

Holly Springs School District

Federal Programs Guide

2018 - 2019



Titles I, II, IV, & V
English Learners (EL)

&

Homeless Students

Revised: 8.1.2018

District Personnel

Irene Walton Turnage, Superintendent

Eileen Dowsing, Assistant Superintendent/Federal Programs Director

Patricia Waldrop, EL Coordinator

Debbie Jeffries, Homeless Liaison

Holly Springs Primary School

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Tarry Martin, Counselor

Holly Springs Intermediate School

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TITLES I, II, IV, & V INFORMATION

The purpose of federal programs is to provide opportunities that will enhance students' educational accomplishments beginning as early as pre-kindergarten. These programs are designed to promote student achievement as each student acquires the knowledge and skills as outlined in the Mississippi College and Career Ready Standards in the areas of language arts/reading, mathematics, science, and social studies, as well as enhance the character education and drug-free curriculum that is addressed in all schools.

These allocations, combined with state and local funds, supplement the programs that are currently in place within the district to improve student achievement. Schools with seventy percent (70%) or more children from low-income families qualify to provide schoolwide services to all students. Currently, all schools in the Holly Springs School District meet this criterion and operate schoolwide programs. Federal Programs in the Holly Springs School District also provide equitable services to qualifying students at Holy Family Elementary School and other non-public/private schools. The three federal programs utilized in the district are Title I, Part A; Title II, Part A; and Title IV, Part A.

Title I, Part A (Basic) provides federal financial assistance to public schools with the highest number or percentages of low income students to help ensure that all students meet challenging Mississippi College and Career Ready Standards. These special populations include, but are not limited to, minority students, English Learners (ELs), students with disabilities, migrant students, immigrant students, and homeless students.

Title II, Part A (Effective Instruction) provides federal financial assistance to increase academic achievement by improving teacher and principal quality; increase the number of highly qualified teachers in the classrooms; improve the skills of principals and assistant principals in schools; and increase the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

Title IV, Part A (Student Support and Academic Enrichment – SSAE Program) provides federal financial assistance to public schools to improve student achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology in order to improve the academic achievement and digital literacy of all students.

Title V, Part A (Rural Education Achievement Program – REAP) is designed to address the unique needs of small, rural local education agencies (LEAs) that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocation under other programs in amounts too small to be effective in meeting their intended purposes.

2018 – 2019 Funding

The chart below shows how Federal and District Funds are used for the same programs at different schools:

SCHOOL	ENROLLMENT	STUDENTS ASSESSED (EST.)	PROGRAMS	FUND(S) USED
Primary	445	445	Nurse Character Ed Computer Lab Material Center Clerk America Reads Tutors Paraprofessionals/Teacher Assistants Safe and Drug Free School Material and Activities Academic & Instructional Interventionist Instructional Coach/Lead Teacher Motivational Speakers Parent and Family Resource Center (Grades PreK-3) Professional Development After School Tutorial Extended School Year	Title I District & Title IV Title I Title I District & Title I District & Title I Titles I & IV District & Title I Title I Titles I & IV Title I District & Titles I & II Title I Title I
Intermediate	320	320	Nurse Character Ed Computer Lab Paraprofessionals/Teacher Assistants Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Motivational Speakers Parent and Family Resource Center (Grades 3-12) Professional Development After School Tutorial Extended School Year	District District & Title IV District & Title I District & Titles I & IV Titles I & IV Title I Titles I & IV Title I District & Titles I, II & 1003(a) Title I Title I
Junior High	185	185	Nurse Computer Lab Safe and Drug Free School Material and Activities Instructional Coach/Lead Teacher Academic Interventionist Mentor Teachers Motivational Speakers Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial Extended School Year	Title I District Titles I & II District District Title I Title I Title I District & Titles I & II Title I Outside Grant/District & Title I
High School	365	275	Nurse Computer Lab Home School Liaison/Graduation Coach Academic Interventionist Motivational Speakers Safe and Drug Free School Material and Activities Parent and Family Resource Center (located at Intermediate) Professional Development After School Tutorial Extended School Year	Title I District Title I District Title I Titles I & II Title I District & Titles I & II Title I Outside Grant/District & Title I

Note: Title I funds have been utilized to purchase Promethean boards, classroom computers, and laptops for academic teachers, laptops and chromebooks for students. Also, Title I funds are utilized to purchase digital cameras, digital recorders, iPads (for District Leadership Team), supplemental textbooks and other supplies for the schools.

English Learners

(EL students)



ENGLISH LEARNERS (EL STUDENTS)

Definitions:

English Learners: According to the Every Student Succeeds Act (ESSA), an EL is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Immigrant Child: According to Title III of ESSA, an immigrant child is an individual who:

- a. is aged 3 through 21;
- b. was not born in any state; and
- c. has not been attending one or more schools in any one or more States for more than 3 full academic years.

HOW TO CREATE A WELCOMING CLASSROOM ENVIRONMENT

iColorin Colorado's! article "How to Create a Welcoming Classroom Environment" offers additional Tier I strategies to utilize with English learners which include the following:

1. **OFFER AS MUCH ONE-ON-ONE ASSISTANCE AS POSSIBLE** to ensure ELs understand covered content. Often ELs understand covered content. Often ELS will smile and nod but not truly understand what is being taught. It is our responsibility as educators to frequently check for student comprehension during the course of a lesson or unit to help students master standards at each grade level.
2. **POST A VISUAL SCHEDULE WITH PICTURES AND TEXT** to help students understand the daily schedule and classroom structure. Anchor charts can also be used to demonstrate daily student routines and responsibilities such as morning work or dismissal routines.
3. **LABEL CLASSROOM OBJECTS** in both English and the student's first language as much as possible. Ask EL parents to assist; with the correct labeling of words and spellings. This is a great opportunity to get them involved in school activities as well as an opportunity to make parents feel valued.
4. **UTILIZE COOPERATIVE LEARNING STRATEGIES** to aid ELs in understanding concepts, and give students an opportunity to practice social as well as academic language. For additional information on types of cooperative learning strategies, see the iColorin Colorado! Article "Cooperative Learning Strategies".

RECOMMEND BEST PRACTICES FOR TEACHERS

The following chart provides various practices for use with ELs.

**These practices are especially helpful with Long Term English Learners (LTEL).

*(USDE, 2015)

RECOMMENDED BEST PRACTICE	EXPLANATION
Support Oral Language Development*	Provide opportunities to participate in classroom discussions (whole class and small group), practice using academic vocabulary, using visual clues, speaking slowly, using clear repetition, etc.
Speak slower (not louder)	Slow down to assist EL students in making sense of the words we are using. This is particularly important for ELs who are at the earlier stages of English Proficiency.
Speak distinctly	Clear, distinct speech assists EL students in making connections between what they hear and how to apply it to the written word both in what they read and in what they write.
Give longer wait times	Recognize that ELs are thinking in two languages. They will need more time to listen and respond to questions and comments posed by the teacher.
Refrain from allowing “shout outs” when asking whole group or small group questions	It is difficult for ELs to determine accurate information when so many answers are coming from so many sources. Additionally, ELs may be reluctant to participate if they are not confident of their answers.
Avoid slang or colloquialisms	Slang and colloquialisms are difficult for ELs to understand since they do not translate exactly as they are meant. They should not be used unless they are taught explicitly for comprehension.
Encourage conversation in all lessons	Utilizing opportunities for Turn and Talk, Think, Pair, Share times and partner or small group collaborations will allow ELs to practice both academic and social language as well as solidify understanding of concepts taught in class.

RECOMMENDED BEST PRACTICE	EXPLANATION
Teach Academic English Explicitly*	Provide ample opportunities to practice academic language, grammar structures and vocabulary; this includes content area vocabulary and text specific vocabulary that is not necessarily common or frequently encountered in informal conversation
Allow students to write out answers before speaking	Writing thoughts before answering aloud gives EL students an opportunity to think about what words they will use in their response.
Utilize scaffolding techniques to support learning**	Scaffolding refers to providing a variety of temporary instructional techniques that help students move progressively toward stronger understanding of the standards and towards greater independence.
Write down key terms or use visuals	Providing ELs with key terms and visuals aids to help them in choosing which words to focus on during lessons and activities.
Provide a print rich environment	Providing a print rich environment (anchor charts, visuals, etc.) will help EL students in understanding and recalling new and ongoing learning.

Use graphic organizers to help students break important information into smaller more manageable pieces

Graphic organizers create a visual to help EL students make connections with and organize what they are hearing and what they will need to recall for application to independent work.

Provide explicit instruction and models**

Simple verbal directions accompanied by simple written directions with visuals will significantly impact Long Term ELs ability to complete classroom tasks.

Pre-teach vocabulary

Pre-teach vocabulary using multiple modalities. This will significantly impact an ELs ability to grasp concepts being taught in class, particularly in the content areas where it may be difficult for students to determine the most important words to focus on when presented with a lesson.

RECOMMENDED BEST PRACTICE

EXPLANATION

Tap into or build background knowledge**

Recognize that often times, ELs have background knowledge but are unable to verbalize what they know due to lower academic vocabulary knowledge and/or a shyness about possibly mispronouncing a word. Connecting to an EL's background knowledge will assist students in grasping classroom concepts.

Teach needed reading skills**

The concepts of learning to read can transfer across languages. For example, a student with strong phonological awareness in their native language can be expected to see transfer of those skills into English. Identify what deficits the student may have in reading to determine a starting point. This may include phonics, decoding, fluency and other areas depending on individual student reading skills and previous instruction or exposure.

Teach specific skills where gaps exist**

Long Term ELs (LTEL) often understand basic reading skills but need more direct instruction to be able to persevere through longer passages and to understand deeper, more nuanced texts. If gaps are extensive refer to the TST team for possible intervention. In addition, it is essential that teachers working with ELs are trained to utilize practices with strong evidence that supports EL literacy.

Model and teach explicit writing skills**

LTLEs often converse freely in two languages but lack the vocabulary, syntax, and grammar of native speakers. It is imperative that they receive support with writing assignments. Additional supports such as how to utilize graphic organizers and how to include more details on written assignments may also be necessary.

Use hands-on or physical movement whenever possible

Using hands-on or physical movement helps to make abstract concepts understandable, encourages participation (without undue stress for speaking especially at the early stages of language acquisition), and engages the student in classroom activities.

RECOMMENDED BEST PRACTICE	EXPLANATION
Check for understanding frequently**	Check frequently for understanding on assignments allows opportunities for remediation in a timely manner. This also ensures ELs are learning the content needed for future success.
Incorporate cooperative learning opportunities	Incorporating cooperative learning opportunities helps students learn concepts, build rapport with other students, and practice social and academic vocabulary in a low risk setting.
Teach study skills	Teaching study skills will help students become more independent with things such as note taking, using cognates to understand new material and using text features to assist with comprehension.
Value cultural diversity*	Utilizing schoolwide and classroom practices that are inclusive of multicultural backgrounds such as incorporating multicultural media and reading material, multicultural cafeteria foods that represent all student backgrounds and involving parents in school activities promotes cultural diversity.
Get to know your students**	Read and understand <u>all</u> EL student data (MAAP scores, STAR scores, ELPT scores, benchmark scores, etc.) as well as student personalities, motivations for success, goals and struggles.
Create a culture of teachers and learners**	Establishing a culture of teachers and learners encourages Long Term EL students to collaborate and talk to other students to complete classroom assignments. These opportunities build social as well as academic language.
Encourage students to make connections between real life and the academic content**	Encourage students to bring family and cultural experiences, heritage and language into the classroom to enrich lessons.

INSTRUCTIONAL STRATEGIES FOR TEACHING EL STUDENTS

VISUAL SUPPORTS STRATEGIES	EXPLANATION
Label Classroom Items	Placing labels on classroom items, aids in learning new vocabulary and in basic communication skills
Visual schedule/visual anchor charts for daily routines	Helps students understand daily routines and anticipate upcoming classroom activities when coupled with pictures and times they also help students recall responsibilities independently
Manipulatives	Allowing for the use of physical objects used to engage students in hands on learning of classroom concepts, help make concepts comprehensible, provide support to help ELs participate in classroom activities/discussions
Graphic Organizers	Providing a visual display that demonstrates relationships between facts, concepts or ideas; guides the learner's thinking as they fill in and build upon a visual map or diagram
Word Wall with pictures	Providing a word wall with pictures to match the words or word parts, may help ELs learn and remember vocabulary that will help with listening, speaking, reading and writing

Key terms written out	Writing key terms with meanings on the board, on chart paper or on handouts for the students; should be accompanied with a visual
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COOPERATIVE LEARNING STRATEGIES	EXPLANATION
Peer buddy	Utilizes a cross grade tutor who may speak the newcomer's language and can serve to assist the new student in understanding school policies and procedures
Think-Pair-Share	Allows students to work together to solve a problem or answer a question about a posed question; requires students to 1. Think individually about a topic, 2. Pair with a partner, 3. Share ideas with classmates
Jigsaw Activities	Provides opportunities for students to work in small groups consisting of five to six students. The small groups serve as the students' home base. Each member of the home base group is assigned to an "expert" group to learn a portion of the content and then share learned information with their home group.
Turn and Talk	Provides students with opportunities for practicing social and academic language in response to a structured question

COOPERATIVE LEARNING STRATEGIES	EXPLANATION
Choral Reading	Reading aloud in unison with a whole class or group of students; helps build EL students' fluency, self-confidence and motivation
Read-around, Write-around	Engages students in partner or silent conversation; helps them to share opinions, debate or discuss; fosters critical thinking because they have to consider other opinions

AUDITORY SUPPORTS STRATEGIES	EXPLANATION
Songs that teach concepts	Stimulates vocabulary acquisition and retention by helping students to chunk language and helping them master additional words and phrases used in spoken language; this also lowers anxiety levels when students attempt to use English words
Chants	Facilitate oral language because they are easy to learn and can be easily repeated and remembered since they usually rhyme; chants can also be a great source for learning new vocabulary as well as a way to improve pronunciation and fluency
Audiobooks	Using audiobooks teaches critical listening, provides modelled fluent reading, introduces new vocabulary and allows students to access literature above their reading level as well as materials from genres that they might not otherwise read.

PRE-TEACHING/FROTLADING STRATEGIES	EXPLANATION
Pre-teach/frontload lessons with academic vocabulary	Facilitates comprehension of a passage; enhances comprehension and expands critical thinking by teaching essential vocabulary prior to the teaching of text or academic content
Use photos/pictures/videos to teach vocabulary	Provides ELs with a visual to help them understand new concepts being discussed in class

Small group discussion of concepts/vocabulary (teacher or student lead)

Provides students with opportunities to use language in a lower risk environment, also provides the teacher with the opportunity to preteach content and to identify and correct misconceptions

Provide advanced notes, graphic organizers or sentence stems for note taking

Provides scaffolding to help students grasp main ideas of lessons, see the relationship of ideas and get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response

COMMUNICATION STRATEGIES

EXPLANATION

Speak slowly

Using a steady but slower rate of speech helps ELs understand what is said

Use shorter sentences

Simplifying language helps ELs understand the main idea of what is being said

Allow for longer wait times for student responses

Benefits ELs who are thinking in two languages and need time to take in, interpret, select a response, translate their response to English and then orally respond

Provide students with sentence stems for use during class

Helps students begin speaking or writing without the added pressure of thinking about how to correctly formulate a response

30 Second conversations

Provide modeling of fluency, vocabulary and correct sentence structure and grammar; may be informal, on social or academic topics, may be in a variety of locations and should include student conversation with teacher

BUILDING ENGAGEMENT STRATEGIES

EXPLANATION

Maintain positive body language

Demonstrates an openness and understanding on the part of the teacher to the student (includes smiling, open posture, etc.); be mindful of cultural norms so as not to upset or insult the student or their parent

Celebrate meaningful student successes

Provide positive reinforcement when student illustrates language growth

Facilitate peer connections

Helps the student take steps in the classroom to ensure he/she is accepted by peers, engaged and has strong language models

Facilitate class wide cultural understanding

Ensures students classmates are sensitive to possible cultural differences

Incorporate multicultural literature into the classroom library

Provide students with materials that value their culture which aids in positive self-confidence and elevates their interest



**THIS POLICY COMPLIES WITH THE REQUIREMENTS OF
THE NO CHILD LEFT BEHIND ACT OF 2001**

The Holly Springs School Board will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as another language is voluntary and requires written parental permission.

IDENTIFICATION

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaskan Native, or a native resident of the outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

REQUIREMENTS

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique

circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
 - A. Their child's level of English proficiency and how such a level was assessed.
 - B. The status of their child's academic achievement.
 - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
 - D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - E. Exit requirements for the program.
 - F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

LEGAL REF.: No Child Left Behind Act of 2001
Every Student Succeeds Act of 2015
CROSS REF.: Policies IDDF Special Education Programs
II Testing Programs

TYPES OF COMMONLY USED ENGLISH LANGUAGE INSTRUCTION PROGRAMS

The following is a brief description of programs commonly found in schools that have ELL students:

Bilingual Education (BE) Program

A BE program is an educational program that teaches children two languages. Children are taught for some portion of the day in one-language, and the other portion of the day in another language. One of the languages is English. Typically, these programs develop initial literacy in the native language and include an ESL component. When possible, a certified teacher who is bilingual provides native language instruction, but many programs utilize bilingual teaching assistants. Although these programs are referred to as bilingual, observers have noted that English is the medium of instruction 75% to 90% of the time. In some Mississippi school districts, volunteer bilingual tutors have been used successfully to instruct students in math so that students will not fall behind due to language proficiency.

Content-based English as a Second Language (CBESL) Program

This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

English as a Second Language (ESL) Program

This is a program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Maintenance Bilingual Education Program

Also referred to as late-exit bilingual education, this program uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.

Newcomer Program

Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived students. Usually found in large school districts or in districts with unusually large numbers of ELL students, newcomer programs provide ELL students with intensive ESL instruction and an introduction to U.S. cultural and educational practices. ELL students remain in the newcomer program one or two semesters before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

One-way Bilingual Education

This is a bilingual program in which students who are all speakers of the same primary language are schooled in two languages. This model shares many of the features of the dual language or two-way bilingual education approach.

Pull-Out Program

This is a program model in which a paraprofessional or tutor pulls students from their classes for small group or individual work. Also, a paraprofessional or tutor may serve students in a small group within the regular classroom

setting. Children who need remedial work in learning the English language may be served through such a program.

Sheltered English Immersion Program

A sheltered English immersion program is an instructional approach used to make academic instruction in English understandable to ELL students. Students in these classes are “sheltered” in that they do not attend classes with their English-speaking peers; therefore, they do not compete academically with students in the mainstream. These students study the same curriculum as their English-speaking peers, but the teacher employs ESL methods to make instruction comprehensible. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Sheltered English principles and methodologies can be used quite successfully in regular classrooms as well.

Structured English Immersion Program

The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. Instruction is entirely in English. Students may be thrown into the general education classroom and therefore “immersed” in English, or they may be placed in a sheltered immersion class where they are taught content through simplified English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the students’ primary language.

Submersion Program

A submersion program places ELL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.

Transitional Bilingual Education Program

This program, also known as early-exit bilingual education, utilizes a student’s primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of this program is to facilitate the ELL student’s transition to an all English instructional program while receiving academic subject instruction in his/her native language to the extent necessary. Classes are made up of students who share the same native language.

Two-way Bilingual Education Program

Often referred to as a dual language program, the goal of this model is for students to develop language proficiency in two languages by receiving instruction in English and another language. This program teaches native English speakers side-by-side with children who are learning English. Teachers usually team-teach, with each one responsible for teaching in only one of the languages. This approach is sometimes called dual immersion.

Homeless Children and Youth



TITLE X, PART C – HOMELESS CHILDREN AND YOUTH

Definition

The McKinney – Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Families sharing housing (i.e., are “doubled up”) with relatives or other families due to economic hardship.
- Families living in motels, hotels, trailer parks, campgrounds, or shelter.
- Children abandoned in hospitals, or awaiting foster care placement.
- Children living in places not designated for housing, such as cars, public spaces, abandoned buildings, **substandard** housing, or bus or train stations.
- Children designated as “migratory” under ESEA Title I, Part C who meet one of the above criteria. 42 USC 11434a.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth: **The term “unaccompanied youth” includes any a youth not in the physical custody of a parent or guardian.** This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to as “throwaway children and youth”); and school-age unwed mothers living in homes for unwed mothers living in homes for unwed mothers because they have no other housing available. Unaccompanied youth qualify as homeless because they are living in circumstances described above and are not in the physical custody of a parent or guardian.

Requirements

The McKinney–Vento Act provides certain rights for homeless students. **These rights include waiving certain requirements, such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch.** The Act also states:

- Students who are homeless may attend their school of origin or the school where they are temporarily residing.
- Parents or guardians of homeless students must be informed of educational and related opportunities
- Students who are homeless may enroll without school, medical or similar records.
- Student who are homeless and their families receive referrals to health, dental, mental health, substance abuse, housing, and other needed services.
- Students who are homeless have a right to transportation to school.
- Students must be provided a statement explaining why they are denied any service or enrollment.
- Students must receive services, such as transportation while disputes are being settled.
- Students are automatically eligible for Title I services.
- School districts must reserve a portion of Title I, Part A funds to serve homeless students.
- School districts must review and revise policies that provide barriers to homeless students.
- School districts must post information in the community regarding the rights of homeless students and unaccompanied youth in schools and other places where homeless families may frequent and written in a language they can understand.
- School districts must identify a McKinney–Vento Liaison to assist students and their families.

Holly Springs School District’s Homeless Liaison is Debbie Jeffries
662.252.2183

HOLLY SPRINGS SCHOOL DISTRICT

TITLE X, PART C

MCKINNEY – VENTO HOMELESS ASSISTANCE PROGRAM

General Guidelines

Enrollment procedures in place to:

- Identify homeless students
 - Residency Questionnaire
- Code homeless students in district database by the following:
 - 1 – Shelters
 - 2 – Doubled-up (i.e. sharing housing with other persons, unaccompanied Youth)
 - 3 – Unsheltered (i.e. cars, parks, campgrounds without running water/ electricity, abandoned building, substandard housing FEMA trailers, FEMA rental assistance, etc)
 - 4 – Hotels/Motels
- Inform parents of services and rights under MV Homeless Act
- Resolve disputes on homeless status, school selection or school of origin
 - Remain or enroll immediately in school pending resolution
 - Provide parent/guardian/youth with written explanation of decision including right to appeal and copy to the local liaison
 - Refer parent/guardian/youth to local liaison for resolution
 - Refer parent/guardian/youth to state coordinator to appeal
- Assess needs of homeless student
 - Title X Referral Form
- Document process and progress
 - Policies and procedures of program
 - Homeless Plan
 - Funding/Budgets
- Maintain individual student files

Common Signs of Homelessness

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

Lack of Continuity in Education

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

Poor Health/Nutrition

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

Transportation and Attendance Problems

- Erratic attendance and tardiness
- Numerous absences
- Lack of participation in after-school activities
- Lack of participation in field trips
- Inability to contact parents

Poor Hygiene

- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming

Lack of Personal Space After School

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to

work or keep supplies)

- Unable to complete special projects (no access to supplies)
- Lack of basic school supplies
- Loss of books and other supplies on a regular basis
- Concern for safety of belongings

Social and Behavioral Concerns

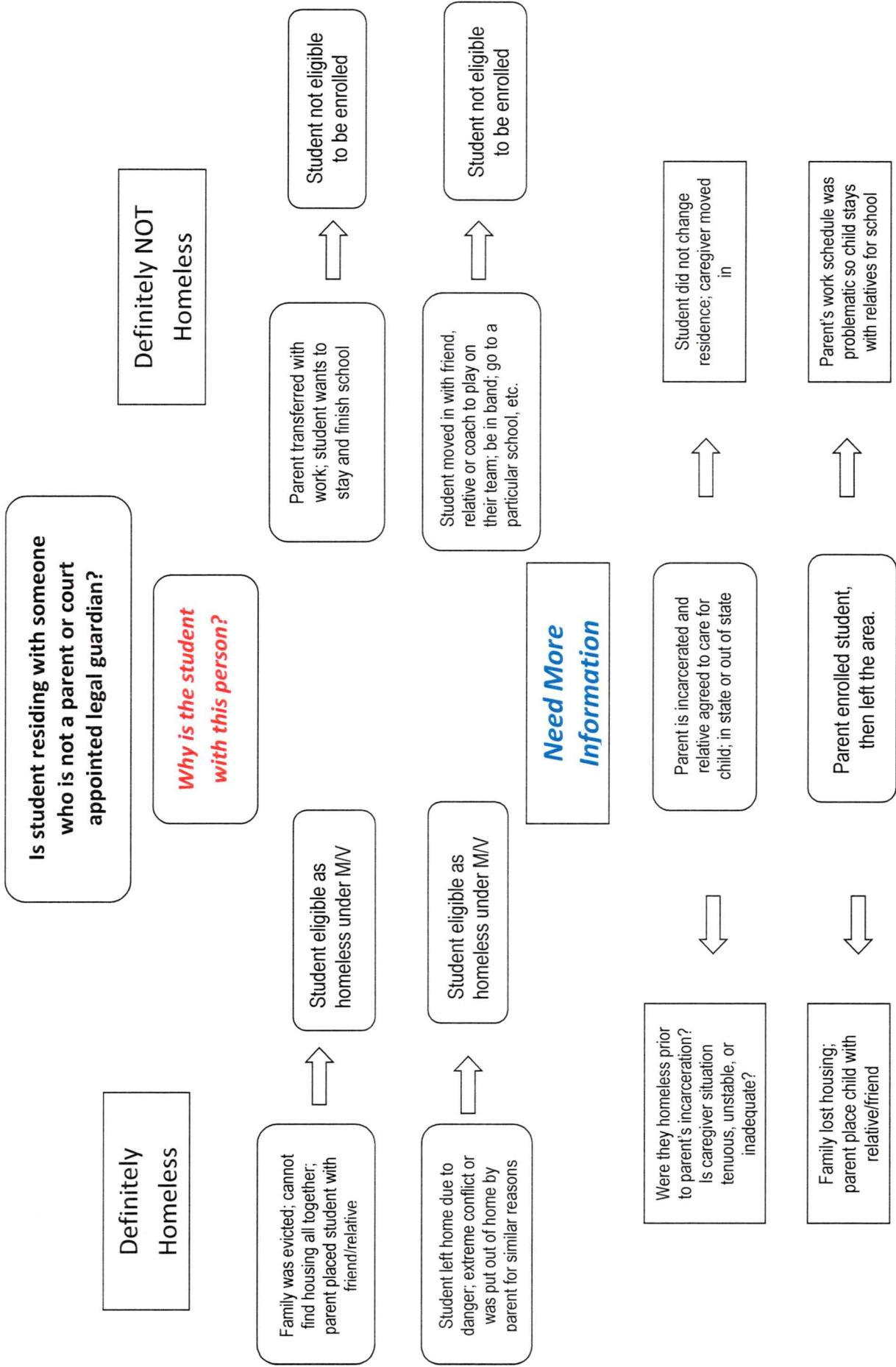
- A marked change in behavior
- Poor/short attention span
- Poor self-esteem
- Extreme shyness
- Unwillingness to risk forming relationships with peers and teachers
- Difficulty socializing at recess
- Difficulty trusting people
- Aggression
- "Old" beyond years
- Protective of parents
- Clinging behavior
- Developmental delays
- Fear of abandonment
- School phobia (student wants to be with parent)
- Anxiety late in the school day

Reaction/Statements by Parent, Guardian, or Child

- Exhibiting anger or embarrassment when asked about current address
- Mention of staying with grandparents, other relatives, friends, or in a motel, or comments, such as
 - "I don't remember the name of the last school."
 - "We've been moving around a lot."
 - "Our address is new; I can't remember it"
 - "We're staying with relatives until we get settled."
 - "We're going through a bad time."

Common signs adapted from flyers developed by the Illinois and Pennsylvania Departments of Education. For more information on homeless education, visit the National Center for Homeless Education website at <http://www.serve.org/nche>.

Homeless Guidance



DETERMINING ELIGIBILITY AS AN UNACCOMPANIED HOMELESS YOUTH

Is the student residing with someone who is not their parent or court appointed guardian?

If yes, continue

Does the student meet the definition of homeless under McKinney-Vento?

These are sample questions that can be asked to determine eligibility. To be eligible, homelessness must be the primary reason the student is staying where he/she is staying.

- Why is the student living with someone who is not his/her parent/guardian?
- Is the entire family homeless and this student placed in this residence as a temporary plan for housing?
- Did the student leave home because of severe family conflicts?
- How long can the student stay where he/she is?
- Does he/she have his/her own space/bedroom in the house?
- Does he/she have adequate privacy?
- Can he/she come and go as needed?
- Where would he/she be, if not where he/she is?

If the student is considered homeless and this is the primary reason he/she is not with his/her parent or legal guardian, then he/she can be registered as an Unaccompanied Homeless Youth.

If the student is not homeless and he/she is residing with a person other than the parent or court appointed legal guardian, the student does not qualify as an Unaccompanied Homeless Youth.

Remember, determining eligibility is a case-by-case, individualized inquiry.

Developed by M. Gay Thomas, MSW Coordinator School Social Work Services, Homeless Liaison, Virginia Beach City Public School

THIS POLICY COMPLIES WITH THE REQUIREMENTS OF
THE NO CHILD LEFT BEHIND ACT OF 2001

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

The superintendent or designee will produce written guidelines for distribution to each school that explains the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

I. DEFINITIONS

For the purposes of this policy, children are deemed to be homeless under the following conditions:

- a. A homeless child or homeless youth is an individual who:
 1. Lacks a fixed, regular and adequate residence or has a primary night time residence in a supervised publicly or privately operated shelter for temporary accommodation (including welfare hotels, congregate shelters and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings.
 2. Is temporarily staying with relatives or friends due to a recent loss of jobs, housing or financing as opposed to living together for cultural or traditional reasons.
 3. Is an agricultural migrant child who typically does not remain in one location more than two weeks.
 4. Is a runaway who resides in a special shelter.
 5. Resides in a domestic abuse shelter.
 6. Resides on the street or in a tent or vehicle.
- b. Any individual imprisoned or otherwise detained by Act of Congress or state law is not homeless or a homeless individual.
- c. The "school of origin" is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- d. The "place of abode" includes any of the places indicated in paragraph "a" above.

II.

It shall be the policy of this school district, to the extent practicable under requirements relating to education

established by state law, that each eligible child of a homeless individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.

The placement of an eligible homeless child or youth will be made according to Policy JBCCA Assignment of Pupils, and will take into consideration the best interests of the homeless child or youth and placement requests made by a parent.

The choice of placement in either the "school of origin" or the school serving the "place of abode" will take place regardless of whether the child or youth is living with the homeless parent(s) or has been temporarily placed elsewhere by the parent(s).

Provided the homeless child or youth meets eligibility criteria, he/she will be provided transportation services; compensatory education programs for the disadvantaged; educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.

Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with § 1232g of Title 20.

Should this school district receive assistance under 42 U.S.C. §11432 of the Steward B. McKinney Homeless Assistance, it shall coordinate with local social service agencies and other agencies or programs providing services to such children or youth and their families.

The homelessness liaison shall inform school personnel, service providers and advocates working with homeless families of the duties of the liaison.

This school district has and will continue to review and revise, to the extent practicable under the requirements relating to education established by state law, any policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with this policy. In reviewing and revising such policies, to the extent practicable under the requirements relating to education established by state law, consideration shall be given to issues concerning transportation, requirements of immunization, residency, birth certificates, school records, or other documentation and guardianship.

Disputes which may arise regarding the assignment of a homeless child or youth will be promptly resolved according to the provisions of Policy JBCCA Assignment of Pupils. Other issues or disputes will be directed to the attention of the school official responsible for that particular matter for prompt resolution. If this dispute cannot be resolved locally, any aggrieved party may make written request for a review of the matter to:

Coordinator of the Homeless Program
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205

LEGAL REF.: McKinney-Vento Homeless Education Assistance Improvements Act of 2001
No Child Left Behind Act of 2001

CROSS REF.: Policies JAA Equal Educational Opportunities
JBCCA Assignment of Pupils
IB Instructional Goals