

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

In a motel or campground due to the lack of an alternative adequate accommodation

In a car, park, abandoned building, or bus or train station

Doubled up with other people due to loss of housing or economic hardship

*Your school-age children may qualify for certain rights and protections under the
federal McKinney-Vento Act.*

Your eligible children have the right to:

- Receive a free, appropriate public education.
 - Enroll in school immediately, even if lacking documents normally required for enrollment.
 - Enroll in school and attend classes while the school gathers needed documents.
 - Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
- * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
 - Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison

Angela Martin

State Coordinator

Donna Chisholm

If you need further assistance with your children's educational needs,
contact the National Center for Homeless Education:
1-800-308-2145 • homeless@serve.org • <http://nche.ed.gov>

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HOMELESS EDUCATION POLICY

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. This school district will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Homeless Assistance Act.

It is the policy of our district to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our schools will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from school, and posted in every school in the district, as well as other places where children, youth, and families in transition receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments, and other social service agencies.

Definitions

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of others persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailers parks due to lack of alternative adequate accommodations are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

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A child or youth will be considered to be in a transition for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth.

Enroll and enrollment means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

School of origin means the school or child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition in the district, both in and out of school. The local liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct school registers and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison. Community partners in identification may include the following: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The local liaison will keep data on the number of children and youth in transition in the district; where they are living; their academic achievement (including performance on state- and district-wide assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates also have been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential feasibility considerations include:

- The age of the child or youth
- The distance of a commute and the impact it may have on the student's education
- Personal safety issues

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- A student's need for special instruction (e.g., special education and related services)
- The length of anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year

Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents available readily. Nonetheless, the school selected for enrollment must enroll any child or youth in transition immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunization when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation

Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation will be provided to and from the school of origin for a child or youth in transition. Transportation will be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The local liaison will request transportation to and from the school of origin for unaccompanied youth. The length of the commute will be considered only in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and local liaisons will use the district transportation form to process transportation requests. Requests will be processed and transportation arranged without delay. If the student in transition is living and attending school in this district, this district will arrange transportation. If the student in transition is living in this district but attending school in another, or attending school in this district but living in another, this district will coordinate with the neighboring district to arrange transportation. It is this district's policy that inner-district disputes will not result in a student in transition missing school. If such a dispute arises, this district will arrange transportation

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and immediately bring the matter to the attention of the State Coordinator of the Education of Homeless Children and Youth. In addition to receiving transportation to and from the school of origin upon request, children and youth in transition will also be provided with other transportation services comparable to those offered to housed students.

Services

Children and youth in transition will be provided services comparable to services offered to other students in the selected school, including:

- Transportation (as described above)
- Title I, Part A, services (as described below)
- Education services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs

The district recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluation of child and youth in transition suspected of having disability will be given priority and coordinated with students' prior and subsequent schools as necessary to ensure the timely completion of full evaluation. When necessary, the district will designate expeditiously a surrogate parent for unaccompanied youth suspected of having a disability. If participation of a surrogate parent in the student's education is needed prior to the appointment of a surrogate parent, the district will designate a temporary surrogate in accordance with the provisions of the Individuals with Disability Education Act (IDEA). If a student has an Individualized Education Program (IEP), the enrolling school will implement it immediately. Any necessary IEP meetings or re-evaluation will then be conducted expeditiously. If complete records are not available, IEP teams must use good judgement in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption of appropriate services. When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused. Our school district will follow state procedure to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel will refer children of youth in transition to appropriate health care services, including dental and mental health services. The local liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which the enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate education services, transportation, free meals, and Title I, Part A, services while the dispute is pending. The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in the requested school and receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as

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possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly.

The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Free Meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S. Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals. On the day a child or youth in transition enrolls in school, the enrolling school must submit the student's name to the district nutrition office for immediate processing.

Title I, Part A

Children and youth in transition are automatically eligible for Title I, Part A services, regardless of what school they attend. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The district will reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved will be determined by a formula based upon the per-pupil Title I, Part A, expenditure and developed jointly by the local liaison and Title I director. Reserved funds will be used to provide education-related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance. Our district's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the local liaison. Children and youth in transition will be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education Regulations and Policy Guidance.

Training

The local liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, and teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition.

The local liaison will also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with this policy and will receive training from the local liaison annually.

Coordination

The local liaison will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private services providers in the community, housing and placement agencies, the pupil transportation department, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the local liaison and our schools in implementing this policy.

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Preschool

Preschool education is a very important element of later academic success. Children in transition have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools administered by our school district. Our district will ensure that children in transition receive priority enrollment in preschool programs operated by the district, including exempting children in transition from waiting lists. Children in transition with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children in transition under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The local liaison will collaborate with Heat Start and Even Start programs and other preschool programs to ensure that children in transition can access those programs.

References

The McKinney-Vento Homeless Assistance Act, 42 U.S.C §§11431-11436
Title I, Part A, of the Elementary and Secondary Education, 20 U.S.C. §§6311-6315
The Individuals with Disabilities Education Act, 20 U.S.C §§1400 et seq.
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C §§1751 et seq.
June 5, 1992 Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services.

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Homeless Liaison's Duties

In 42 U.S.C. § 11432(g)(6)(A), the McKinney-Vento Act lists the responsibilities of the local liaison. The law states that local liaisons will ensure that

- homeless children and youths are identified by school personnel through outreach and coordination with other agencies;
- homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, school;
- homeless families, children, and youths have access to and receive educational services for which they are eligible, including Head Start programs, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the LEA;
- homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- the parents or guardians of homeless children and youths are informed of the 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 children and youths is disseminated in locations frequented by parents or guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents and guardians and unaccompanied youth;
- enrollment disputes are mediated according to 42 U.S.C. § 11432(g)(3)(E);

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- the parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin;
- school personnel who serve homeless children and youths receive professional development and other support;
- unaccompanied homeless youths are enrolled in school, have opportunities to meet the same challenging State academic standards established for other students, and are informed of their status as independent students and assisted to receive verification of their status for completing the Free Application for Federal Student Aid (FAFSA).

McKinney-Vento

Best Interest Determination (BID) for School Placement

The McKinney-Vento Act requires schools to consider the school of origin as the first option in school enrollment. Parents may choose the school of origin or the school in the residency area where the child is currently living. Individuals who may be consulted when determining what placement is in the child's or youth's best interest include:

- the child or youth experiencing homelessness,
- the parents or caretakers of the child or youth,
- school division homeless liaisons,
- school principals/administrators,
- the student's teacher(s),
- homeless shelter personnel,
- school social workers,
- school counselors, and
- the student's attorney.

It is the school district's responsibility to determine the school of origin and residency, and to resolve any conflict concerning the school placement focusing on the best interest of the student. Whenever possible, the school district should comply with the parents'/guardians'/unaccompanied homeless youth's wishes. If the school district and parent/guardian/unaccompanied youth do not agree on the appropriate placement, the district's Enrollment Dispute Resolution Process must be followed. The student should be enrolled in the school that the parent or unaccompanied homeless youth have chosen until the resolution process has been completed. If the school of origin is determined to be the best placement, the local homeless education liaisons from both divisions must work together to arrange transportation.

The McKinney-Vento Act requires that a child or youth experiencing homelessness attend:

- ❖ *The school of origin:* the school that the child or youth last attended when permanently housed or the school in which the student was last enrolled, including preschool (administered by the district) and feeder schools; or
- ❖ *The school of residency:* the school identified by the attendance zone in which the student is currently physically staying. (IF students in the attendance area have additional options, the student may enroll in such an option IF there is room in the program and student meets any eligibility criteria).

Whether the child or youth will attend the school of origin or the school of residency, enrollment should take place immediately.

The following form documents the determination for school placement that is in a student's best interest. It is recommended that the liaison use these listed considerations to discuss the school enrollment options with the parent/youth. If the new residence is in another school district, the liaison from the new district should be included in the conversation, as a best practice, to ensure smooth transitions or the provision of transportation that may be shared. The information collected documents agreement about school enrollment OR provides the input needed to craft the justification for a written explanation should the parent/youth disagree. Liaisons should maintain this form with their case notes.

McKINNEY-VENTO
BEST INTEREST DETERMINATION FORM
SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

A copy of this document shall be kept in the student's education record.

Student's Name: _____
 Student State Testing Number (STN): _____ DOB: _____
 Current School: _____ Grade: _____
 Previous School(s): _____
 Date of Best Interest Determination Meeting: _____

Best Interest Determination: A Checklist for Decision Making

Use the following checklist as a guide to assist with making the determination of what is in the best interest of the child or youth. Place a check in the box for each area of consideration that applies, either in the Remaining in the School of Origin column or Transferring to a New School. If needed, write notes on additional pages and attach to this form.

Remaining in the School of Origin Considerations

- Social/emotional considerations** – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)
- Length of anticipated stay in an out-of-home placement location** – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.
- Continuity of instruction** – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).
- Academic performance** – the transfer will significantly and adversely affect the student's academic performance.
- Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.
- Safety of the student** – the school of origin is a safe environment for the student.
- Transportation considerations** – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

Transferring to a New School Considerations

- Social/emotional considerations** – the student's social and emotional wellbeing will be positively affected or will be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
- Length of anticipated stay in an out-of-home placement location** – the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
- Continuity of instruction** – the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
- Academic performance** – the transfer will not significantly and adversely affect the student's academic performance.
- Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
- Safety of the student** – the new school will be a safer environment for the student.
- Transportation considerations** – the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.

Attach all documents relevant to the student's best interest determination. Check any that apply.

- | | |
|---|--|
| <input type="checkbox"/> Report Cards/Progress Reports | <input type="checkbox"/> IEP Plan or 504 Plan |
| <input type="checkbox"/> Achievement Data (test scores) | <input type="checkbox"/> Correspondence from individuals consulted |
| <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: _____ |

Best Interest Determination Meeting Participants

In reaching the best interests determination, the Homeless Liaison should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interest determination, including the student, if appropriate. The following individuals provided input in determining the school placement.

Relationship to Student	Name	Contact Information

Best Interest Determination

- It is not in the student's best interest to remain enrolled in the school of origin. The student will be enrolled in the school serving the current residence.

Name of School: _____

NOTE: If a change in enrollment is in the student's best interest, enrollment should take place immediately at the new school. To enroll the student in the new school, all that is needed is documentation showing that the student is in out-of-home placement, the address of the out-of-placement, proof of authorization to enroll the student in school, and identification of the person enrolling the student. All other educational records will be provided to the new school promptly and in accordance with state and federal law.

- It is in the student's best interest to remain enrolled in the school of origin.

Name of School: _____

Interim Transportation Plan

Complete only if the student will remain in the school of origin.

While the LEA works to develop and establish a Transportation Plan for the student to attend the school of origin from the out-of-home placement, a period of time that could be up to five (5) school days, the student will transported to the school of origin in the following manner:

Considerations for the LEA in Establishing a Transportation Plan for the Student

Complete only if the student will remain in the school of origin.

In developing a Transportation Plan, the LEA should consider the following needs of the student (add additional sheets if needed):

Homeless Liaison Name _____ Homeless Liaison Signature _____ Date _____

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HOMELESS DESIGNEES AND FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The Higher Education Act includes numerous amendments designed to increase youth access to postsecondary education. New amendments include: 1) youth who are unaccompanied and homeless or at risk of being homeless; 2) youth who are/were in foster care, orphans, or wards of the court at age 13 or older; 3) emancipation or legal guardianship; and 4) youth who fall into the category of "unusual circumstances."

Being designated as an "independent student" is important for youth because youth are exempt from providing parental information on their FAFSA, and calculations will, therefore, only consider the applicant's information, thus leaving potential for greater offers of financial aid.

Qualifying students who are seeking financial aid for higher education will work closely with the school counselor to complete their FAFSA application and supply any required documentation.

Stratford School Contact Information:

Angela Martin: Homeless Liaison	580-759-2382, amartin@stratford.k12.ok.us
Lacy Savage: High School Counselor	580-759-2381, lsavage@stratford.k12.ok.us
Paul Savage: High School Principal	580-759-2381, psavage@stratford.k12.ok.us

Written Notification of Decision

This form is to be completed by the school when a disagreement arises between the school and a parent, guardian, or unaccompanied youth over McKinney-Vento eligibility, school selection, or enrollment in a school.

Date: _____

Name of person completing form: _____

Title of person completing form: _____

Name of school: _____

In compliance with 42 U.S. C. § 11432(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

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

Name of Student(s): _____

After reviewing your request regarding eligibility, or school selection or enrollment in a school for the student(s) listed above, the request is denied. This determination was based upon:

You have the right to appeal this decision by completing the second page of this form or by contacting the school district's local homeless education liaison.

Name of local liaison: _____

Phone number: _____ Email: _____

In addition:

- The student listed above has the right to enroll immediately in the requested school pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student's enrollment in the requested school. You may use the form attached to this notification.
 - You may contact the State Coordinator for Homeless Education if further help is needed or desired. Contact information for the State Coordinator: *You may seek the assistance of advocates or an attorney. A copy of our state's dispute resolution process for students experiencing homelessness is attached.*

Written Notification of Decision

To be completed by the parent, guardian, or unaccompanied youth when a dispute arises. This information may be shared verbally with the local liaison as an alternative to completing this form.

Date:

Student(s):

Person completing form:

Relation to student(s):

I may be contacted at (phone or e-mail):

I wish to appeal the enrollment decision made by:

Name of School:

I have been provided with (please check all that apply):

- A written explanation of the school's decision.
- The contact information of the school district's local homeless education liaison.
- A copy of the state's dispute resolution process for students experiencing homelessness.

Optional: You may include a written explanation in the space below to support your appeal or you may provide your explanation verbally.

The school provided me with a copy of this form when I submitted it. _____
(Please initial.)