



# **Mid-Del Public Schools Homeless Education Enrollment and Transportation Plan**

## **NOTICE OF NONDISCRIMINATION**

The Mid-Del Public School District No. I-52 does not discriminate on the basis of race, color, national origin, sex, pregnancy, gender, gender expression or identity, religion, veteran status, sexual orientation, disability, age, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator  
Address: 7217 S.E. 15<sup>th</sup> Street  
Midwest City, OK 73110  
Phone: 405-737-4461  
Email Address: [phuston@mid-del.net](mailto:phuston@mid-del.net)

504 Title IX Coordinator  
Address: 7217 S.E. 15<sup>th</sup> Street  
Midwest City, OK 73110  
Phone: 405-737-4461  
Email Address: [twilson@mid-del.net](mailto:twilson@mid-del.net)



## **Mid-Del Public Schools Homeless Education Enrollment and Transportation Plan**

District and school staff can work together to ensure a welcoming environment for students who are highly mobile or homeless. Mid-Del Schools has a District Homeless Liaison and three site-based Homeless Liaisons, a caring and welcoming staff makes a world of difference to a student struggling with daily survival needs. It is a team approach identifying students who are homeless and highly mobile, working to meet their basic needs, and creating a welcoming environment for these students and their families.

It is important for team members to meet regularly to discuss and problem solve the academic, social, and emotional progress of students who are highly mobile and homeless. Team members should also discuss activities to increase parental involvement, ways to build community partnerships, and other ideas to increase student and family stability.

### **Overview**

Children who qualify as homeless under the McKinney Vento Act will be allowed uninterrupted enrollment in their school of origin or school of residence as required under both federal and state law, according to the Best Determination agreement of all parties involved.

Homeless students are:

- Children living in emergency shelters and missions.
- Children living in hotels, motels, cars, or RV parks.
- Children awaiting foster care placement.
- Abandoned, runaway, and unaccompanied youth.
- Children living in a multi-family situation due to economic hardship. (Doubled-Up)
- Children living in a single-room-only (SRO).
- Children living in abandoned buildings or houses.
- Children in transitional housing (Homeless Alliance)
- Children experiencing 2+ moves within 60 days.

### **Mid-Del Schools Homeless Education Plan**

#### **1. Caren Rickwalt, Homeless Educator Liaison Administrator, is the Mid-Del Homeless Liaison and the Foster Care Point of Contact for enrollment and transportation services.**

Some of the roles and responsibilities may include:

- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating the transfer of records and immediate enrollment;
- Facilitating data sharing with sending and receiving districts consistent with FERPA requirements
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation costs disputes;

- Ensuring that homeless students are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Mid-Del Homeless Education Program and related state and federal laws and requirements

### ***District and Site-Based Homeless Liaison***

- Ensure that homeless children and youth (including preschool children and unaccompanied youth) are identified and immediately enrolled in school by establishing a referral process with school staff and community agencies.
- Inform parents/students of their educational rights.
- Inform parents/students of transportation rights, including transportation to the school of origin.
- Guarantee that students receive free school meals, school supplies, and course fee waivers.
- Alert appropriate staff, in a confidential manner, of the student's living situation.
- Collaborate with community service providers, school personnel, and the state homeless coordinator to provide homeless children and youth education and related services.

### **Other roles and responsibilities:**

#### ***Administrator/Principal***

- Communicate to school staff the importance of providing a welcoming, safe, and helpful environment to students who are highly mobile and homeless.
- Extend yourself to the family/student by letting them know your school is a safe and caring place.
- Contact homeless liaisons to ensure transportation to allow students/parents to attend school events.
- Encourage parents to volunteer at school and participate in school events.

#### ***School Secretary/Enrollment Personnel***

- Recognize specific signs a family/student may be homeless. Tactfully inquire about living situations.
- Enroll the student immediately and offer privacy and assistance in completing enrollment forms.
- Refer the family or unaccompanied youth to the district homeless liaison to discuss the student's educational rights under the McKinney-Vento Homeless Education Act.
- Be sensitive and caring in your attitude and approach. You may be the first person the family or unaccompanied youth interacts with - you may make the difference in how the family and youth feel about their new school.

#### ***School Nurse***

- Verify immunization records and check for other health issues.
- Identify students with mental/psychological concerns. Refer student to appropriate professionals.
- Follow-up with healthcare concerns.
- Refer the family or youth to community resources that provide health benefits such as dental care, Medicaid, physicals, Supplemental Security Insurances (SSI), Women-Infant-Children (WIC), and other community health programs.

### ***Teacher***

- Be familiar with the common characteristics of students who are homeless.
- Identify areas of academic strengths and limitations for students and communicate with parents about their child's school performance.
- Connect students and parents with tutoring, mentoring, and extended day programs if needed.
- Adjust assignments to allow homeless and highly mobile students to complete them at school.
- Keep school supplies, snacks, clothes and other basic necessities on hand for students who may need them. Find quiet ways to distribute these resources.
- Reinforce the positive aspects of the student's academic and social skills while strengthening areas in need of improvement.
- Provide extra encouragement and attention to students who are highly mobile and homeless.

### ***School Counselor***

- Introduce yourself to the student and family as an advocate for them.
- Monitor academic progress, offer support services, and assure students access to all programs and extracurricular activities.
- Offer support for the social/emotional (safety, security, and belonging) needs of students.
- Refer the family/student to community agencies for psychological/mental health support if required.
- Check-in frequently with highly mobile and homeless students to gauge their adjustment to their new surroundings.

## **2. Decision-making process for school placement**

The District Liaison will facilitate collaboration between the family, the school of origin or the school in which the student will enroll, the Mid-Del Transportation Department, and the Mid-Del Student Accounting Department regarding enrollment, transportation, and student records. The Best Interest Determination Form (Appendix A) will guide the decision-making process regarding the school placement of a student if there is an enrollment dispute.

Additional considerations for the most appropriate school placement of a student are found in Appendix A: Best Interest Determination Form.

## **3. The type of documentation or records that should be shared between parties**

- Best Interest Determination Form (School of origin; Receiving school)
- Transportation Agreement
- Student's school records
- Student's academic schedule
- Records of guardianship and custody

**4. Collaborative structure in which relevant individuals can participate in planning for the student's academic success**

The site-based homeless liaisons may facilitate meetings when necessary to discuss the academic success of individual students.

**5. Transportation procedures**

If the Best Interest Determination has been made for school placement which requires a special transportation arrangement, the Mid-Del Homeless Liaison will notify the Mid-Del Transportation Department of the need to transport. The Homeless/Foster Care Transportation Request Form (Appendix B) will clarify the decisions made about the transportation needed if the student's address and school placement require a special transportation arrangement. The Homeless/Foster Care Transportation Request Form also addresses the additional costs and the parties responsible for paying the additional costs for transportation.

**6. Responsibilities and costs related to student transportation**

Costs for transportation (whether in-district or out-of-district) will be financed through one of the following methods as provided for under the ESSA and federal regulation (ESEA 1112(c)(5)(B)):

- Title I Set-Aside;
- McKinney Vento Grant;
- Mid-Del Schools;
- Reimbursement to qualified drivers, such as coaches, etc.

Additional costs are calculated by the district Transportation Office by the state-approved rate of mileage reimbursement and the Board approved rate for drivers.

While Mid-Del Schools generally believes that the school of best interest for a child is most often their school of origin, this is not always the case. In some cases, the commute time and/or distance is so great that transporting the child would have a negative impact on the child's social and/or academic life. For this reason, Mid-Del Schools provides the following general guidance on what the district considers to be a reasonable commute distance and time.

- Commute distance: 30 miles
- Commute time (one way): 45 minutes (accounting for traffic)

**7. Clear, written policies that will remove barriers to immediate enrollment and record transfers**

When a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in the school of residence. To prevent educational discontinuity, *ESSA, Section 1111(g)(1)(E)* stipulates that enrollment must not be denied or delayed because documents normally required for enrollment have not been provided.

**Complaint Resolution (See APPENDIX C: Mid-Del Board Policy C-38)**

It is recognized that both Mid-Del Schools and DHS will act with the best interests of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation or enrollment of a child in foster care the following will be followed:

- While the dispute is ongoing, the child(ren) in question must be enrolled in and attending school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.
- The district will provide transportation until such time as the dispute is resolved (ESEA 1112(c)(5)(B)(i)).



## **Mid-Del Public Schools Homeless and Foster Care Enrollment and Transportation Plan**

### **Appendix A (Best Interest Determination)**

Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors include the appropriateness of the current educational setting and proximity of placement. *[ESEA section 1111(g)(1)(E)(i)]*. Listed in no particular order, these factors may include:

1. safety considerations;
2. the proximity of the resource family home to the child's present school;
3. the age and grade level of the child as it relates to the other best interests factors;
4. the needs of the child, including social adjustment and well-being;
5. the child's performance, continuity of education and engagement in the school the child presently attends;
6. the child's special education programming if the child is classified;
7. the point of time in the school year;
8. the child's permanency goal and likelihood of reunification;
9. the anticipated duration of the placement;
10. preferences of the child;
11. preferences of the child's parent(s) or education decision maker(s)
12. the child's attachment to the school, including meaningful relationships with staff and peers;
13. placement of the child's sibling(s);
14. influence of the school climate on the child, including safety;
15. the availability and quality of the services in the school to meet the child's educational, social, and emotional needs;
16. history of school transfers and how they have impacted the child;
17. how the length of the commute would impact the child, based on the child's developmental stage;
18. whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
19. whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

### Best Interest Determination Evaluation (Sample)

Child's Name: \_\_\_\_\_

Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Current District: \_\_\_\_\_ Current Site: \_\_\_\_\_

*Student will remain in the current school unless consideration of the following factors indicates a change of school placement is in the child's best interest (check all that apply.)*

	School of Origin (A)	Receiving School (B)	Other Previous School Attended (C)
<p>Which school will better meet the relational needs of the child?            Select all that apply:            Siblings            Relationships with peers            Relationships with staff            Describe the relationship connections at current school:</p> <p>_____</p> <p>List strategies for maintaining important connections should other best interest determination be made:</p> <p>_____</p> <p>_____</p>			
<p>Which school will better meet the individual academic needs and challenges of the child? Select all that apply:            IEP            504 Plan            Gifted Program            Career Tech            EL Services</p>			
<p>Which school will better meet the social/emotional needs and challenges of the child?            Select all that apply:            Social            Emotional            Safety</p>			
<p>Which school will better meet the unique needs and interests of the child? Select all that apply:            Extracurricular Activities            Sports            Other            Student will describe the areas of desired school involvement:</p> <p>_____</p>			
<p>Which school best will meet the permanency goal and likelihood of reunification with parents or siblings?</p>			
<p>Which school is more appropriate for the child's age and length of travel?            Explain: _____</p>			

Describe the child's transfer history.			
Which school does the student prefer to attend? Explain: _____			
Which school does the caregiver or current placement provider recommends the student attend? Explain: _____			
Identify strategies for successful transition to new school and/or support in current school: _____			

**Supporting Documentation**  
Attach any supporting documentation used to determine best interest of child:  
Report Cards  
Progress Reports  
Achievement Data (test scores)  
Attendance Data  
IEP or Section  
504 Plans  
Other: \_\_\_\_\_

**Determination**  
*Based on the information provided and considering the best interest of the child, the team has determined the following school is the most appropriate educational placement for the child:*

\_\_\_\_\_

**Team Members**  
LEA Representative: \_\_\_\_\_  

Printed nameSignature

CWA Representative: \_\_\_\_\_  

Printed nameSignature

Education Decision Maker: \_\_\_\_\_  

Printed nameSignature

Other: \_\_\_\_\_  

Printed nameSignature



**Appendix B****Homeless/Foster Care  
Transportation Request Form**

Date: \_\_\_\_\_ Student ID: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Male: ☐  
Female: ☐

School of Attendance: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Legal Full Name:

Last	First	Middle
------	-------	--------

Pick-up Address:

Street	City	Zip
--------	------	-----

Additional Information (Name of Shelter; Location of Pick-up; etc.)

Drop-off Address:

(If different)	Street	City	Zip
----------------	--------	------	-----

Responsible Adult Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Transportation Needed (Check One): ☐ AM Only ☐ PM Only ☐ AM-PM ☐ Other:

Special Equipment Needed:

Student is (Check One): ☐ Homeless ☐ In Foster Care

Student's School of Origin: \_\_\_\_\_ District: \_\_\_\_\_

Distance from Residence to School of Origin: \_\_\_\_\_ miles Est. Commute (One-Way): \_\_\_\_\_ minutes

Closest Mid-Del Bus Stop Address:

Estimated Pick-up Time: \_\_\_\_\_ Estimated Drop-off Time: \_\_\_\_\_

If applicable, what is the additional cost of transport for this child? \$ \_\_\_\_\_ per month

**For Foster Care Students**

Will transportation be supplemented by DHS? (Check One): ☐ Yes ☐ No If yes, amount: \$ \_\_\_\_\_

***By signing below, I acknowledge we have received and understand the Transportation Agreement.***

***Copies should be provided to each party below.***

Parent/Guardian/DHS Rep: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Homeless/Foster Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Transportation Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix C (Mid-Del Board Policy C-38)**

**Federal Programs Complaint and Resolution Policy**

Federal Programs regulations (34CFR Part 299, Subpart F S299.10-12) pertaining to programs under the reauthorized *Elementary and Secondary Education Act (ESEA)* require the Local Education Agency (LEA) to adopt written procedures, consistent with State law for:

- (1) Receiving and resolving any complaint from an organization or individual that the LEA or an agency or consortium of agencies is violating a Federal statute or regulations that apply to a covered program listed in subsection (b) of this section.
- (2) Reviewing an appeal from a decision of an agency or consortium of agencies with respect to a complaint; and
- (3) Conducting an independent on-site investigation of a complaint if the LEA determines that an on-site investigation is necessary.

In this policy the Local Education Agency (LEA) refers to the Midwest City – Del City School District, and the State Education Agency (SEA) refers to the Oklahoma State Department of Education.

**(b) Covered Programs:** Programs covered by this section are the following:

- (1) Part A of Title I (Improving Basic Programs Operated by LEAs)
- (2) Subpart I of Part B of Title I (Reading First)
- (3) Part C of Title I (Migrant Education)
- (4) Part D of Title I (Neglected and Delinquent)
- (5) Part A of Title II (Teacher and Principal Training and Recruiting fund)
- (6) Part B of Title II (Math and Science Partnerships)
- (7) Part A of Title III (English Language Acquisition, Language Enhancement and Academic Achievement)
- (8) Part B of Title IV (21st Century Community Learning Centers)
- (9) Title X Homeless Education
- (10) Foster Care Enrollment and Transportation

**(c) Complaint Procedures at the Local Education Agency (LEA) Level:**

- (1) All complaints concerning Mid-Del Schools' Federal Programs should be filed with the Title IX Coordinator. Within thirty (30) days of receipt of a complaint, the applicant agency shall conduct an investigation of the allegation, resolve the complaint, and communicate the resolution with the complainant. Subsequent to the investigation and resolution, a written decision shall be filed with the General Counsel of the State Department of Education and the complainant.

(2) A complaint may be filed by parents, teachers, or other concerned individuals or by an organization in relationship to the program. An LEA is required to review all complaints made concerning a covered program if:

- (A) the complaint is in written form and alleges that Federal program requirements have been violated;
- (B) the complaint is signed;
- (C) the complaint includes the facts on which the statement is based and the specific program requirement alleged to have been violated; and
- (D) the complaint includes information supporting the allegation along with the allegation.

**(d) Complaint Procedures at the State Education Agency (SEA) Level:**

(1) Within thirty (30) days of receipt of a decision, the SEA shall review the investigation and decision and make the LEA aware if further steps are to be taken by the LEA or the SEA. A complainant who is dissatisfied with the decision of the LEA may file an appeal with the SEA. A request for an appeal must be submitted in writing to the General Counsel of the State Department of Education within thirty (30) days of resolution of the complaint by the LEA.

(2) Upon receipt of an appeal, the SEA will request from the LEA a copy of the original complaint and evidence found during the investigation by the LEA. Upon receipt of evidence supplied by the complainant and the LEA, the SEA will either make a disposition from submitted documentation or conduct an independent, on-site investigation of the complaint if deemed warranted.

(3) Resolution of the complaint shall be made by the SEA within forty-five (45) days of receipt of an appeal. A request for an extension of this time limit may be submitted by the LEA or the complainant. An extension of this time limit will be made only if exceptional circumstances exist with respect to a particular complaint.

(4) Within ten (10) days of completion of the appeal review process by the SEA, a written decision will be provided to the person, persons, or organization making the complaint and to the LEA to which the complaint was filed.

(5) A complaint against an LEA made directly to the SEA without previously being filed with the appropriate LEA will be reviewed by the SEA to determine if an investigation is warranted by the SEA because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with the appropriate LEA. The forwarding of a complaint filed with the SEA requires the LEA to conduct an investigation and produce a decision within thirty (30) days of receipt of the complaint by the LEA.

(6) A direct complaint which the SEA determines must be investigated by the SEA will be resolved within forty-five (45) days of the receipt of the complaint by the SEA. A written decision will be provided to the person, persons, or organization making the complaint and to the LEA upon which the complaint was filed.

(7) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

(8) Complaints against the SEA must be filed with the General Counsel of the State Department of Education. Complaints must:

- (A) be submitted in written form and specify the Federal program requirements alleged to have been violated;
- (B) be signed;
- (C) include the facts on which the statement is based and the specific program requirement alleged to have been violated; and
- (D) include information supporting the allegation along with the allegation.

(9) The SEA will investigate and resolve the complaint and issue a written decision to the LEA and to the complainant within forty-five (45) days of receipt of the complaint.

(10) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.