

School \_\_\_\_\_ Date \_\_\_\_\_

Rubric completed by \_\_\_\_\_

McKinney-Vento Policy Review Rubric

Elements of McKinney-Vento Policy	Score	Criteria for Scoring
1. Creating an overall Goal or Statement		A. The school has a written Goal or statement for homeless students/families. B. The Goal or statement, written in plain, family-friendly language is specific to the population and needs of the school and school community.
2. Creating a definition of homelessness		A. The school's policy includes a definition of homelessness that is based on law. B. The definition includes specifics based on the school's population and community.
3. Stating the rights of the students and families		A. The school's policy includes a description of the services students and families are entitled to based on law but specific to the school's population and community. B. The rights of the student and family are written in family-friendly language.
4. Distributing information on the school's homeless policy		A. The school has decided what format the policy should be in (electronic copy, printed copy) to reach the widest population. B. The school provides information on where the policy is posted (school bulletin board, school website, community sites).
5. Creating enrollment policy and procedures		A. The school has a written statement of student's rights. B. The school has a written procedure for the student/family covering how to enroll in school.
6. Creating and collecting student records		A. There is a written procedure for the collection of enrollment documents (who collects, timelines, responsibilities). B. There is a written procedure for creating a record for homeless students if one does not previously exist.
7. Maintaining and transfer of records		A. The school has a written procedure for the upkeep of the student file. B. The school has a written procedure for the transfer of the student file when the student moves.
8. Providing Information for student		A. The school maintains a list of services

and family		available to the student/family (provided by the school or other community organizations). B. The school provides information explaining the rights of the student/family to obtain these services.
9. Coordinating services with BIE, prior school, liaison, and support services		A. The school has established a point of contact from the school and from each entity. B. The school has written roles and responsibilities established with each entity.
10. Providing a liaison		A. The school has a written job description for the liaison (includes roles and responsibilities). B. The school has written guidelines on how liaison coordinates with school personnel.
11. Explaining rights of Student and Family to a liaison		A. The school has a written explanation of what services the liaison provides. B. The school has a procedure in place for communicating to the family/student their right to a liaison.
12. Providing professional development on homelessness		A. The school has a plan in place for providing professional development for the liaison. B. The school has a plan in place to provide professional development for school personnel on homelessness.
13. Handling of disputes		A. The school has a written explanation of the proper channels for a family/student to dispute services being provided. B. The school has a written explanation of the liaison's role in assisting with disputes.
Total Score		

Score: 0 = school does not include this in their policy; 1 = school includes only one of these statements (A or B) in their policy; 2 = school includes both A and B in their policy