



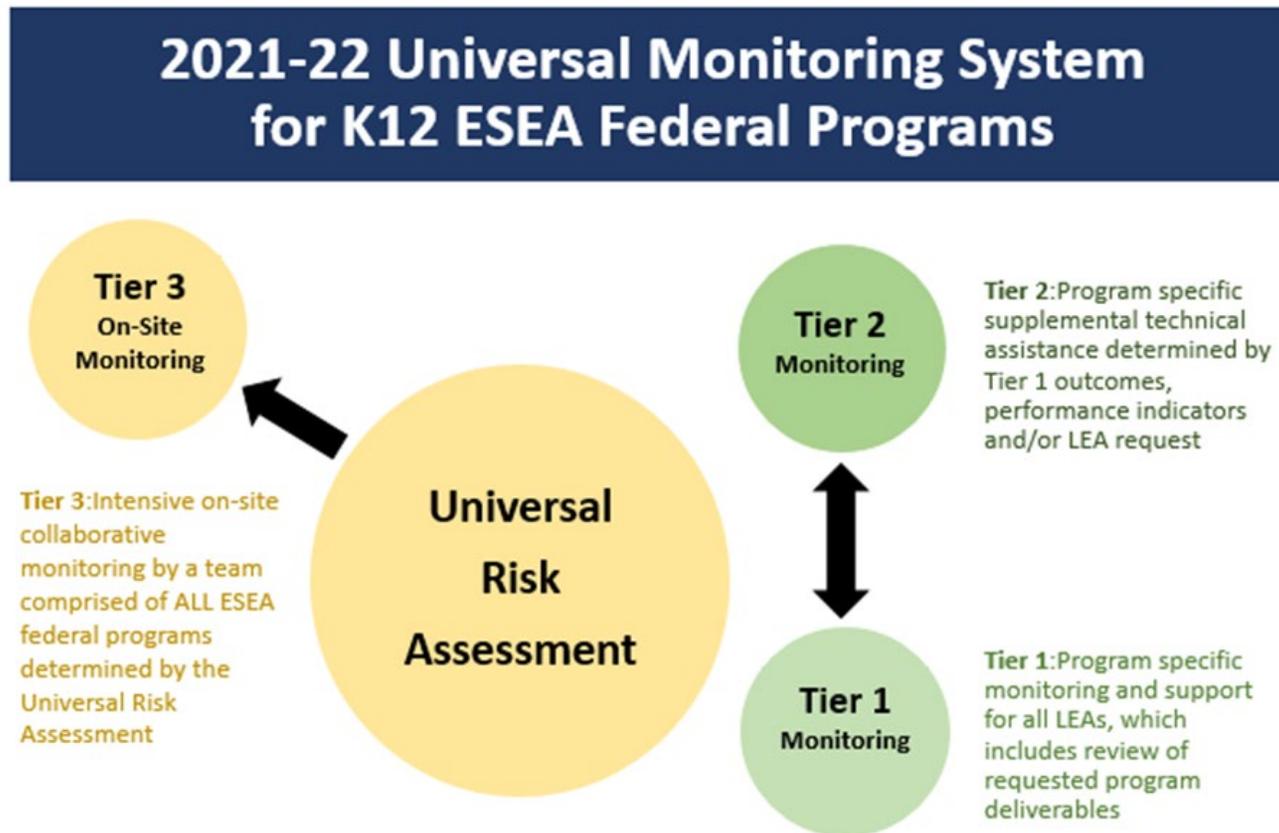
Florida’s 2021-22 K12 ESEA Federal Programs Monitoring Tool

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Universal Monitoring System

The Florida Department of Education's 2021-22 Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of monitoring and tiered support provided to Local Educational Agencies (LEAs).



Tier 1 Monitoring

Tier 1 monitoring and support is defined as program specific monitoring that will be provided to all LEAs including review of program deliverables outlined by the program office. The program office will evaluate the information provided by LEAs to ensure program requirements are documented.

Purpose of the Monitoring Tool

The 2021-22 Monitoring Tool identifies the detailed components of each Tier 1 topic and provides samples of required documentation that the LEA shall upload to ShareFile. Please note that the sample documents listed within this tool are not an exhaustive list of the allowable evidence that may be accepted by program offices. For further guidance on additional acceptable documentation please contact individual program offices. LEAs are required to submit Tier 1 documentation for all programs that receive funding for the 2021-22 grant cycle. The following programs are included in the tool:

- Title I, Part A – Improving Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Neglected & Delinquent Youth
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural and Low-Income Schools
- Title IX, Part A – McKinney-Vento Program

Florida's 2021-22 K12 ESEA Federal Programs Tier 1 Monitoring One-Pager

Topical Support – Back to School	Topical Support – October 15	Topical Support – January 14	Topical Support- February 18
October Uploads	November Uploads	February Uploads	March Uploads
Title I, Part A	Title I, Part A	Title I, Part A	Title I, Part A
Transition Supports	Parent and Family Engagement	Equitable Services	Professional Development
Title I, Part C	Title I, Part C	Title I, Part C	Title I, Part C
Identification and Enrollment	Parent and Family Engagement	Equitable Services	Migrant Student Records Transfer
Title I, Part D	Title I, Part D	Title I, Part D	Title I, Part D
Transition Supports	Parent and Family Engagement	No Upload	Student Achievement
Title II, Part A	Title II, Part A	Title II, Part A	Title II, Part A
Charter School Requirements	Program Activity and Implementation	Equitable Services	Evaluation
Title III, Part A	Title III, Part A	Title III, Part A	Title III, Part A
Identification and Enrollment	Parent and Family Engagement	Equitable Services	Professional Development
Title IV, Part A	Title IV, Part A	Title IV, Part A	Title IV, Part A
Stakeholder Consultation	Program Activity and Implementation	Equitable Services	Evaluation
Title V, Part B	Title V, Part B	Title V, Part B	Title V, Part B
Identification and Enrollment	Program Activity and Implementation	No Upload	Evaluation
Title IX, Part A	Title IX, Part A	Title IX, Part A	Title IX, Part A
Identification and Enrollment	Professional Development	No Upload	LEA McKinney-Vento Policy

Florida's 2021-22 K12 ESEA Federal Programs Tier 1 Monitoring Tool

October Uploads: Due October 31, 2021

Title I, Part A

Transition Supports: Early Childhood Development Coordination

The LEA shall coordinate activities with Head Start agencies and, if feasible, other entities who carry out early childhood development programs.

1. The implementation of channels of communication between school staff and their counterparts in Head Start (or other early childhood development programs) to facilitate the coordination of programs.
2. The LEA ensures meetings are conducted involving parents, kindergarten or elementary teachers, Head Start teachers, or teachers from other early childhood development programs to discuss the developmental and other needs of individual children.

ESEA Sections 1119(a) and 1119(b)(1-5)

School-level Sample of Required Documentation

1. Documentation of agendas, meeting minutes with sign-in sheets, and/or emails demonstrating coordination with Head Start (or other early childhood development programs) or Title I blended preschool programs as stated in the LEA's approved application
2. Documentation of agendas, meeting minutes with sign-in sheets that demonstrate early childhood transition supports

Title I, Part C

Identification and Enrollment

1. The LEA shall assist the state in determining the number of eligible migrant children aged 3 through 21, who reside in the state full-time and part-time, through procedures as the state may require.
2. The LEA shall give priority to migrant students who have dropped out of school or have made a qualifying move within the previous 1-year period and met at least one of the following criteria: (1) scored at Level 1 or Level 2 on the Florida Standards Assessment; (2) are English Language Learners; (3) have age or grade discrepancies; (4) were retained; or (5) are at risk of failing to meet the state graduation requirements in at least one of the following areas: (1) having an unweighted grade point average of 2.0 or below or (2) having insufficient credits for promotion or graduation.

ESEA Section 1304(c)(8), P.L.114-95; Chapter 1001.51(13), Florida Statutes (F.S.); and Section 1304(d)(1) & (2) P.L.114-95; FDOE Technical Assistance

LEA-level Sample of Required Documentation

1. LEA Identification and Recruitment (ID&R) Plan
2. The LEA's list of migratory children identified as Priority for Services (PFS). The list should include PFS eligibility criteria prescribed by FDOE and ESSA.

Paper 2019-39: Priority for Services and Definitions for Migratory Students, revised March 22, 2019

Title I, Part D

Transition Supports: Student Achievement and Administrative Costs

1. LEA ensures the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services schools provide to such children and youth and other at-risk children.

ESEA 1423(4) and Section 1425(1, 12-13)

LEA-level Sample of Required Documentation

1. For students returning to the district from correctional facilities (e.g., adult corrections, juvenile justice programs and city/county jail), the LEA must provide transition planning for next school or dropout prevention program placement, progress monitoring and follow-up.
 - Documentation must include procedures accompanied by a flowchart or decision-tree.

Title II, Part A

Charter School Requirements

1. Charter schools informed of eligibility for Title II
2. Charter school participation in professional development (PD)

ESEA Sections 1002.33 (17) F.S., 20 U.S.C. 8061, and 10306

LEA-level Sample of Required Documentation

1. Emails, memos, or other communication with charter schools regarding Title II eligibility and/or allocations;
2. Emails, memos, or other communication with charter schools who opted in to LEA activities regarding opportunities to participate in Title II funded PD; records of charter school staff participation in Title II-funded PD; reimbursement of charter school PD expenditures.

Title III, Part A

Identification and Enrollment

1. Identification of English learners (ELs) and immigrant students
2. Enrollment of ELs and immigrant students

ESEA Section 3113(b)(2)

School-level Sample of Required Documentation

1. Completed Home Language Survey with registration form for **three students**
2. Dated parent notification letter (English/Spanish) for **same three students**

Title IV, Part A

Stakeholder Consultation

1. ESEA Section 4106(c) requires LEAs to develop its application in consultation with entities outlined in Section 4106(c)(1) and engage in continued consultation with those entities for the purposes outlined in Section 4106(c)(2). Furthermore, LEAs should implement programs outlined in Sections 4107-4109 in coordination with other schools and community-based services and may conduct programs in partnership with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities demonstrating success in the area of work (ESEA Sec.4107(a)(2); Sec.4108(4)).

ESEA Sections 4106(c)(1) and 4106(c)(2)

LEA-level Sample of Required Documentation

1. Documentation of stakeholder consultation during the program design, implementation, and a list of stakeholders and their stakeholder group association (ex. parent, community member, administrator). Documentation to show initial consultation occurred may include:
 - an agenda with meeting notes from a stakeholder meeting
 - a recording of a virtual stakeholder meeting
 - a survey with a summary of responses from stakeholders
 - e-mail correspondence with multiple stakeholders discussing program design and implementation

Title V, Part B

Identification and Enrollment

1. ESEA Section 5221(b)(3) outlines the allocation methods a state educational agency may choose to award LEAs. Florida allocates using the average daily attendance method outlined in Section 5221(b)(3)(B). LEAs are required under Sec. 5231 to provide this information to the USDOE and the state educational agency. In order to provide this information to USDOE, FDOE must collect this information from the LEA and know the methods to determine average daily attendance align with those outlined in Section 5231(a)(1).

ESEA Sections 5221(b)(3); 5221(b)(3)(B); and 5231(a)(1)

LEA-level Sample of Required Documentation

1. Provide an overview of LEA attendance procedures. This must include:
 - an overview of a LEA-wide attendance system
 - written procedures for how schools report attendance
 - instructions to school administrators and teachers outlining attendance procedures
 - procedures for identifying and correcting attendance errors

Identification and Enrollment

1. The LEA shall identify students experiencing homeless and immediately enrolling in them in school.

ESEA Sections 722(g)(6)(A), 722(g)(3)(D) and (G), 722(g)(3)(C)(iii)

LEA-level Sample of Required Documentation

- 1(a). Student Housing (Residency) Questionnaire in enrollment packet or screenshot of online enrollment form
- 1(b). Referral forms or emails to obtain immunization or physicals or immunizations or other health records

Parent and Family Engagement: Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement...

1. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
2. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
3. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

ESEA Section 1116(e)(2-4)

School-level Sample of Required Documentation

1. Documentation of school-level communications and activities that show evidence of providing materials and training to help parents work with their children. Samples include presentation slides, training materials, handouts, or meeting minutes/notes, emails with parents, social media posts, online training videos, flyers, handouts, or website screenshots.
2. Documentation of school-level communications and activities that show evidence of trainings that build ties between parents and the school. Samples include agendas with dated sign-in sheets, and roles and signatures of attendees, presentation slides, training materials, handouts, or meeting minutes/notes, emails with parents, social media posts, online training videos, flyers, handouts, or website screenshots.
3. Documentation of communications and activities that show evidence of coordinating and integrating parent involvement programs and activities. Samples include presentation slides, meeting minutes/notes, emails with parents, flyers, or social media posts.

Title I, Part C

Parent and Family Engagement: Local Migrant Parent Advisory Council

1. The Local Educational Agency (LEA) shall consult with parents of migratory children, including Migrant Parent Advisory Councils (MPACs) about program development, implementation, and evaluation in a language and format that parents can understand

ESEA Sections 1304(c)(3) and (5), P.L. 114-95

LEA-level Sample of Required Documentation

- 1(a). Evidence that a functioning district MPAC has been established, such as meeting agendas, minutes, sign-in sheets, and surveys that document input from migrant parents on the development, implementation, and evaluation of the LEA's MEP.
- 1(b). Evidence that information about the LEA's MEP was communicated to migrant parents in their home language, such as parent surveys, letters, or evaluation instruments.

Title I, Part D

Parent and Family Engagement: Coordination and Collaboration

1. Each correctional facility, where feasible, must involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

ESEA Section 1425(8)

LEA-level Sample of Required Documentation

Provide the following documentation for each juvenile justice education school and city/county jail school:

- 1(a). Communication examples: Informational brochures, flyers, website screenshots, newsletters, and email-blasts
- 1(b). Engagement examples: activities, parent nights

The documentation of communication and engagement must be supplemental to what is already required (i.e., IEP participation is required and not supplemental.)

Title II, Part A

Program Activity and Implementation: Evidence-Based Strategies

1. Professional learning activities funded by Title II, Part A are evidence-based and meet the federal criteria for professional learning.

ESEA Section 2103(b)(3)(P) and ESEA Section 8101(42)

LEA-level Sample of Required Documentation

1. Documentation that activities implemented with Title II funds demonstrate a clear effect on improving student outcomes, based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or correlational study.
 - Provide document(s) to show selection and development/implementation of one activity per major category (e.g., mentoring, consultants, in-house facilitated PD) at any point during implementation (i.e. lesson plan, meeting notes, pre/post scores for a specific program).

Title III, Part A

Parent and Family Engagement: Building Capacity for Involvement

1. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family and community engagement activities.
2. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family and community engagement activities.

ESEA Section 3115(c)(3)(A)

LEA-level and School-level Sample of Required Documentation

- 1(a). Family literacy classes or parent workshop invitations, attendance sheets, webinars, handouts
- 1(b). Evidence of stipends for bilingual staff to provide language assistance for after school functions and community engagement activities
- 1(c). Bilingual invitations, agendas, flyers or newsletters that inform ELs and families of school activities, such as college night or school academic presentations
- 2(a). Family literacy classes or parent workshop invitations, attendance sheets, webinars, handouts
- 2(b). Evidence of stipends for bilingual staff to provide language assistance for after school functions and community engagement activities
- 2(c). Bilingual invitations, agendas, flyers or newsletters that inform ELs and families of school activities, such as college night or school academic presentations

Title IV, Part A

Program Activity and Implementation

1. Well-rounded Educational Opportunities – ESEA Section 4107 requires LEAs to use a portion of funds to develop and implement programs and activities that support access to a well-rounded education.
2. Safe and Healthy Learning Conditions – ESEA Section 4108 requires LEAs to use a portion of funds to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments.
3. Effective Use of Technology – ESEA Section 4109 requires LEAs to use a portion of funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of students.

ESEA Sections 4107, 4108, and 4109

LEA-level Sample of Required Documentation

- 1-3. The LEA will submit documentation to show the development and implementation of one program for each area of focus (if applicable).

This may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work samples and other documentation that shows program implementation.

Title V, Part B

Program and Activity Implementation

1. ESEA Section 5224 requires the state educational agency to determine how local educational agencies and schools use funds as allowed under Section 5222(a)(1-5).

Grant funds awarded to an LEA shall be used for any of the following:

- Title I, Part A
- Title II, Part A
- Title III
- Title IV, Part A
- Parental Involvement

ESEA Section 5224

LEA-level Sample of Required Documentation

1. The LEA will submit documentation to show the development and implementation of ONE program for EACH area of focus (if applicable).

This may include professional development materials, meeting notes, lesson plans, summary of initial assessments, usage reports, photographs, recordings, work samples, and other documentation that shows program implementation.

Professional Development: Capacity Building

Ensure LEAs have designated a liaison that is qualified to carry out the duties of a liaison and providing or facilitating access to PD opportunities for MVP, school, and LEA staff and community partners

1. Designate an appropriate staff person as the LEA liaison for homeless children and youths who is qualified to carry out the duties; and
2. Provide or facilitate access to professional development opportunities for MVP, school, and LEA staff and community partners

ESEA Section 722(g)(6)(A)

LEA-level Sample of Required Documentation

1. Homeless liaison's credentials (e.g., resume, licensure, vitae)
- 2(a). Documentation of the liaison's or designated homeless education staff's participation in professional development relevant to the education of homeless children and youths, such as conference or meeting agendas, registration forms, travel authorizations and reimbursement, webinar registration/participation receipts, sign-in sheets, Continuing Education Units (CEUs), certificates of completion, and other training.
- 2(b). Documentation of the provided professional development to appropriate district and school staff designed to heighten staff awareness of, and their capacity to respond to, specific needs in the education homeless children and youths and to assist in identifying homeless students as well as training on the definition of McKinney-Vento terms. Documentation should include agendas, sign-in sheets, and applicable presentation slides.

February Uploads: February 28, 2022

Title I, Part A

Equitable Services: Evaluation of Services

1. After timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs),
2. Evidence that the LEA and private school officials determined the standards used to measure the effectiveness of the Title I program

ESEA Section 1117(a)(1)(A)

LEA-level and School-level Sample of Required Documentation

1. Documentation that the sample private school consultation for implementing current year services included a discussion of how the Title I program was to be evaluated and what constituted annual progress to be effective.
2. Documentation demonstrating how the 2021-22 effectiveness evaluation of services would be measured for the sample private school.

Title I, Part C

Equitable Services

1. The Local Educational Agency (LEA), through timely and meaningful consultation with private school officials, shall give students, teachers, and other educational personnel of private schools the opportunity for equitable participation in activities or services provided by Title I, Part C funds.

ESEA Section 8501, P.L. 114-95

LEA-level Sample of Required Documentation

- 1(a). Evidence that the LEA's MEP consulted with private school staff to develop a service plan for migrant children enrolled in private schools, as applicable.
- 1(b). Service logs that reflect services provided to migrant children enrolled in private schools, as applicable.

Title I, Part D

No Upload

Title II, Part A

Equitable Services: Consultation

1. The LEA consulted with appropriate private school officials through timely and meaningful consultation occurred to discuss opportunities for eligible private schools to participate in Title II, Part A activities and services.

ESEA Section 8501(c)(3)

LEA-level Sample of Required Documentation

1. Documentation, with dates and attendees, that private schools were consulted regarding whether and how to participate in Title II, Part A.

Title III, Part A

Equitable Services: Consultation

1. ESEA as amended by ESSA, the applicant must provide detailed information about the required timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area.

ESEA Section 8501(a)(3)(C)

LEA-level Sample of Required Documentation

- 1(a). Notification of allowable Title III funding opportunities (ex. invitation to meeting, emails, letters, presentation slides)
- 1(b). Evidence of consultation and technical assistance (ex. emails, phone calls, meeting notes, agenda, attendance logs)
- 1(c). EL Identification and documentation procedures (ex. test materials, training for private school staff, LEA test administrators)
- 1(d). LEA support offerings (ex. PD, materials, translations, tutoring, family involvement activities)

Title IV, Part A

Equitable Services

1. The Local Educational Agency (LEA), through timely and meaningful consultation with private school officials, shall give students, teachers, and other educational personnel of private schools the opportunity for equitable participation in activities or services provided by Title IV, Part A funds.

ESEA Section 8501, P.L. 114-95

LEA-level Sample of Required Documentation

- Evidence the LEA consulted with private schools regarding participation in Title IV, Part A. Evidence must include the following:
- 1(a). A list of the private schools consulted, the dates they were consulted, and the method of consultation.
 - Examples: invitation to meeting, e-mails, letters, presentation slides
 - 1(b). The Title IV, Part A requirements shared with private schools as a part of the consultation process.
 - Examples: overview of Title IV, Part A, presentation slides, form(s) provided to private schools with Title IV, Part A component areas
 - 1(c). Private school denial of funds, *if applicable*.
 - Examples: e-mail, form, letter from private school(s) denying funds
- An LEA should submit a statement indicating there are no eligible private schools or if the equitable services requirement is not applicable (ex. charter LEA).

Title V, Part B

No Upload

Title IX, Part A

No Upload

March Uploads: March 31, 2022

Title I, Part A

Professional Development: Improve Instruction and Use of Data

1. The LEA provides professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

ESEA Sections 1114(b)(7)(iii)(IV)

School-level Sample of Required Documentation

1. Provide professional development documentation for each sample school outlining professional development activities provided to improve instruction and the use of data. For example, agendas with dated sign-in sheets, roles and signatures of attendees, presentation slides, training materials, handouts, or, emails with links to online training videos, handouts, or website screenshots.

Title I, Part C

<p>Migrant Student Records Transfer</p> <ol style="list-style-type: none"> The Local Educational Agency (LEA) shall promote interstate and intrastate coordination of services and ensure educational continuity by reporting comprehensive and accurate academic and health information for migratory children in a timely manner via the local and state student databases when children move from one school district to another, whether or not such move occurs during the regular school year. The LEA shall also make student records available to another State Educational Agency (SEA) or LEA, within or outside of the state, that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child. <p><i>ESEA Section 1304(b)(3) and 1308(b)(3), P.L. 114-95; 34 CFR 200.85</i></p>	<p>LEA-level Sample of Required Documentation</p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> Evidence of LEA transmitting migrant student records to MSIX and responding to MSIX worklist items according to MSIX timeframes (e.g. Management Information System (MIS) generated MSIX transmission report). Written LEA MSIX processes and procedures. Documentation of interstate and intrastate communication with other MEPs (e.g., e-mails, communication logs, etc.) regarding the exchange of student records.
<p>Title I, Part D</p>	
<p>Student Achievement</p> <ol style="list-style-type: none"> Each correctional facility works to ensure that the correctional facility is staffed with teachers and other qualified staff trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth. <p><i>ESEA Section 1425(5)</i></p>	<p>LEA-level Sample of Required Documentation</p> <ol style="list-style-type: none"> For each juvenile justice education school and city/county jail school, provide a spreadsheet of all instructional staff and paraprofessionals that lists the instructional roles, qualifications and teaching/course assignments.
<p>Title II, Part A</p>	
<p>Evaluation: Evaluate Effectiveness</p> <ol style="list-style-type: none"> The LEA annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs. <p><i>ESEA Section 8101(42)(B)(xi)</i></p>	<p>LEA-level Sample of Required Documentation</p> <ol style="list-style-type: none"> For 1-2 major activities, provide the goals of the activity and short-and long-term measures of success. Provide an evaluation of those activities including data source including state test scores and other measures of effectiveness.

Title III, Part A

Professional Development: Opportunities

1. Professional Development Opportunities
 - LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:
 - Designed to improve the instruction and assessment of ELs;
 - Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
 - Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and o
 - Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom.

ESEA Section 3115(c)(2)

LEA-level and School-level Sample of Required Documentation

- 1(a). Advertisement of supplemental PD opportunities (ex. calendar of events, emails, invitations to attend, description and intended audience flyer)
- 1(b). Documentation of staff training/workshops for ESOL specialists, instructional staff, data processors and test administrators (ex. training agenda, attendance logs, presentation slides or webinar presentation)
- 1(c). Evidence of participation in Title III funded conferences, such as FASFEPA, WIDA, FABES (ex. invitation, agenda, workshop materials, attendance log)

Title IV, Part A

Evaluation: Implementation and Impact

1. ESEA Section 4106(e)(1)(E) requires LEAs to include the program objectives and intended outcomes of activities within their application and how the LEA will periodically evaluate the effectiveness of the activities.

ESEA Section 4106(e)(1)(E)

LEA-level Sample of Required Documentation

1. The program office will ask the LEA to provide documentation to demonstrate their plan for evaluation and/or the results of the periodic evaluation of the effectiveness of the activities and programs implemented under Sections 4107-4109.

Title V, Part B

Evaluation: Implementation and Impact

1. ESEA Section 5224(3) requires the state educational agency to determine the degree to which progress is being made to meet the objectives and outcomes described in the application and how students are meeting challenging academic standards.

ESEA Section 5224(3)

LEA-level Sample of Required Documentation

1. Provide documentation to demonstrate the plan for evaluation and/or the results of the periodic evaluation of the effectiveness of the activities and programs implemented under Section 5222(a)(1-5).

LEA McKinney-Vento Policy

1. LEAs shall develop, review and revise policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools . . .including barriers to enrollment and retention due to outstanding fees or fines, or absences.

ESEA Section 722(g)(1)(I)

LEA-level Sample of Required Documentation

- 1(a). Board-approved Homeless Students Policy (with Board approval date)
- 1(b). Completed Homeless Students Policy Checklist
- 1(c). Link to or screenshot of the approved School Board Homeless Students Policy on LEA's website