

NCHE Toll-free HelpLine
1-800-308-2145

FEMA
1-800-621-FEMA (3362)

APPENDIX I 4

SAMPLE TRANSPORTATION FORMS

San Antonio Transportation Brochure ¹



San Antonio Independent School District

1103 Austin Street • San Antonio, Texas 78208-1156

Telephone (210) 223-9792 • Fax (210) 271-7204

Transportation Department

Supplemental Transportation Request

Date of Request:	McKinney-Vento <input type="checkbox"/> Spec. Ed. <input type="checkbox"/>	LPS <input type="checkbox"/>
------------------	---	------------------------------

Student Information:

Student Name:	Grade:	SSN/ID:
Facility (if applicable)		
Facility Contact Person		
Address (location for pick-up)		Rm. / Apt. #
Parent/Guardian	Parent/Guardian Contact #	
2 nd Contact #	3 rd Contact #	

Destination School Information:

School Name	School District:
School Address	
Campus Contact Name / Phone	
Campus Bell Schedule	AM PM
Breakfast Time: (if SoO is in another LEA)	
Earliest Time a Student can be Dropped @ School with Supervision	
Special Accommodations	

Worker (please print) / Date

Authorized SAISD Staff

Date Faxed to Transportation

Request faxed to / date:

Alamo Heights <input type="checkbox"/>	Harlandale <input type="checkbox"/>	Northside <input type="checkbox"/>	South San Antonio <input type="checkbox"/>
East Central <input type="checkbox"/>	Judson <input type="checkbox"/>	San Antonio <input type="checkbox"/>	Southside <input type="checkbox"/>
Edgewood <input type="checkbox"/>	North East <input type="checkbox"/>	Schertz, Cibolo, Universal City <input checked="" type="checkbox"/>	Southwest <input type="checkbox"/>

Other: (identify) _____

¹ San Antonio Independent School District, Transitions Program. (n.d.). *Transportation*. Retrieved August 25, 2006 from the NCHC website: http://www.serve.org/nche/downloads/saisd_transportation.pdf

Spokane Transportation Agreement ²



HEART

All transportation requests are faxed downtown to Transportation where routes and mode of transportation will be determined. We will notify you with pick up and drop off times as well as mode when that information is available.

Your transportation will be one of the following:

School Bus

- * Student should be outside at least five minutes early waiting for the bus
- * Proper school bus behavior is expected.

Taxi

- * You **must call 353-7675** by 7:45am if your student is ill or not needing the taxi (the answering machine is on 24/7).
- * The student should be outside waiting for the cab five minutes early
- * If you have questions, call the HEART number: **353-7675** – NOT Spokane Cab
- * A Parent/Guardian must be home to meet the student when he/she is dropped off.
- * Too many infractions could result in the loss of taxi service.
- * Students must wear seat belts.

In Lieu Of

- * Can only be used when other methods of transportation are not available.
- * Checks are issued once each month – to be picked up at the HEART office; you will be called.
- * District 81 will measure mileage and check attendance -- you will receive no pay for days the student is tardy or absent.
- * Mileage, when approved, will begin on the day “in lieu of” form is signed – it will not be retroactive.

STA Pass/Tokens

- * Bus passes are left at the end of each month in the school office – the student will be notified.
- * Adult pass expectations are that the parent/guardian will accompany the student(s) to and from school.
- * Lost bus passes will NOT be replaced – the student will be placed on the “two token a day” program.
- * Loss of second buss pass will result in the “two token a day” program for the remainder of the school year.
- * Lack of attendance will result in the loss of bus pass.

I understand and agree with the information provided.

Parent/Guardian/Unaccompanied Youth Signature

Date

Children: _____

¹² Spokane Public Schools. (n.d.). *Spokane Public Schools transportation agreement*. Retrieved August 25, 2006, from the NCHC website: http://www.serve.org/nche/downloads/spokane_transp.pdf

² Spokane Public Schools. (n.d.). *Spokane Public Schools transportation agreement*. Retrieved August 25, 2006 from the NCHC website: http://www.serve.org/nche/downloads/spokane_transp.pdf

APPENDIX 15

SAMPLE FREE MEAL APPLICATION FORM ¹

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

NOTICE OF FREE OR REDUCED PRICE MEAL POLICY – USE ONE APPLICATION FOR ALL STUDENTS IN YOUR HOUSEHOLD - ONLY FOSTER CHILDREN USE ONE FORM FOR EACH CHILD

Dear Parent/Guardian:

The School Board of Broward County, serves nutritious meals every school day. All meals served meet nutrition standards set by the U.S. Department of Agriculture. Students may buy lunch for \$1.00 in Elementary School, \$1.35 in Middle and \$1.50 in High; and breakfast for \$.50 in Elementary and \$.60 for Middle/High School. Children may also get free or reduced price meals. Reduced price meals are \$.40 cents for lunch and \$.30 for breakfast. Charter schools' may differ from Broward County Schools' meal prices; please check with your child's charter school for meal prices. If a child has been determined by a doctor to be handicapped and the handicap prevents the child from eating the regular school meal, the school will make reasonable substitutions prescribed by a doctor.

To apply at any time during the year for free or reduced price meals for your children, complete the application and return it to the school. **Please answer all questions on this form. For assistance with an application for meal benefits, you may visit our website at www.broward.k12.fl.us/schoolfoodservice.** An application which does not contain total household income, the names of all household members, the total number of household members, the social security number of the household member signing this application or state that the household member does not have one, your Food Stamp or TANF case number, and the signature of an adult household member can not be processed. You will receive written notification within ten days of receipt of the application. If you do not agree with the district's decision, you may wish to discuss your application. If you wish to review the decision further, you have the right to a fair hearing. This can be done by calling the Food and Nutrition Office at (754) 321-0250, outside Broward County 1 (866) 754-2973 or by writing to the Director of Food and Nutrition Services, 7720 West Oakland Park Boulevard, Sunrise, Florida, 33351. Your child does not have to be a U.S. Citizen in order to qualify for free or reduced price meals.

In certain cases, foster children are also eligible for these benefits. If you have foster children living with you and wish to apply for such meals for them, indicate it on the application. Complete one application for each Foster Child. Foster children may be eligible for free or reduced price meals regardless of the income of the households with whom they reside. Children in households participating in WIC may be eligible for free or reduced price meals. Please complete an application. If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. All other allowance must be included in your gross income.

The information you give on the application is confidential, it will be used only for the purpose of determining eligibility for free or reduced price meals and may be checked by an assigned verification official at any time during the school year. You will receive a written notice if your application is selected for verification.

If you would like information about Medicaid or Healthy Kids Insurance Program please contact Rebecca Miele (954) 467-4885 or Liliana Marin (954) 467-8737 (para español). If you are Homeless or a Migrant, please call the School Board of Broward County Homeless Liaison at (754)321-2494 or Migrant Coordinator at (754)321-1414 to obtain information on receiving free meals.

The child's meal eligibility is good for the entire school year. If you are not eligible now and during the school year there is a decrease in your family income due to reasons such as unemployment, there is an increase in your family size or if you start to receive Food Stamps or TANF, please contact the Food and Nutrition Office for an application at (754) 321-0250. This change may make your child eligible for free or reduced price meals. List the household income amount that you normally receive, including regular overtime.

¹ Note. From *Free and reduced price meal policy*, by Broward County (FL) Public Schools. Reprinted with permission.

PRIVACY ACT STATEMENT: This explains how we will use the information you give. Section 9 of the National School Lunch Act requires that, unless your child's food stamp or TANF case number is provided, you must include the social security number of the adult household member signing the application or indicate that the household member does not have a social security number. Provision of a social security number is not mandatory, but if a social security number is not given or an indication is not made that the signer does not have such a number, the application cannot be processed. The social security number may be used to identify the household member in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits, and investigations and may include contacting employers to determine income, contacting a food stamp or welfare office to determine current certification of receipt of Food Stamps or TANF benefits, contacting the state employment security office to determine the amount of benefits received and checking the documentation produced by household members to prove the amount of income received. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported.

NON- DISCRIMINATION STATEMENT: This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and the U. S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. (Not all prohibited basis apply to all programs). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

INCOMPLETE, ILLEGIBLE OR INCORRECT APPLICATIONS WILL DELAY MEAL BENEFITSUNTIL YOUR APPLICATION IS PROCESSED, PLEASE PACK A LUNCH FOR YOUR CHILD OR GIVE THEM MONEY TO PURCHASE MEALS***

HOW TO FILL OUT THIS FORM:

PART 1 List the student number, full name and birth date for all students attending Broward County Schools.

PART 2 Enter the school code.

PART 3 Households receiving Food Stamps must write currently certified case number in the space provided. This is a ten-digit number starting with the number one. Number must be listed next to EACH student receiving the benefit. Sign the application.

PART 4 If the student is employed, list the student's GROSS monthly income. Do not list other household members' income here.

PART 5 If you are applying for a Foster Child, check the box. YOU MUST COMPLETE ONE APPLICATION PER HOUSEHOLD OR ONE FOR EACH FOSTER CHILD. In Part 4 enter the Personal Use Income for the student, if receiving none, enter "0".

PART 6 If applying for Homeless, Migrant or Runaway, please check the box. Please call the School Board of Broward County Homeless Liaison at (754) 321-2494 or Migrant Coordinator at (754) 321-1414 to obtain information on receiving free meals.

PART 7 Print the first and last name of all adults and children not listed in Part 1. The box must be checked if the individual has no income. Enter the Gross income BEFORE DEDUCTIONS in the appropriate column. You must check the box indicating how often the income is received; weekly, bi-weekly, twice a month or monthly. Do not total incomes across or down. Enter the total number of people listed in Parts 1 and 7. Do not list Foster Children with other members of the household. A Foster Child is a household of one. If you are in the Military Housing Allowance Initiative do not report this allowance. Include the name of deployed service member here.

PART 8 Enter the Social Security Number, Signature, address, telephone numbers and date. If you do not want information on the application used in determining the student's eligibility in other educational programs check the box. OPTIONAL: You do not have to provide this information. Check the box indicating the student's race/ethnic identity. **STUDENT NUMBER:** To correctly assign benefits, the student's number is used. This number is a 10-digit, unique State Identification Number assigned to your child as an enrollment identifier in the Broward County School System – it ensures that the benefits are assigned to the correct student. You can obtain the Student Number from the report card envelope or the school that your child attends. Please obtain this number before submitting the application.

INCOME THAT MUST BE REPORTED

Income means money earned before deductions for income taxes, employee's social security taxes, insurance premiums, bonds and the like. Income includes but not limited to the following:

- Monetary compensation for services including wages, salaries, commissions or fees
- Net income from self-employed farmers and self-employed businessman
- Social Security/ Veteran's payments/ Alimony or child support payments
- Dividends or interest on savings or bonds/Income from estates or trusts
- Net rental income/Net royalties/ Private pensions or annuities/ Foster Care benefits
- Public assistance or welfare payments/ Unemployment Compensation
- Portion of deployed service members' income made available to the household
- Government civilian employees or military retirement pensions-not military housing allowance
- Regular contributions from people not living in the house
- Other cash income would include cash amounts received or withdrawn from any source, i.e. savings, investments, trust accounts and other sources which would be available to pay for the price of a child's meal.

FEDERAL INCOME GUIDELINES 2005-2006

HOUSEHOLD SIZE	YEARLY	MONTHLY	WEEKLY
1	\$17,705	\$1,476	\$341
2	23,736	1,978	457
3	29,767	2,481	573
4	35,798	2,984	689
5	41,829	3,486	805
6	47,860	3,989	921
7	53,891	4,491	1,037
8	59,922	4,994	1,153
EACH ADDITIONAL MEMBER ADD	+6,031	+503	+116

TO AVOID A DELAY IN THE APPLICATION PROCESS

PRINT CLEARLY WITH BLACK INK. DO NOT USE OTHER COLORS OR PENCIL.
 INCLUDE THE STUDENT NUMBER.
 CHECK ONLY ONE FREQUENCY BOX INDICATING HOW OFTEN YOU GET PAID.
 ENTER TOTAL NUMBER OF MEMBERS LIVING IN YOUR HOUSEHOLD.
 SIGN THE APPLICATION.
 DO NOT WRITE ADULT S' INCOME IN PART 4.
 DO NOT USE WHITE OUT, FOLD, TEAR OR STAPLE THIS FORM.
 DO NOT ENTER "0", "NA", CROSS OUT SECTIONS OR DRAW LINES; IF YOU DO NOT HAVE INCOME TO DECLARE IN PART 7.

APPENDIX I 6

MEDIA RELATIONS TIP SHEET ¹

Ordinarily in a school emergency, all calls from the media should be referred to the... Office of Community Relations.

If you must talk with members of the media about an emergency or normal situation at your school, here are a few basic guidelines that will help you:

- Above all, plan what you want to say.
- Before you meet with reporters, write down the most important points you want to make.
- Limit your points to three.
- Keep your sentences short and your words clear.
- Practice.

Here are some key phrases that can help you organize your thoughts:

“The important facts are. . .”

“What I can tell you is . . .”

“What we have done to ensure the safety of our staff and students is . . .”

“We take this very seriously.”

If you don't know the answer, say, “I will get the information and get back to you. What is your deadline?”

Be sure you know whose responsibility it is to answer the question:

“This matter is under police investigation.”

“This is a medical issue. Please contact the health department.”

“Only the school board can change school policy.”

As the principal of the school or the principal's representative, you must set the interview parameters. You set the place and time.

If you want to have members of the press remain outside the school, you can meet them on the sidewalk. If, on the other hand, you want a more relaxed interview, invite the reporters into your office.

You set the timing. It is courteous to ask the reporter if he or she is on deadline and to respect that deadline. At the same time, you have responsibilities to the students in your building that must also be respected.

¹ Note. From *Crisis management workbook (Section 11)*, by Office of Security and Risk Management Services of Fairfax County Public Schools, VA. (n.d.). Adapted with permission. Retrieved August 25, 2006 from: <http://www.fcps.edu/fts/safety-security/planning/cmw.pdf>

You set the topics. In a television interview, always ask the reporter before the camera is rolling what questions he or she would like to ask. Tell him or her what you feel free to talk about and what you cannot comment on. Reporters want to tape a good interview or write a good story. They will most likely work with you. You can conclude an interview politely but firmly if you can't negotiate the subject matter.

Have confidence when you engage in an interview. Be polite. Be forthcoming with all the information that you can. Educate the reporter. Show the reporter how the story can help support the mission of the schools (e.g., send a message to the community that schools take threats of violence seriously or send a message to parents that they must talk with their children about the dangers of abusing over-the-counter medications).

Before you start an interview, be sure you can get out gracefully:

“Thank you very much for coming.”

“You can help us by . . .”

“When we have more information, we will . . .”

APPENDIX 17

DISASTER ASSESSMENT AND REFERRAL TOOL FOR CHILDREN AND ADOLESCENTS¹

Hurricane Assessment and Referral Tool for Children and Adolescents

PROVIDER'S NAME: _____ PROVIDER #: _____

SERVICE LOCATION ADDRESS: _____ ZIP: _____

Was the parent or caregiver present during the session? NO YES Name of Hurricane(s): _____

Child's Name: _____ Child's School: _____

LOCATION TYPE: (CHECK ONE)		
<input type="checkbox"/> (1) TRANSITIONAL HOUSING/SHELTER	<input type="checkbox"/> (2) SCHOOL	<input type="checkbox"/> (3) HOME
<input type="checkbox"/> (5) DISASTER RECOVERY CENTER	<input type="checkbox"/> (6) HEALTH PROVIDER	<input type="checkbox"/> (7) PLACE OF WORSHIP
<input type="checkbox"/> (9) OTHER _____	<input type="checkbox"/> (8) MENTAL HEALTH CENTER	
SERVICE TYPE: (CHECK ONE)	DATE ASSESSMENT TOOL ADMINISTERED:	SESSION NUMBER:
<input type="checkbox"/> Initial Contact <input type="checkbox"/> Crisis Counseling <input type="checkbox"/> Enhanced Services	____ / ____ / ____	_____
RISK CATEGORIES: (CHOOSE ALL THAT APPLY)		
<input type="radio"/> (1) Seriously Injured <input type="radio"/> (2) Family member/friend seriously injured or killed; Who? _____ <input type="radio"/> (3) Witnessed injury/death <input type="radio"/> (4) Was separated from parent(s) or primary caretaker(s) <input type="radio"/> (4a) Currently separated from parents or primary caretaker(s) With whom is child living at present? _____ <input type="radio"/> (5) Home destroyed/badly damaged by hurricane/flooding (circle one) <input type="radio"/> (5a) Condition of home unknown <input type="radio"/> (6) Saw neighborhood destroyed or badly damaged <input type="radio"/> (6a) Saw other areas destroyed or badly damaged <input type="radio"/> (7) Pet: <u>separated from, lost, hurt or killed</u> (circle one) <input type="radio"/> (8) Belongings, clothes/toys destroyed by hurricane/flooding <input type="radio"/> (8a) Condition of belongings unknown <input type="radio"/> (9) Evacuated with <u>no time to prepare</u> / <u>time to prepare</u> (circle one) <input type="radio"/> (10) Trapped/difficulty evacuating <input type="radio"/> Isolated <input type="radio"/> New Orleans Superdome/Convention Center <input type="radio"/> In other crowded shelter <input type="radio"/> (11) Exposed to violence or looting specify: _____	<input type="radio"/> (12) Displaced from home; Length of time: _____ <input type="radio"/> (12a) Number of shelter/displacement centers: _____ <input type="radio"/> (12b) Currently in shelter/displacement center; Length of time: _____ <input type="radio"/> (13) Moved to a new place because of hurricane/flooding <input type="radio"/> (13a) If moved, extended family in the area <input type="radio"/> (14) Transferred to new school because of hurricane/flooding <input type="radio"/> (14a) Length of time in new school _____ weeks <input type="radio"/> (14b) Currently out of school because of hurricane/flooding <input type="radio"/> (15) Helped in rescue/recovery efforts <input type="radio"/> (16) Family member served as rescue/recovery worker <input type="radio"/> (17) Parent unemployed <input type="radio"/> (17a) Before the hurricane <input type="radio"/> (17b) because of hurricane/flooding <input type="radio"/> (18) Previous hurricane/flood experience <input type="radio"/> (19) Previous experience with a counselor or doctor for emotional problems <input type="radio"/> (20) Taking medication for emotional or behavioral issues before the disaster. Is medication currently available? <input type="radio"/> NO <input type="radio"/> YES <input type="radio"/> (21) Past major loss or trauma; Briefly describe: _____ <input type="radio"/> (22) Substance abuse problem <u>now</u> or in the <u>past</u> (circle one); Currently being treated? <input type="radio"/> NO <input type="radio"/> YES <input type="radio"/> (23) Other: _____	
DEMOGRAPHIC INFORMATION: (CHECK ONLY ONE FOR EACH CATEGORY)		
AGE (in years): _____ SEX: <input type="radio"/> MALE <input type="radio"/> FEMALE CITY OF ORIGIN: _____ SCHOOL PREVIOUSLY ATTENDED: _____	ETHNICITY: <input type="checkbox"/> (1) WHITE <input type="checkbox"/> (2) HISPANIC ORIGIN <input type="checkbox"/> (3) BLACK <input type="checkbox"/> (4) ASIAN & PACIFIC ISLANDER <input type="checkbox"/> (5) MIDDLE EASTERN <input type="checkbox"/> (6) AMERICAN INDIAN/ ALASKAN NATIVE <input type="checkbox"/> (7) UNKNOWN <input type="checkbox"/> (8) OTHER: _____	PREFERRED LANGUAGE: <input type="checkbox"/> (1) ENGLISH <input type="checkbox"/> (2) SPANISH <input type="checkbox"/> (3) OTHER: _____

¹ National Child Traumatic Stress Network. (2005, September). *Hurricane assessment and referral tool for children and adolescents*. Retrieved September 11, 2006 from: http://www.nctsn.org/nctsn_assets/pdfs/intervention_manuals/referraltool.pdf

ASSESSMENT QUESTIONS:

These questions can be addressed to a child/youth or, for younger children, to the parent/caregiver of a child, who answers in terms of their concerns for the child.

SPECIFY PERSON COMPLETING ASSESSMENT: CHILD PARENT/GUARDIAN CHILD AND PARENT TOGETHER

INTRODUCTION:

I want to talk to you about your (your child's) feelings and thoughts about the hurricane/flooding and how much they are causing problems **now**. Think about your thoughts, feelings, and behavior **DURING THE LAST MONTH** (please remind child/parent of this **for each question**)

For each question choose **ONE** of the following responses and enter the NUMBER of the response in the box for that question.

ANSWER CHOICES: (0) NONE (1) LITTLE (2) SOME (3) MUCH (4) MOST

Item	ASSESSMENT QUESTIONS	SCORE 0 - 4
1	Do you get upset, afraid or sad when something makes you think about the hurricane/flood/evacuation?	
2	Do you have bad dreams or nightmares about what happened?	
3	Do you have upsetting thoughts or pictures that come into your mind about what happened?	
4	Do you try not to think about or talk about what happened?	
5	Do you stay away from places, people or things that make you remember the hurricane/flood/evacuation?	
6	<i>Since the hurricane/flood/evacuation, especially in the past four weeks, do you feel that nothing is fun for you any more or that you just aren't interested in anything?</i>	
7	Do you have difficulty falling asleep at night or find that you wake up in the night because of what happened?	
8	Do you often feel jumpy or nervous?	
9	Do you find it harder to concentrate or pay attention to things than you usually do?	
10	<i>Since the hurricane/flood/evacuation, especially in the past four weeks, do you worry about what is going to happen to you/your family/your friends?</i>	
11	Do you often feel irritable or grouchy?	
12	Do you often feel sad, down or depressed?	
13	Have your been more or less interested in eating since what happened?	
14	<i>Since the hurricane/flood/evacuation, especially in the past four weeks, have you had more aches and pains such as stomachaches or headaches?</i>	
15	Do you have less energy than usual?	
16	If in school: Do you find it harder to get your schoolwork done?	
17	Do you worry about something else bad happening to you/ your family/your friends?	
18	<i>Since the hurricane/flood/evacuation, especially in the past four weeks are you having a harder time getting along with your family or your friends?</i>	
19	If in a new school: Are you having a hard time making new friends?	
20	Are you finding it harder to do or enjoy activities that you used to enjoy?	
21	How bothered are you by these questions?	
22	Have you used drugs or alcohol since the hurricane/evacuation/flood?	

Additional Questions for Parents (Required for parents of young children; recommended for parents of all children and adolescents)

1	Has your child been more clingy or worried about separation?	
2	Has your child been more quiet and withdrawn?	
3	Has your child talked repeatedly about or asked questions about the hurricane/flooding/evacuation?	
4	<i>For parents of young children, has your child's play been about the hurricane/flooding/evacuation?</i>	
5	<i>For parents of young children, have you noticed changes in your child's development (e.g., bedwetting, baby talk, need more help with self care)</i>	
6	Is your child having more behavior problems?	
7	Do you have other concerns about your child since the hurricane/flooding? What are they? _____	

Count the number of entries in the last column of the above table that have a score of 3 or 4. **Items scored 3 or 4, total HERE:**

REFERRAL: *If the total is 4 or more for scores of 3 or 4, discuss the possibility of a referral for mental health services.*

Did you offer a referral for services?

NO YES, based on the total score. YES, but not based on total score – SPECIFY REASON: _____

Did the child/parent accept the referral? NO YES

If the referral was accepted, did the child/parent choose a specific agency/provider to make contact with?

NO YES, please INDICATE AGENCY NAME & PROVIDER:

AGENCY NAME: _____ PROVIDER: _____

APPENDIX 18

DISASTER MENTAL HEALTH PLAN CHECKLIST ¹

A CHECKLIST FOR SCHOOL PERSONNEL TO EVALUATE AND IMPLEMENT THE MENTAL HEALTH COMPONENT OF YOUR SCHOOL CRISIS AND EMERGENCY PLAN

The US Department of Education has published a model emergency-response and crisis-management plan for schools, which is now available at www.ed.gov/emergencyplan. Mental health issues are an important part of this plan. Based on lessons learned from schools directly affected by the tragedy and loss of September 11, 2001, the School Crisis and Intervention Unit of the National Child Traumatic Stress Network has developed this checklist for your use to assess the mental health component of your school's Crisis and Emergency Preparedness Plan. We encourage you to use this checklist as a guide to determine how well your school is prepared to respond to the immediate and long-term psychological effects on students, their families, and staff after a crisis or disaster.

MITIGATION & PREVENTION

Identify and Assess the Risks

- Identify the most common kinds of crises and disasters that may impact your school
- Identify hazards or sites that may pose a threat to your school in the event of a disaster or terrorist act (e.g., factories, commercial transportation routes, conventional and nuclear power plants)

PREPARATION

Expect the Unexpected

- Develop a comprehensive crisis and emergency-response plan incorporating both immediate and long-term mental health responses to the negative consequences of potential hazards
- Establish relationships with local mental health professionals and agencies as well as the community-based organizations specializing in disaster and trauma
- Define the roles of your school staff, qualified community mental health providers, and other community partners for different types of crises and phases of response and recovery (e.g., disaster-relief organizations, faith-based organizations, victim-assistance/victim-advocacy organizations, emergency medical services, first responders, and public health)
- Conduct regular annual or bi-annual crisis team practice drills for crisis response during different times of the day (e.g., lunchtime, recess, different periods)
- Identify students and/or staff who may have special needs or may be psychologically vulnerable during crises (e.g., wheelchair bound, visually or hearing-impaired students or staff, students with pre-existing developmental, psychological, and emotional difficulties, students who have experienced other trauma or major loss)
- Develop crisis and emergency-response protocols, practices, and materials that are culturally and linguistically appropriate to reflect the diversity of your school family
- Create redundant or back-up systems for evacuation, family reunion, and communication with your staff and parents during the crisis and recovery periods
- Provide your new staff members and substitute staff with adequate background information and training regarding crisis response
- Review annually your school crisis and emergency-response plans, protocols, and practices with community partners, including your school's response and lessons learned from past crises
- Conduct staff development on selected topics (e.g., impact of violence and traumatic events on children, adults, and the school climate; early warning signs and risk behaviors associated with traumatic stress; psychological first aid; evidence-based interventions; immediate and long-term recovery; suicide prevention and threat assessment; and vicarious trauma/effects of cumulative stress)

¹ National Child Traumatic Stress Network. (n.d.). *A checklist for school personnel to evaluate and implement the mental health component of your school crisis and emergency plan*. Retrieved September 11, 2006 from: http://www.nctsn.org/nctsn_assets/pdfs/edu_materials/Challenger%20Newsletter%20Checklist-final-sw_rvsd.pdf

RESPONSE

Are You Ready?

- ❑ Assess the level of student and staff exposure to violence and identify those most at risk for emotional distress or problems requiring support and assistance
- ❑ Activate resources for the immediate, concrete needs of the students, families, and staff
- ❑ Identify the auditory, visual, and/or other sensory cues that serve as traumatic reminders of the event and monitor the range of trauma-related behaviors among students and staff
- ❑ Implement a program of support and provide psychological educational materials to students, staff and parents to help with reactivity to reminders
- ❑ Develop media messages during a crisis to disseminate trauma-related information and ways that parents can support the recovery of their children
- ❑ Provide regular information updates and maintain open communication with teachers, other staff, and parents. Work with teachers to provide developmentally appropriate information to students. Monitor rumors and maintain timely, accurate information
- ❑ Develop a system to identify and follow psychologically vulnerable students and staff during the recovery period

RECOVERY

Addressing Long-Term Needs

- ❑ Identify students and staff who may need long-term mental health support or intervention and develop the school and community resources to provide these services
- ❑ Monitor the effects of cumulative stress on caregivers such as office staff, teachers, aides, and crisis team members
- ❑ Provide information on how to cope with cumulative stress and modify work roles/responsibilities or add volunteer or support staff as needed
- ❑ Make educational materials available to parents and staff on topics such as common symptoms and constructive ways to cope with stress
- ❑ Develop short-term modifications of school curriculum as students and staff are recovering
- ❑ Establish working relationship with Employee Assistance Programs
- ❑ Consider offering school-based mental health services provided by community, university, or public/non-profit mental health agencies after large-scale events and identify funding to support those services (e.g., Project SERV)
- ❑ Follow up with student referrals made to community agencies
- ❑ Note secondary adversities, such as subsequent losses and traumas, (e.g., parental loss of employment, separation, divorce, death, suicide or suicide attempt, loss of residence)
- ❑ Plan a response for the anniversary period several months in advance, including a needs assessment to identify students at continued risk



The National Child Traumatic Stress Network (NCTSN) and its nationwide network of partners is dedicated to raising the standard of care and improving access to services for traumatized children, their families, and communities throughout the United States. The NCTSN is supported by a grant from the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

www.NCTSN.net

APPENDIX I 9

SAMPLE CASE MANAGEMENT FORM ¹

Name of Case Manager _____

Name of Client _____

Various disaster-related needs and potential resources for addressing those needs have been identified through a process of needs assessment and client interviews.

All identified strengths of the client:

All identified needs of the client:

To resolve these needs, the following resources are available through funds or materials owned by the client or received for the purpose of recovery from the disaster:

Needs with no resources to address them are prioritized as follows:

¹ National Voluntary Organizations Active in Disaster (2004). *Long-term recovery manual (Appendix IV, Casework management in long-term recovery)*. Retrieved August 25, 2006 from: <http://www.nvoad.org/articles/LTRManualFinalApr232004a.pdf>

Prioritized needs (basic living needs) for which the case manager will offer assistance in resolving are:

Possible sources of assistance for addressing these needs:

The client accepts responsibility for the following action relative to this Recovery Plan:

The Case Manager accepts responsibility for the following action relative to this Recovery Plan:

Copies of this form should be provided to both the Case Manager and the Client.”

APPENDIX 20

QUICK-START DISASTER RESPONSE TOOL

In the event of a disaster, the following basic checklist can guide the immediate responses of local liaisons and school districts that are still in the process of establishing a robust McKinney-Vento program. This tool can also help new local liaisons quickly prioritize their efforts and implement the basics of a strong McKinney-Vento program. This tool references sections in the toolbox for further information, strategies, and resources.

1. Identify homeless children and youth within the school and community (II.C, II.B)

A. Have enrollment staff use residency information forms / McKinney-Vento enrollment forms for all enrolling students.

B. Disseminate outreach brochures and posters that describe student eligibility and provide local liaison contact information to all schools and community agencies.

2. Track students (II.H)

A. Communicate with the school district data processing department to add data elements to the district student information system, including student residency status and a disaster code.

3. Enroll students immediately (II.C, II. A)

A. Explain the basic legal requirements to enrollment and front office personnel.

B. Conduct expedited, basic information sessions for enrollment and front office personnel, including enrollment without school records, proof of address, birth certificate, immunization records, and proof of guardianship. Information sessions can take the following formats:

- i. Conference Calls
- ii. Group e-mails
- iii. Web-based trainings
- iv. Workshops/meetings

C. Work with the administration to enact emergency district policies and eventually to align all district policies with the McKinney-Vento Act.

4. Ensure proper academic placement (II.D)

5. Expedite transportation requests (II. F)

A. Identify the persons responsible for transportation in your district, explain the law to them, and request their assistance.

B. Provide information explaining the law.

C. Develop forms to facilitate and systematize the process.

6. Expedite food service requests (II. G)

A. Identify the persons responsible for processing school meal requests, explain the law to them, and request their assistance.

B. Develop forms to facilitate and systematize the process.

7. Assess and meet basic needs (III. A)

A. Have enrollment personnel and/or school counselors conduct basic needs assessments.

B. Use collaborative relationships with other school district departments and the community to meet basic needs.

8. Assess and meet mental health needs (III. A)

A. Ensure that school counselors and teachers are aware of the warning signs of post-traumatic stress disorder and related difficulties in children and youth.

B. Prepare a list of free or low-cost mental health service providers in the school district and community to disseminate to school personnel and families.

9. Connect with the community (I.A)

A. Prepare a short list of key community resources and keep it handy. Toolbox pages provide some ideas.

B. Contact those key resources and inform them of your role, basic McKinney-Vento rights, and what the school has to offer.

10. Set up a system for continuous monitoring and reporting (II.H)

A. Designate a staff member in each school for weekly updates (perhaps a school counselor or assistant principal). This person can inform the local liaison of unmet needs, challenges, and successful strategies.

B. Maintain the student information system with current information.

APPENDIX 2 I

STATE COORDINATORS' COMPANION

The McKinney-Vento Toolbox is designed to assist school district personnel in building a robust and rigorous McKinney-Vento program. However, State Coordinators for Homeless Education may find many of the tools useful, and all can be used for technical assistance and training.

The following specific points will assist State Coordinators in making the best use of this toolbox. State Coordinators should:

1. Assist school districts in completing the self-assessments, to ensure that they evaluate their McKinney-Vento programs objectively and critically. This type of an evaluation will permit districts to take advantage of the toolbox and improve their programs. If used correctly, the self-assessment could also be a useful tool for evaluating subgrant applications and for program evaluations and monitoring.
2. Link to sample state emergency response plans:
<http://www.mentalhealth.samhsa.gov/dtac/default.asp>
3. Link to sample state-level dispute resolution procedures:
Delaware: <http://www.state.de.us/research/AdminCode/title14/900/901.shtml#TopOfPage>
Maryland: <http://www.dsd.state.md.us/comar/13a/13a.05.09.07.htm>
4. Pursue collaborative relationships on the state level. In addition to the organizations listed in the chart in Appendix 2, State Coordinators may wish to pursue collaborative relationships with the organizations in the table below. State Coordinators should also make every effort to join the task forces of their State Emergency Management Agency and/or Emergency Operations Center.

STATE-LEVEL CONTACTS FOR COLLABORATION

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
State Board of Charter Schools National Charter School Clearing-house: http://www.ncsc.info/	In many states, charter schools are an important alternative education venue. They may be unaware of their obligations under the McKinney-Vento Act.			
Child Welfare System and Family Courts	State child welfare contact info: http://www.childwelfare.gov/pubs/reslist/rl_dsp_website.cfm?rs_ID=16&rate_chno=AZ-0004E			
State Coalitions Against Domestic Violence	State domestic violence coalition contact information: http://www.ncadv.org/resources/StateCoalitionList_73.html			
Governor's Office National Governors' Association: http://www.nga.org/portal/site/nga	As the chief executive of the state, the governor can be a powerful ally for McKinney-Vento programs. Many governors have special offices or task forces on issues such as children and families, youth, homelessness, and education.			
Department of Health	Health departments manage public health concerns throughout the state.			
Department of Health and Human Services	Health and human service agencies manage physical and mental health care and social services.			
Department of Housing and Community Affairs / Housing and Urban Development	Housing departments manage the supply and availability of affordable housing in the state, as well as services for people in homeless situations.			
State Legislature National Conference of State Legislatures: http://www.ncsl.org/	Members of the state legislature can champion laws to support the rights and needs of families and children experiencing homelessness, to facilitate implementation of the McKinney-Vento Act, and to increase funding for homeless services in the schools and the community.			

Organization	Role/Function	Local Contact Info	Contacted?	Follow-Up
State Mental Health Association To find contact info: http://www.nmha.org/affiliates/directory/index.cfm	Mental Health Associations (MHAs) bring together mental health consumers, parents, advocates, and service providers for collaboration and action. MHAs provide public education, information and referral, support groups, rehabilitation services, socialization, and housing services to those confronting mental health problems and their loved ones.			
Department of Mental Health http://www.nasmhpd.org/index.cfm	A state's mental health department coordinates its mental health services and programs to support people with mental retardation. This department may go by different names in different states.			
Department of Preparedness or Emergency Management	Departments of emergency management or preparedness lead the state's efforts in disaster planning, response, and recovery.			
State Refugee Coordinators	State contact information available at: http://www.acf.hhs.gov/programs/orr/partners/coordina1.htm			
Department of Transportation	The state's transportation department manages all the transportation resources of the state. Find links to each state's transportation agency at: http://www.fhwa.dot.gov/webstate.htm			
Youth Services agencies and organizations	State and regional youth service agencies are important collaborative partners. Many states have established youth service task forces to coordinate youth services effectively and efficiently. The Runaway and Homeless Youth Act requires funded programs to collaborate with schools. For Family and Youth Services Bureau Regional Office contacts: http://www.acf.hhs.gov/programs/fysb/content/youthdivision/resources/regional-rhycontacts.htm			