



2025-26 Highland's Title I/Homeless Education Policies

Title I is a federally funded program designed to provide supplemental support to students who need extra help in becoming successful learners and to stimulate needed changes in teaching and learning systems. A school receives Title I services if more than 40 percent of its student population qualifies for the federal Free and Reduced Meals Program. Highland uses the majority of its Title I funds to provide additional tutoring to students with academic needs or to purchase supplementary materials to aid in the tutoring process. Tutoring occurs during student independent work time. Tutoring may be pull-out or may occur inside the classroom.

TITLE I PARENTAL INVOLVEMENT

Highland shall adhere to all parent involvement requirements of NCLB and ESSA. The School's Title I Parental Involvement Policy was developed in consultation with parents of Title I students enrolled.

Highland shall implement programs, activities, and procedures for the involvement of parents of participating Title I children, in accordance with their right to be involved in Title I decision making and policy development. The planning and implementation shall involve timely and meaningful consultation with parents and shall occur through periodic meetings as determined by the needs of the school. Parental involvement strategies shall be coordinated and integrated with other programs, such as Head Start and the At-Risk Preschool Program. All aspects of parental involvement, including this policy, shall be evaluated annually to determine effectiveness. The findings, including those related to this policy, shall be used to design strategies to increase effectiveness. Particular attention shall be given to the participation of parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any ethnic minority background. The school shall provide:

1. A Title I Annual Meeting to discuss with parents curriculum being used, assessments being administered and the proficiency levels that students are expected to meet. Parents shall be encouraged and invited to attend the Title I annual meeting. Flexible meeting times shall be arranged to accommodate parents' schedules and childcare will be provided. The school shall provide opportunities for equal access for parents who are ELL, migrant, homeless or disabled. Notes from the meeting each year are distributed to families.
2. A School/Parent Compact, developed in consultation with and reviewed by the parents of Title I students. The School/Parent Compact shall define shared responsibilities for student academic achievement - the responsibility of the school to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State Standards as well as the responsibility of the parents to support their children's learning. The School/Parent Compact shall define a process for ongoing communication with teachers and parents relating to student achievement through parent-teacher conferences, trimester progress reports, reasonable access to staff, opportunities for parents to volunteer and participate in their children's classrooms.
3. Capacity Building: To ensure effective parental involvement and support the partnership with the school, Highland shall:
 - Hold activities that help parents understand State Standards, assessments administered, Title I requirements, how to monitor their child's progress and work with educators to improve achievement.
 - Provide flexible meeting times and provide child-care during meetings.
 - Provide a variety of different means by which families can communicate with the school (including email, phone, Remind, in person, etc.)
 - Provide parents with training and materials to support at-home learning.
 - Provide staff with training on how to work with parents to improve student achievement.
 - Provide information to parents in a uniform format, disseminated in a timely manner and, to the extent practicable, in a language that parents can understand.
 - Provide opportunities for additional meetings if requested by parents.
 - Provide strategies for building parental involvement.
 - Involve parents in the school decision making via a School Council, parent surveys, and opportunities to provide input on the handbook signature page.



IMPLEMENTATION OF REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Highland Free School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA as well as to involve parents in the process of school review and improvement under section 1116 of the ESEA: ***Highland provides opportunities for parents to review policies (online, in the handbook, and during the annual Title I meeting). Parents are then given the opportunity to provide feedback (via surveys, via the comment space on signature page for the handbook, during the meeting and via email in response to meeting notes). Parents are also invited to join the school council to help develop the district-wide school parental involvement plan.***
2. Our ***district*** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. ***Currently, our district and school are the same, and therefore the district provides the same support as the school as listed in this document.***
3. Highland will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs [such as: Migrant, Special Education, Homeless]. ***Highland is small enough that a single committee creates and integrates the parental involvement strategies for all programs.***
4. Highland will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Each year, families are distributed a handbook and signature page with an opportunity for families to make suggestions about our policies. In the winter, parents of Title I students are given an anonymous survey regarding the program and the policies. In the winter or early spring, Highland holds a yearly school council meeting that includes a variety of different stakeholders (including parents), The meeting includes a review of the surveys, the parental involvement policy, evaluation of its effectiveness, and suggestions for improvement. Using the findings of the school council, parent surveys, teacher surveys, parental input from the annual Title I meeting, notes from the signature pages from the Title I handbook, and a variety of other factors (including achievement data) a comprehensive needs assessment is conducted each spring or summer by a committee of stakeholders. If deemed necessary, Parental Involvement policies will be revised to reflect the needs of the school.

5. Highland will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:



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A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following,

- the State's academic content standards and student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

Since Highland is a small school, we are able to provide assistance, information and/or training about the above topics upon request. We also hold an annual school community meeting to briefly review these topics. At least twice a year, we have parent-teacher conferences that also cover many of these topics.

B. Highland will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. ***Since Highland is a small school, we are able to provide assistance, information or training about the above topics upon request. In addition, support materials in academic areas and current units of study are provided on the school website. We also have library books on academic topics and educational theory available for check-out.***

C. Highland will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- ***Providing annual training to staff***
- ***Providing materials on developing programs and overcoming barriers to developing stronger parental involvement programs***

D. Highland will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Special Education, Migrant Education, ELL and Homeless, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. ***Since Highland is so small, parental involvement activities do not need to be coordinated between programs. All activities are planned by a single committee and are open to the entire Highland Community.***

E. Highland will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. ***Highland disseminates information to parents in a variety of different formats (email, Remind, and school Padlets). Alternative formats and, to the extent where practicable, translation into different languages may be available upon request.***



School- Parent Compact

Highland Free School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree to this compact. It outlines how the parents, school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2024-25 school year.

School Responsibilities: Highland Free School will:

1. Provide high-quality and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. The school curriculum is based on the Arizona State College and Career Ready Standards in Math, Science, English Language Arts and Social Studies. For more details on the science and social studies topics covered each year, please refer to the student handbook.
2. Hold parent-teacher conferences twice a year during which aspects of this compact will be discussed as related to an individual child's achievement. Additional meetings can be scheduled as requested by parents and/or teachers.
3. Provide parents with progress reports on their children's progress three times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Before and after school
 - During Parent-Teacher Conferences
 - Via Email and Remind
 - In any other circumstances that require immediate attention
5. Provide parents opportunities to volunteer and participate in their children's classes and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy and compact, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will hold the meeting at a time convenient to parents, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide parents of participating children with timely information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.



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11. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Monitor student progress and provide parents with individual student reports about the performance of their children on the State and school assessment in at least math, language arts, and reading.
13. Provide parents with timely notice when their children have been assigned or have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
14. Provide necessary support and technical assistance in planning and implementing effective parental involvement activities to improve student academic achievement.
15. Conduct an annual evaluation of effectiveness of the parental involvement policy in improving school quality, and identify barriers, strengths, and/or weaknesses of parental involvement policy.

Current Projects to Improve Parent Involvement: Highland always strives to get parents involved in their children's education in a variety of ways (including, but not limited to daily communication, inviting parents to join in field trips and community events, encouraging parents to share their special skills with the classes, etc.). We love to see parents taking an active role in helping students develop academically, artistically and socially. The bimonthly homework projects are also a great way for families to become involved in their child's learning!

Curriculum Support

Use the QR code to the right to access our curriculum maps which indicate when each curriculum standard is scheduled to be covered in class this year. The resources can also be accessed on Highland's website under the **Curriculum** tab.



Additional Support Available to Parents:

Highland has many resources available to parents. Many of these resources provide support and acceleration on an adaptive and individualized level. The school also provides frequent and ongoing well rounded resources (via Remind and Padlet links) to complement our in-school learning and allow for well-rounded and self-paced at-home learning. Speak with your child's teacher for guidance on support activities that can be done at home. Below are a few of the resources available [see a full list of links on the school website under **Curriculum Resources**]:

- Zearn-** [Self-paced standards-based math lessons]
- Core 5/Power-Up-** [adaptive reading and language arts]
- Dreambox-** [adaptive standards-based math practice]
- Freckle-** [adaptive math and reading/language arts]
- Vocabulary A-Z:** [weekly spelling and vocabulary practice]
- Duolingo-** [older class- foreign language practice]
- KidsDiscover-** [Older class- science and social studies reading resources]



Family Afternoon Activities: A couple times a month, Highland will provide additional family learning opportunities. These high-quality, hands-on experiences are available to all families. Events will be posted on the gate, on Remind, and on the Padlets.



Parent Responsibilities: Parents will support their children's learning in the following ways as best they can:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Volunteering in school events.
4. Participating, as appropriate, in decisions relating to their children's education.
5. Promoting positive use of their children's extracurricular time.
6. Staying informed about their children's education and communicating with the school by promptly reading all notices from the school either received by their children or by mail/email/texting, and responding, as appropriate.
7. Serving, to the extent possible, on policy advisory groups, such as the School Council, or reviewing Title I policies and compact to help make amendment suggestions.

Student Responsibilities (as appropriate to grade level): Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, to the best of their ability, they will:

1. Do their homework every day and ask for help when needed.
2. Read every day outside of school time.
3. Give their guardian(s) all notices and information received from their school every day.
4. Show up to class ready to learn.



Procedure for Identifying Eligible Students for Targeted Assistance

Highland Free School shall use various assessment instruments such as and STAR assessment scores, AASA/AzSci scores, Freckle benchmark assessment, teachers' tests and observations, and parental recommendation as indicators for services in the core subjects. The students shall be rank-ordered based on these indicators and the most at risk of not meeting the state's academic standards are served first.

Highland Free School shall use referrals made by teachers who believe that a student has core literacy or mathematics deficiencies that will jeopardize his/her ability to make appropriate gains in academic achievement. Based on performance in daily classroom work, as well as general observation, any student who appears to be behind the cohort group in the classroom shall be referred by his/her teacher to participate in targeted assistance specifically suited to the delayed development area. Parents who are concerned about their child's progress in mathematics and/or reading can also make a referral. Once a referral is made, the students shall be rank-ordered and those most at risk of not making the state's academic standards are served first.

Other: All migrant students, special education students, American Indian students, homeless students, previous Head Start, Even Start, Early Reading 1st or Title I preschool participants, economically disadvantaged students, students with disabilities, English Language Learners (ELL), N&D students, and students who are not at grade level will be eligible for Title I services if they are below the age of 22. Highland Free School's student enrollment process shall be used as an initial screening to determine if additional services may be needed. If the initial screening shows a need, the student shall be given appropriate assessment activities to determine their level of skill and the services they may need. All students shall be given an appropriate evaluation. Instructional strategies for core subjects are determined and implemented. Those with unique situational/cultural differences shall be assessed further to see what support from the school or community might be necessary to provide them with a successful and safe school learning environment. PHLOTE children shall be given the appropriate language assessment. Students with special needs shall be given assessments appropriate to their skill levels and language abilities. If the student's achievement and content assessment shows a need for additional academic support the student shall receive reasonable academic and facilities accommodation.

Coordination: Title I funding is used primarily for tutoring. Highland will coordinate with the regular education program as well as other Federal and State programs to make sure that the funding is used effectively and with stakeholder input. The School Board will make a final review of grants to make sure services are coordinated appropriately.

Professional Development: Title I funding allocations currently do not allow for professional development. However, in coordination with other programs, Highland will provide professional development for teachers and paraprofessionals. Highland will use Title II funds to provide professional development annually in best practices in ELA and math. Title IV also provides professional development in SEL and Trauma Sensitive teaching.

Progress Monitoring: All students take benchmark assessments in math and ELA 4 times a year (using STAR Assessment- August, Oct/Nov, February, and April/May). These benchmark assessment scores will be included in each trimester progress report to parents. In addition, students have ELA progress monitoring at least every 3 weeks (using the STAR CBMs). Using classroom observations and data, staff meets regularly to discuss progress and adapt support as needed.



TARGETED PROGRAM – STUDENT SELECTION PROCESS

Student Selection: Student are identified by the school as failing, or most at risk of failing, to meet Arizona's College and Career Ready Standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.

Referral: If the students are at risk of failing, they can be referred to Title I tutoring. Input used to make a referral may include any or all of the following criteria:

- **Standardized achievement tests** (including AASA, STAR, and Freckle assessments)
 - AASA/AzSci Criteria: Falling Far Below/Minimally Proficient
 - STAR Criteria (or other norm referenced): Below the 40th percentile
- Performance reports
- Previous intervention/inclusion (i.e. entering from another school)
- Teacher judgment
- Parental input

In Addition:

- Any child who at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in Title I is eligible for services
- Any child who at any time in the 2 years preceding the year for which the determination is made, received services under Title I, Part C Migrant, is eligible for services.
- Any child who is in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services.
- A child who is homeless and attending any school served by the local educational agency is eligible for services.

Note: All students are eligible for services on the same basis as other children (including children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, homeless children, children who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under Subpart 2 of Part B of Title II, or in preschool services under Title I, and children who reside at a state Neglected/Delinquent facility or attend a community day).

Notification: Parents will be consulted for inclusion in the program and are asked to fill out **Title I Parent Notification** form.

Rank: Students will be rank-ordered to determine which students are most in-need of academic intervention. Staff members serving the students will consider all of the referral information provided and will create this rank list based on who they determine to be the most in need of academic intervention. Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non-participation, if applicable.

Program: Title I tutoring will be provided by a paraprofessional during non- teacher instructional time. Tutoring typically occurs inside the classroom, unless a quieter area is needed to help focus.

Exiting: Once placed, students will remain in the program the entire year. They will be removed from the program the following year if they no longer qualify for services by meeting criteria on the end of year assessments as well as on beginning of the year assessments (students are determined at risk or struggling based on benchmark Freckle assessments, falling below 40% on STAR assessments, if their Core 5 placement exam is a grade level



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behind, if they received FFB in AASA test, and/or being recommended by teacher or meeting other criteria as mentioned above).



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Parents Right to Know Policy

Title I schools shall notify parents that they may request information on the professional qualifications of the student's teacher and paraprofessionals and be notified if their student is being taught by a teacher that does not meet the state certification or licensure at the grade level and subject they are teaching. This information must be provided to parents in a uniform format, "To the extent practicable," provide in a language that parents can understand, and in a timely manner.

The information provided should include whether the teacher has met state requirements and licensing criteria for the grades and subjects taught; whether the teacher is teaching under an emergency certificate; information on the teacher's degree major and any other certification or degree held by the teacher and the field of discipline of the certification or degree; whether the child receives services from paraprofessionals and, if so, their qualifications. Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional by the State of Arizona. Notification must occur if students have been assigned or have been taught by—for four or more consecutive weeks—a teacher who is not highly qualified.

At Highland, a teacher and paraprofessional background/qualification folder is available in the main building. Speak with a staff member if you would like to see the folder.

Student Achievement: Parents have the right to know in a timely manner their child's level of achievement based on required state assessments.

Parent's Right to Know notices are included in the Student Handbook, Title I Handbook and posted online. The handbooks are distributed to all families upon enrollment each year. The online notice is always posted and is updated as needed.

Supplement vs. Supplant

Monies received from the federal government for Title I must not be used to substitute for funds or services that would otherwise be provided by the school. We use federal funds received under Title I only to supplement our services and do not use these federal funds to supplant funds that would, in the absence of Title I funds, have been spent on Title I students.

Homeless Student 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 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 pre- school, 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.

Each year, schools that have been particularly creative or proactive in implementing this policy will be publicly recognized for the benefits they provide their students.

It is the policy of the board to establish safeguards that protect *children and youth in transition* from discrimination on the basis of their homelessness and to ensure that *children and youth in transition* are provided with equal access to its educational programs and are not stigmatized or segregated on the basis of their status.

Homeless status is determined in cooperation with parents or in the case of unaccompanied youth the local educational agency liaison.

Definitions:

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education,



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including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer 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.

A child or youth shall be considered to be in 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* mean attending school and participating fully in 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 the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. *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 liaison by the McKinney-Vento Act.

Procedure

Identification

In collaboration with school personnel and community organizations, the liaison will identify children and youth in transition in the district, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the 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 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.

McKinney-Vento Homeless Education Procedure for the Identification of Homeless Children & Youth

The McKinney-Vento Homeless Liaison will identify students experiencing homelessness during enrollment by ensuring the following:

- Family to complete McKinney-Vento Enrollment Questionnaire.
- Liaison will follow-up with family to obtain additional information, if needed.
- Liaison will post the Educational Rights of Homeless Students Posters.
- Liaison will include the Educational Rights of Homeless Students in the enrollment packet.

McKinney-Vento Homeless Liaison will identify students experiencing homelessness during the academic year by ensuring the following:

- Liaison will train all staff who have interaction with students ■
- Liaison will provide the Educational Rights of Homeless Students two additional times during the academic year in one or more of the following means:
 - o Newsletters
 - o Pamphlets
 - o Student Handbook
 - o Website
 - o Etc.

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. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also 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 shall 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 shall 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:

- Safety of the student
- Continuity of instruction
- Likely area of family or youth's future housing



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- Time remaining in the academic year
- Anticipated length of stay in temporary living situation
- School placement of siblings
- Whether the student has special needs that would render the commute harmful

Services that are required to be provided, including transportation to and from the school of origin (see next page) and services under federal and other programs, shall 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 readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth in transition. 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 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 immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation (such as unpaid school fees)

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

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

- Transportation
- Title I
- Educational 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
- School nutrition 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, evaluations of children and youth in transition suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment 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 in appropriate services.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Our school district will follow state procedures 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 shall refer children and youth in transition to appropriate health care services, including dental and mental health services. The 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.

Transportation: At the request of the parent, or in the case of an unaccompanied youth, the local agency liaison or designee, transportation (in the form of bus passes) will be provided for homeless children to the school of origin, school of attendance area or school requested, for the duration of the school year. In the case where the school of origin and current residence are different LEA's, the



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two school districts will agree on a method for transportation and share costs. ***To remove educational barriers for children and youths experiencing homelessness, Highland Free School will provide a bus pass to students in need of transportation assistance. If transportation is needed, please speak with the director or make a written request (Transportation Request Form). Highland will purchase a bus pass within 5 school days of request.***

[Note: Once the Transportation Request Form has been submitted, the LEA/charter of origin and the LEA/charter in which the homeless child or youth is living shall confer and agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEA/charter is unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.] Since each situation is unique, procedures for transportation (including shared transportation) will be situation specific, and will be created based on the coordinated agreement.

Title I: Children and youth in transition are automatically eligible for Title I 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 shall 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 shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the 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 liaison. Children and youth in transition shall be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Best Interest Determination (BID) meeting: If there is a question about the enrollment request and transportation to the school of origin, it may be necessary to conduct a Best Interest Determination (BID) meeting.

Disputes: If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth in transition. The parent, unaccompanied youth, or school district may appeal the liaison's decision as provided in the state's dispute resolution process.

Dispute Resolution Process

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

- The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. *Highland Free School* will provide its share of the transportation to the school selected for the duration of the dispute resolution process.
- The child, youth, parent, or guardian shall be referred to *Highland Free School's* Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.
- The Local Educational Liaison shall work through the expedited dispute resolution process. *A three-member panel that is to include the school liaison, an administrator and a teacher will meet to discuss the issue, review data and make a decision. A decision will be made within 7 days of learning of the dispute.*
- *Highland Free School* shall provide the parent, guardian, or homeless youth with:
 - 1) a written explanation of the school's decision regarding school selection or enrollment; and
 - 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level. (<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

Re-Eligibility: There is no time limit on McKinney-Vento eligibility as it depends on the student's living situation.. According to the child's or youth's best interest, Highland shall continue the child's or youth's education in the school of origin for the duration of homelessness, even if they experience homelessness across multiple academic years. To ensure that previously identified HCY are aware of their right to re-eligibility, reevaluated for eligibility, and immediately enrolled, Highland's McKinney-Vento Homeless Liaison



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must follow guidance provided by the ADE HEP regarding end of year processes

Coordination: The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, 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 liaison and our schools in implementing this policy.

Training: The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses, 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 liaison shall 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 district liaison annually.

Curriculum Standards

Use the QR code to the right to access our curriculum maps which indicate when each curriculum standard is scheduled to be covered in class this year. The resources can also be accessed on Highland's website under the **Curriculum** tab.



Additional Support Available to Parents:

Highland has many resources available to parents. We strongly suggest you work with your child's teacher for guidance on support activities that can be done at home. Highland also has the following online support available for at home use [see a full list of links on the school website under **Curriculum Resources**]:

Zearn- [Standards-based math lessons]

Core 5- [reading and language arts]

Dreambox- [Standards-based math practice]

Freckle- [adaptive math and reading/language arts]

Discovery Education: [Social studies and science resources]

Vocabulary A-Z: (older class- weekly spelling and vocabulary practice]

Duolingo: [older class- foreign language practice]

KidsDiscover: [Older class- science and social studies reading resources]





Highland Free School's Title I Policies packet includes:

- Highland's Title I Parent Involvement Policy
- Highland's School-Parent Compact
- Highland's Procedure for identifying Eligible Students
for Targeted Assistance
- NCLB's Parents' Right to Know Policy
- Highland's Homeless Student Policy

By signing this you are acknowledging that

1. You have received and read **Highland's Title I Policies** packet
2. You and you child agree to follow Highland's **School-Parent Compact** to the best of your ability.

Guardian's Name _____

Guardian's Signature _____

Child's Name _____

Date _____

Please note your comments or suggestions regarding Highland's Title I Policies Handbook in the space below.

Note: Receiving the Title I Policy Handbook and signing this page does not necessarily mean that your child will qualify for Title I Assistance. For details about qualification status, please read the *Procedure for Identifying Eligible Students for Targeted Assistance* section in the Title I Handbook.