

## **Spring Tips for KIT Support Staff**

Check for attendance concerns -- connect with your attendance secretary and make sure they know about our KIT support, eligibility and how to contact you if they see patterns that might indicate unstable housing. Ask your admin if you can share the KIT list with the attendance secretary.

Conferences are a good time to identify eligible McKinney-Vento students and get updates from families/caregivers. Consider printing and distributing housing questionnaires, school selection checklists, and quick guides to teachers in your building. Ask your admin to support getting training out to all staff in your building.

Be aware of any summer school referrals. If MV/Foster and need transportation, notify KIT office. Summer school may be a little different this year (limited to ML, ESY, and online credit recovery for HS).

How prominent are KIT pamphlets/posters/flyers in your school? Let the KIT Office know if you need some.

Check in with families to discuss next year's school placement. Is it in the best interest of the students? Use the checklist for decision making chart (on reverse of this page) to guide the conversation. Have they moved? Is it stable housing? All changes should be reported to the KIT office.

Are you running your KIT list at least monthly? Instructions are on the [KIT Staff ToolKIT](#).

Seniors should be checked on to make sure fines and fees are paid, waived, or covered through funding sources. UHY seniors should be reminded to apply or revise their FAFSA and provide them with the documentation of independent status from the KIT office.

# KIT School Selection: A checklist for decision making



School of Origin Considerations	Local Attendance Area School Considerations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Continuity of instruction</b> <i>Student is best served due to circumstances that consider his or her past.</i></li> <li><input type="checkbox"/> <b>Age and grade placement of the student</b> <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.</i></li> <li><input type="checkbox"/> <b>Academic strength</b> <i>The student's academic performance is weak, and they would fall further behind if transferred to another school.</i></li> <li><input type="checkbox"/> <b>Social and emotional state</b> <i>The child is suffering from effects of mobility, has developed strong ties to the current school, and does not want to leave.</i></li> <li><input type="checkbox"/> <b>Distance of the commute and its impact on the student's education and/ or special needs</b> <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i></li> <li><input type="checkbox"/> <b>Personal Safety of the student</b> <i>The school of origin has advantages for the safety of the student.</i></li> <li><input type="checkbox"/> <b>Student's need for special instruction</b> <i>The student's need for special instruction such as special education and related services or Section 504, can be met better at the school of origin.</i></li> <li><input type="checkbox"/> <b>Length of anticipated stay in a temporary shelter or other temporary location</b> <i>The student's current living situation is outside of the school of origin attendance area, but their living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in their school of origin.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Continuity of instruction</b> <i>Student is best served due to circumstances that consider his or her future.</i></li> <li><input type="checkbox"/> <b>Age and grade placement of the student</b> <i>Maintaining friends and contacts with peers is not critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.</i></li> <li><input type="checkbox"/> <b>Academic strength</b> <i>The student's academic performance is strong and at grade level and the child would likely recover academically from a school transfer.</i></li> <li><input type="checkbox"/> <b>Social and emotional state</b> <i>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</i></li> <li><input type="checkbox"/> <b>Distance of the commute and its impact on the student's education and/ or special needs</b> <i>A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.</i></li> <li><input type="checkbox"/> <b>Personal Safety of the student</b> <i>The local attendance area school has advantages for the safety of the student.</i></li> <li><input type="checkbox"/> <b>Student's need for special instruction</b> <i>The student's need for special instruction such as special education and related services or Section 504, can be met better at the local attendance area school.</i></li> <li><input type="checkbox"/> <b>Length of anticipated stay in a temporary shelter or other temporary location</b> <i>The student's current living situation appears stable and unlikely to change suddenly. The student will benefit from developing relationships with peers in school who live in the local community.</i></li> </ul>