



Students in Transition Program Guide

Tennessee Department of Education | March 2018



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Introduction

The Education for Homeless Children and Youth (EHCY) program, authorized under the Title VII-B of the McKinney-Vento Act, was reauthorized in Dec. 2015 by the Every Student Succeeds Act (ESSA). Per ESSA, all local education agencies (LEAs) are required to provide needed services to homeless children. This includes having a local homeless liaison, who is charged with ensuring homeless children and youth enroll in school.

The department receives funding for the EHCY program through the federal McKinney-Vento Homeless Education Grant Program and distributes grants competitively to districts that have developed programs that document effective collaboration among school districts and service providers to ensure that homeless children in that district receive needed services.

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school with a strong emphasis on the importance of school stability for homeless children and youths. Changing schools multiple times significantly impedes a student's academic and social growth. Therefore, the McKinney-Vento Act calls for school districts to maintain students in their school of origin to promote school stability and greater educational outcomes overall in the best interest of the student.

The Students in Transition Program Guide contains guidance from the McKinney-Vento Act under Title IX, Part A of ESSA, the Education for Homeless Children and Youths Program: Non-Regulatory Guidance, & the NCHE Homeless Liaison Toolkit (2017 Edition).^{*} The purpose of this document is to ensure the homeless liaison has quick access to pertinent information regarding the McKinney-Vento Act to ensure that the local homeless program operates with fidelity. With questions about the McKinney-Vento Act or about this guide, please reach out to Justin.Singleton@tn.gov.

^{*}Full access to the [EHCY Non-Regulatory Guidance](#) and the [NCHE Homeless Liaison Toolkit](#)

McKinney-Vento Act

Definition of homeless

“Homeless children and youths” is defined by the McKinney-Vento Act as “individuals who lack a fixed, regular, and adequate nighttime residence.” The secondary portion of the definition includes the following:

- children and youths who are sharing the housing of other persons due to loss of housing (doubled up), economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described previously.

“Doubled up” is the most common primary nighttime residence in Tennessee.

Eligibility for McKinney-Vento services is dependent on the criteria of “fixed, adequate, and regular” residence being met. If the primary nighttime residence does not meet **all** criteria of being “fixed, adequate, and regular,” then students are eligible for services. For example, a student can have a fixed and regular residence, but if it is not adequate, they are eligible for services. The determination should always be made on a case-by-case basis.

You may find the McKinney-Vento law in its entirety [here](#).

Local Liaison Roles & Responsibilities

The duties of the local liaison

The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. Every district, whether or not it receives a McKinney-Vento Subgrant, is required to designate a local liaison (Section 722(g)(1)(J)(ii)). The liaison coordinates services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically.

Every district is required to have a homeless liaison.

Local liaisons must ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Homeless children and youths are enrolled in, and have full and equal opportunity to succeed in, the school or schools of the district;
- Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by the district;
- Homeless families and homeless children and youths receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services;
- Parents or guardians of homeless children and youths are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths¹, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents, guardians, and unaccompanied youths;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
- Parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services;

¹ The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

- School personnel receive professional development and other support; and
- Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv) and their right to receive verification of this status from the local liaison 17 (Section 722(g)(6)(A)).

Annual Reports

Data exhibits program compliance

The Students in Transition Program Guide uses two annual reports, the Title IX Self-Assessment and the McKinney-Vento Subgrant Closeout Report, to provide pertinent program data to the state coordinator. Each year the state coordinator will announce the submission date and provide a webinar on the expectations of the annual reports. The homeless liaisons must submit the following reports annually to the state McKinney-Vento coordinator based on these criteria:

Title IX Self-Assessment

- Any district that has not participated in the division of consolidated planning and monitoring's on-site or desktop monitoring during the current fiscal year must complete the assessment.

McKinney-Vento Subgrant Closeout Report

- Any district that has obtained the McKinney-Vento Subgrant must complete the report at the end of each year of the grant cycle.

Homeless Immunization

- The commissioner of education is required by state law (T.C.A § 49-6-5001) to report annually the number of homeless children who are enrolled in public schools without immunization or proof of immunization. The average length of time required for the children to be immunized or to obtain immunization records are also required. This report is submitted annually to the state coordinator.

Mandated Policy & Procedures

District “must haves” as mandated by the McKinney-Vento Act

The McKinney-Vento Act is designed to support students experiencing homelessness in overcoming barriers toward enrolling, attending, and succeeding in school. State education agencies (SEAs) and districts are required to review and revise laws, regulations, practices, or policies that act as barriers to ensure students have the same opportunity as those children and youth who are not experiencing homelessness to obtain free, appropriate public education (Sections 721, 722(g)(1)(I), 722(g)(7)). districts are required to have policies and procedures focusing on **best interest**, **enrollment**, **transportation**, and **dispute resolution** to ensure school stability. This section provides guidance to ensure the local homeless education policy has the necessary elements to remain in compliance of the McKinney-Vento Act.

The McKinney-Vento Act requires each district to have specific policies and procedures in place to ensure equal access to free, appropriate public education.

Best Interest

The “best interest” determination should always be based on student-centered factors (Section 722(g)(3)(B)). Student-centered factors include the impact of mobility on achievement, education, health, and safety of homeless children and youths (Section 722(g)(3)(B)(ii)). Priority should be given to the request of the child’s or youth’s parent or guardian or the unaccompanied youth (Section 722(g)(3)(B)(ii)). If the district decides it is not in the best interest for the student, a written explanation of the determination must be provided to the parent, guardian, or unaccompanied youth (Section 722(g)(3)(B)(iii)). The written explanation must be provided in an understandable format and in a timely manner to the parent, guardian, or unaccompanied youth. See [Appendix 2](#) for a checklist that will assist with the best interest determination.

Enrollment

The enrollment policy must allow children and youth to immediately enroll in school even if they are not able to produce documents generally required for school enrollment (Section 722(g)(3)(C)(i)). Documents are defined as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or any other documentation necessary for enrollment. The policy should include how the district will assist the child or youth with obtaining records such as immunizations or other required health records (Section 722(g)(3)(C)(iii)).

Transportation

Transportation policies should be comparable for students experiencing homelessness and for students not experiencing homelessness (Section 722(g)(4)(A)). The policy must ensure that transportation is provided at the request of the parent or guardian (or, in case of an unaccompanied youth, the homeless liaisons) to or from the school of origin, even during enrollment disputes (Section 722(g)(3)(E)(i)). It is vital to provide the transportation options (i.e., mileage reimbursement) that are available within the transportation policy. A system of providing gas vouchers, cards, or reimbursements can be utilized and funded through Title I, Part A homeless set-aside funds or the McKinney-Vento Subgrant. Once the plan has been derived and agreed upon between the parties, it is a best practice to keep a hard copy of the memorandum of understanding on file. The memorandum of understanding should be reviewed and revised if barriers occur. See [Appendix 3](#) for an example of a transportation memorandum of understanding.

Dispute Resolution Procedures

Districts should have their own written dispute resolution policy that provides procedures for resolution at the local level. The policy at the local level should be consistent with the [state dispute resolution policy](#). Anytime a dispute arises over eligibility, school selection, or enrollment in a school, a written explanation must be provided, and the party must be educated about their right to dispute.

Tips for Establishing an Effective Dispute Resolution Process

In establishing a strong effective dispute resolution process, districts may also consider including the following items in information distributed to parents, guardians, or unaccompanied youths when informing them of decisions regarding enrollment:

Notice of the right to file a complaint, raise a compliance issue, or file an appeal must include:

- A step-by-step description of how to appeal the school's decision that includes a simple form parents, guardians, or unaccompanied youths can complete and submit to the school to initiate the dispute process. Copies should be provided to the parent, guardian, or youth for their records;
- Notice that—if the parent, guardian, or unaccompanied youth are English learners, use a native language other than English, or need additional supports because of a disability—translators, interpreters, or other support services related to the disability will be made available without charge in the appropriate language and in a manner that is accessible.
- Notice of the right to be enrolled immediately in the school in which enrollment is sought pending final resolution of the dispute;
- Notice that immediate enrollment includes receiving adequate and appropriate transportation to and from the school of origin and the ability to fully participate in all school activities;
- List of legal and advocacy service providers in the area that can provide additional assistance during any part of the process.
- Contact information for the local liaison and state coordinator, with a brief description of their roles; and timelines for resolving district- and state-level appeals.

These processes may include, but are not limited to, any administrative procedures adopted by the district for addressing matters such as parent or student complaints, attendance, credit recovery, or grade

placement. In some circumstances, additional concerns may be appropriately addressed in an Individualized Education Program (IEP) team meeting or a Section 504 placement team meeting. Other appropriate processes may include investigation of matters related to bullying, sexual harassment, or illegal discrimination.

Funding Sources

Activities supported by McKinney-Vento

Subgrant and Title I-A homeless set-aside funds

The local homeless education program can be funded through two funding sources: the McKinney-Vento Subgrant and Title, I Part A homeless set-aside funds. The local liaison should consult with the state McKinney-Vento coordinator if uncertain about whether an activity can be supported by one of the specified funding sources.

Title I, Part A funds are used to help youth to take advantage of educational opportunities.

McKinney-Vento Subgrant

The McKinney-Vento Subgrant is awarded to a district on a needs basis at their request (Section 723(c)(1)). The SEA considers the needs of homeless children and youths and the ability of the district to meet the students' needs in determining the subgrant award (Section 723(c)(2)). Also, the SEA must consider the quality of the grant in order to deem the district eligible to receive the McKinney-Vento subgrant. Section 723(c)(3) of the McKinney-Vento Act provides guidance as to what constitutes a quality applicant.

The department awards the subgrant as a multiyear grant. The state McKinney-Vento coordinator will announce when the subgrant cycle is available and will provide technical assistance about the grant process prior to the opening of the cycle. The subgrant recipient must complete the McKinney-Vento Closeout Report annually, within the grant cycle, in order to renew the grant for the upcoming year. Failing to complete the McKinney-Vento Closeout Report is deemed as a compliance issue and places the recipient at risk of not receiving the subgrant for the upcoming fiscal year.

McKinney-Vento Funded Activities

McKinney-Vento funds are used to assist students experiencing homelessness in enrolling, attending, and succeeding in school. The funds can be used to support the following activities:

- Tutoring, supplemental instruction, and other educational services that help homeless children and youths reach the same challenging state academic standards the state establishes for other children

and youths (Section 723(d)(1)). As clearly specified in the ESEA, all academic enrichment programs for disadvantaged students, including programs for homeless students, must be aligned with state standards and curricula. Additionally, when offering supplemental instruction, districts should focus on providing services for children and youths that reflect scientifically based research as the foundation for programs and strategies to ensure academic success.

- Expedited evaluations of eligible students to measure their strengths and needs (Section 723(d)(2)). These evaluations should be done promptly in order to avoid a gap in the provision of necessary services to those children and youths. Evaluations may also determine a homeless child's or youth's possible need or eligibility for other programs and services, including educational programs for gifted and talented students; special education and related services for children with disabilities under Part B of the IDEA; special education or related aids and services for qualified students with disabilities under Section 504; early intervention services for eligible infants and toddlers with disabilities under Part C of the IDEA; programs for English learners; career and technical education; meals through the National School Lunch Program and School Breakfast Program; and other appropriate programs or services under the ESEA. (Section 723(d)(2)).
- Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under the McKinney-Vento Act, and the specific educational needs of runaway and homeless youths. (Section 723(d)(3)).
- Referrals of eligible students to medical, dental, mental, and other health services. (Section 723(d)(4)).
- Assistance to defray the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable students to remain in their schools of origin. (Section 723(d)(5)).
- Developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through other federal, state, or local funds. (Section 723(d)(6)).
- Services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youths. (Section 723(d)(7)).
- Before- and after-school, mentoring, and summer programs for homeless children and youths in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. (Section 723(d)(8)).
- Payment of fees and costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school. The records may include birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs and services. (Section 723(d)(9)).
- Education and training for parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase

the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.

- Coordination between schools and agencies providing services to homeless children and youths in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act must be included in this effort. (Section 722(g)(5)(A)(i)).
- Specialized instructional support services, including violence prevention counseling, and referrals for such services. (Section 723(d)(12)).
- Programs addressing the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems. (Section 723(d)(13)).
- Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services. (Section 723(d)(14)).
- Providing school supplies, including those to be distributed at shelters or temporary housing facilities, or other appropriate locations. (Section 723(d)(15)).
- Providing extraordinary or emergency services needed to enable homeless children and youths to attend school and participate fully in school activities. (Section 723(d)(16)).²

Title I, Part A Homeless Set Aside

Title I, Part A is governed by two principles:

1. The services must be reasonable and necessary to assist students experiencing homelessness to take advantage of educational opportunities.
2. The funds must be used only as a last resort when funds or services are not available from other public or private sources.

Determining the homeless set-aside amount requires collaboration between the district's Title I, Part A and McKinney-Vento programs. There are various methods used to calculate the set-aside amount. Here are a few methods that can help you calculate the set-aside amount:

- multiply the number of students experiencing homelessness identified by the Title I, Part A per pupil allocation;
- match the amount of McKinney-Vento Subgrant dollars received by the district, if applicable;
- adjust previous set-aside amounts based on past set-aside expenditures and trend data (academic outcome and educational needs, changes in poverty levels and/or economy in the community, number of students experiencing homelessness);
- reserve the set-aside amount based on free or reduced-price lunch count.³

² Education for Homeless Children and Youth Programs Non-Regulatory Guidance
81 Fed. Reg. 86076 (July 27, 2016)

³ National Center for Homeless Education. (2017, November). *Serving Students Experiencing Homelessness under Title I, Part A* (<https://nche.ed.gov/downloads/briefs/titlei.pdf>)

Title I, Part A Funded Activities

Approved items include:

- items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- clothing and shoes necessary to participate in physical education classes;
- student fees that are necessary to participate in the general education program;
- personal school supplies;
- copies of birth certificates;
- immunizations;
- food;
- medical and dental services;
- eyeglasses and hearing aids;
- counseling services to address anxiety related to homelessness that is impeding learning;
- outreach services to students living in shelters, motels, and other temporary residences;
- extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- tutoring services, especially in shelters or other locations where homeless students live;
- parental involvement specifically oriented to parents of homeless students;
- fees for Advanced Placement (AP) and International Baccalaureate (IB) testing;
- fees for college entrance exams such as the SAT or ACT; and
- GED testing for school-age students.⁴

⁴ Education for Homeless Children and Youth Programs Non-Regulatory Guidance 81 Fed. Reg. 86076 (July 27, 2016)

Best Practices

Practices that can be helpful for your homeless education program

Higher education - The best solution to ending homelessness is for students to pursue higher education (i.e., postsecondary degree, certificate, or certification). Unaccompanied homeless youth (UHY) are eligible to apply for the FAFSA as an independent. This would be the perfect opportunity to collaborate with your school counselors and host a family engagement event educating families about the FAFSA. Please note that the UHY must submit an affidavit every year for verification as long as they are enrolled in school.

Only an experience - As there are many stigmas associated with homelessness, those who are dealing with the challenges of homelessness often feel belittled. Referencing homelessness as an experience, rather than a classification, minimizes the reduction of a student to his or her current experience of homelessness.

Meet the Need - Supplies are a need for students, but they are eligible to receive much more. Students experiencing homelessness, in most cases, are dealing with very traumatic experiences, and funding can be used to provide programs that address the needs that stem from domestic violence and parental mental health or substance abuse programs (Section 723(d)(13) and programs that are developmentally appropriate for preschool-aged youth (Section 723(d)(5). Youth experiencing homelessness are also eligible to receive expedited evaluations to determine if there is a need for disability services under IDEA and Section 504 (Section 723(d)(2)).

Everything should be documented - The McKinney-Vento Act places emphasis on providing information and making it accessible at all times. Maintaining documentation makes it easier for the homeless liaison to validate any claims. Transportation, best interest determination, enrollment, and attendance policy documentation should always be readily available, as these are the most common areas of dispute. Disputes are often overturned and/or lack an expedited decision due to the lack of documentation. Any form of communication you have with parents should be documented to ensure accuracy.

Look for new ways - The needs of our students often change from year to year. Use results from program-related assessments (e.g., consolidated planning and monitoring (CPM) results-based monitoring, the Title IX Self-Assessment, the McKinney-Vento Subgrant Closeout Report) to strengthen areas of your program that can help students become successful in the classroom.

Engage - Family engagement activities offer families the opportunity to build and strengthen relationships with the school and most importantly their own family. A youth council in Cambridge, Massachusetts, expressed that family engagement “keeps them on track during tremendous change and helping them prepare for the future.”⁵ Title I, Part A homeless set-aside and McKinney-Vento Subgrant funds can be used to fund such activities.

Support Services - Often, students who are experiencing homelessness have needs that are beyond our control; or are they? Having a resource manual that exhibits what supports are available in the community and school can educate families how their needs can be met through community supports.

⁵ Weiss, H., & Jacobson, L. (2017, August 1). Youth Taking Leading Roles: Defining and Improving Family Engagement [Web log post]. Retrieved February 13, 2018, from <https://globalfrp.org/Articles/Youth-Taking-Leading-Roles-Defining-and-Improving-Family-Engagement>

Secure the documentation - Not only is it important to document interactions, but keeping them stored in private location is essential. The Family Educational Rights and Privacy Act (FERPA) protects the rights of students experiencing homelessness, as information about their living situation is part of their record. The most important benefit of having access to the files is that if a student transfers to another school, the receiving district will be able to identify which students are experiencing homelessness.

Appendix 1. Back to School Checklist

This guidance will assist you in having the proper McKinney-Vento policies, procedures, and documents readily available for the upcoming school year.

Policies

Transportation Policy _____

Best Interest Determination Policy _____

Dispute Policy _____

Procedures

Enrollment _____

Dispute Process _____

Forms & Publications

Updated McKinney-Vento Posters (English & Spanish) _____

Updated Homeless Determination forms _____

School Selection Checklist for Decision Making _____

Additional Considerations

Has the homeless liaison trained staff (e.g., school points of contact, data entry personnel, attendance personnel, etc.) on the legal requirements of the McKinney-Vento Act? _____

Has the homeless liaison obtained access to databases and/or programs that are prevalent to his/her role and their duties (e.g., Skyward, PowerSchool, or EIS)? _____

Has the homeless liaison verified the status of students experiencing homelessness from the previous school year? _____

Appendix 2. School Selection for Decision Making Template

School Selection Checklist for Decision Making

(Adapted from the Texas Homeless Education Office)

School of Origin Considerations	Local Attendance Area School Considerations
<p><input type="checkbox"/> Continuity of Instruction <i>Student is best served due to circumstances that look to his or her past.</i></p> <p><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></p> <p><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></p> <p><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></p> <p><input type="checkbox"/> Distance of the Commute and Its Impact <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i></p> <p><input type="checkbox"/> Personal Safety of the Student <i>The school of origin has advantages for the safety of the student.</i></p> <p><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 better met at the school of origin.</i></p> <p><input type="checkbox"/> Length of Anticipated Stay <i>The student's current living situation is outside of the school of origin's attendance zone, but the living situation continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i></p>	<p><input type="checkbox"/> Continuity of Instruction <i>Student is best served due to circumstances that look to his or her future.</i></p> <p><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></p> <p><input type="checkbox"/> Academic Strength <i>The child's academic performance is strong and at grade level; the child would likely recover academically from a school transfer.</i></p> <p><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></p> <p><input type="checkbox"/> Distance of the Commute and Its Impact <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></p> <p><input type="checkbox"/> Personal Safety of the Student <i>The local attendance area school has advantages for the safety of the student.</i></p> <p><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 at the local attendance area school.</i></p> <p><input type="checkbox"/> Length of Anticipated Stay <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 the local community.</i></p>

Appendix 3. Transportation MOU Template⁶

Dear Parent/Guardian/Unaccompanied Youth,

Your child(ren) or you, as an unaccompanied homeless youth, are currently eligible for services through the McKinney-Vento program. Per the McKinney-Vento Homeless Assistance Act, transportation will be provided to your child(ren) or you, as an unaccompanied youth, to and from school.

The following describes our agreement with you regarding transportation:

Pick-Up

Students must be at the bus stop or selected location at the time provided by the transportation department. Drivers can wait no more than [X] minutes from your scheduled time.

Drop-Off

An adult pre-approved by parents and guardians must be present at the bus stop or selected location to pick-up students too young to be left unsupervised. The transportation department will provide the time that the adult must be present for pick-up of students; parents and guardians must notify the liaison or the transportation department if an adult other than the parent or guardian will be picking up the student.

Communication of Absences

If a student is going to be absent from school and therefore does not need transportation for part or all of a day, parents or guardians must call and inform the designated driver no later than [X] a.m. on the day of the absence so the driver can adjust the route accordingly.

Driver's Name: [Insert]

Contact Phone Number: [Insert]

Behavioral Expectations

Students and parents are expected to follow the [Insert District Name] policies for student behavior. Disciplinary actions for students who violate the behavior policies will be followed as they are for any student in the district.

If [Insert District Name] fails to provide the agreed upon transportation services, the liaison should be contacted. Your liaison is [Insert Name] and may be reached at [Insert Contact Info].

If a student's residence changes, the transportation department must be contacted by [Insert Time] to allow for transportation to be arranged. Transportation requests and changes may take up to [insert number]

⁶ National Center for Homeless Education's 2017 Homeless Liaison Toolkit

days to be routed, so temporary transportation may be provided while routing is arranged. The transportation department may be contacted at: [insert info].

Please sign below to acknowledge that you understand and agree with these expectations and terms.

Date	Parent/Guardian/UHY Name (Printed)	Signature
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Date	Name of Liaison (Printed)	Signature
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Appendix 4. Homeless Education Program Supports

John McLaughlin, Ed.D.

Federal Coordinator, Education for Homeless Children and Youth
Office of Safe and Healthy Schools
U.S. Department of Education
<https://www2.ed.gov/programs/homeless/index.html>

George Hancock

Director, National Center for Homeless Education
The SERVE Center at UNC-Greensboro
<https://nche.ed.gov>

Justin C. Singleton, MSSW, LSSW

McKinney-Vento Coordinator
Consolidated Planning & Monitoring
Tennessee Department of Education
<https://www.tn.gov/content/tn/education/finance-and-monitoring/elementary-and-secondary-education-act-esea/essa-title-ix.html>