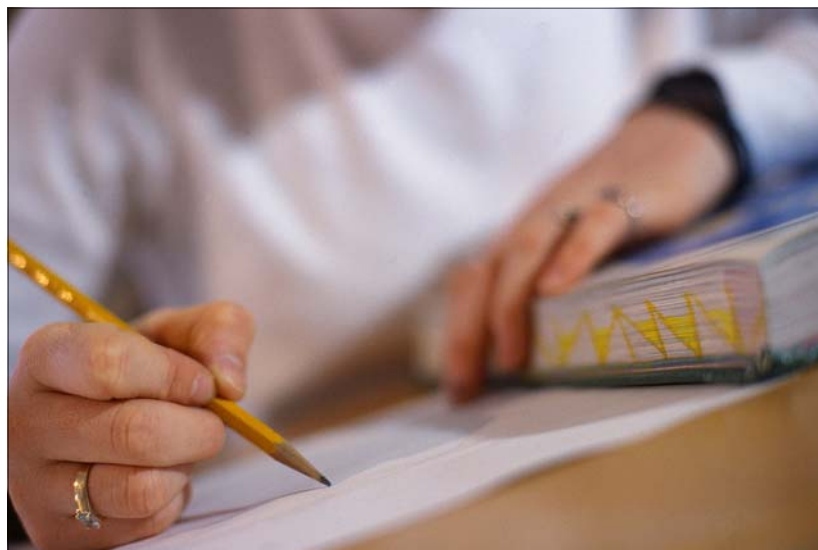


NATIONAL LAW CENTER
ON HOMELESSNESS & POVERTY

Advocating for the Special Education
Needs of Homeless and Mobile
Students:

*A Guide to
Rights and Resources*



The National Law Center on Homelessness & Poverty is a registered 501(c)(3) non-profit organization. NLCHP serves as the legal arm of the national movement to alleviate, prevent and end homelessness through impact litigation, public policy and public education.

The information in this booklet is not offered as legal advice and should not be used as a substitute for seeking professional legal advice.

BOARD OF DIRECTORS

William Breakey, M.D.
Chair
Johns Hopkins University

Vasiliki Tsaganos
Vice Chair
Fried, Frank, Harris, Shriver
& Jacobson LLP

Jeannette Austin
Treasurer
Community Volunteer

Edward McNicholas
Secretary
Sidley Austin LLP

Michael Allen
Community Volunteer

Bruce Casino
Katten Muchin Rosenman LLP

Roderick DeArment
Covington & Burling LLP

Howard Godnick
Schulte, Roth & Zabel LLP

Kirsten Johnson-Obey
Freddie Mac

Pamela Malester
Community Volunteer

Cary Martin
Sidley Austin LLP

Tashena Middleton Moore
Jones Day

Margaret Pfeiffer
Sullivan & Cromwell LLP

Jeffrey Simes
Goodwin Procter LLP

Angela Ward
Community Volunteer

Maria Foscarinis
Executive Director, NLCHP

Affiliations for identification purposes only

STAFF

Maria Foscarinis
Executive Director

Laurel Weir
Policy Director

Bob Nasdor
Legal Director

Catherine Bendor
Deputy Legal Director

Vibha Bhatia
Director of Operations

Tulin Ozdeger
Civil Rights Program Director

Eric Tars
Human Rights Attorney/ Children &
Youth Attorney

Kathy Zeisel
Domestic Violence Program Attorney

Patricia Julianelle
Staff Attorney

Lana Tilley
Program/ Executive Assistant

Jordan Lamb
Development &
Communications Coordi-
nator

Katherine Bittner
Development Assistant

Eliot Katz
Development Consultant

Marion Manheimer
Volunteer

HOW TO USE THIS BOOKLET

UNDERSTANDING CHILDREN AND YOUTH WITH SPECIAL NEEDS

Many children and youth experience physical (e.g. blindness, speech problems) and learning disabilities (e.g. dyslexia) that may make it difficult for them to reach their full potential. However, schools can change classrooms and education plans to meet their unique needs, providing them with the best possible opportunity to succeed

HOMELESS STUDENTS WITH DISABILITIES FACE GREAT CHALLENGES

In 2000, the United States Department of Education reported that homeless students have trouble getting special education services in at least half of the states. Changing schools frequently and not knowing their rights are two reasons that students in homeless situations may not receive the help they need in school.

HOMELESSNESS MEANS MORE THAN SLEEPING ON THE STREETS

Under federal law (and for the purposes of this booklet), homelessness includes all families without a fixed, regular, or adequate residence, including families who are living:

- ◆ “doubled up” with friends or relatives due to loss of housing, economic hardship or similar reason
- ◆ in motels, hotels, trailer parks or campgrounds due to lack of alternative adequate accommodations
- ◆ in shelters
- ◆ in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- ◆ abandoned in hospitals or awaiting foster care placement
- ◆ and children of migrant workers.

YOU CAN HELP

Advocates who work with homeless and highly mobile youth can serve as temporary surrogates to help students gain access to special education services. You can provide information on other rights and resources as outlined in this guide.

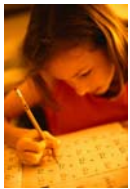
TABLE OF CONTENTS



Q & A: IDEA BASICS..... 1

- What IDEA is
- Which students are covered
- Which disabilities are covered
- Who makes decisions
- How students get into special education
- What to do if schools don't notice a disability
- What happens after disability evaluation tests
- What the IEP is
- How an IEP can change

Q & A: BEYOND IDEA BASICS..... 5



- Students who frequently change schools
- Students who change schools before finishing evaluation tests
- Students without record of special education needs
- Students with discipline problems
- Students who are suspended
- Youth living away from parents or guardians
- The importance of temporary surrogate parents
- What temporary surrogate parents are
- When surrogate parents are appointed
- How surrogate parents are selected
- Shelter workers as temporary surrogate parents



Q & A: SPECIAL IDEA SERVICES 12

- Extended school year
- Tutoring for non-disabled students
- Pre-school age children
- Transportation
- Older Homeless Youth



Q & A: NON-COMPLIANCE WITH IDEA..... 14

- Schools that don't comply with IDEA
- Preparing for hearings
- Reviewing school's records



OTHER HELPFUL EDUCATION LAWS 17

- Title II—ADA
- McKinney-Vento Act



FURTHER RESOURCES 19

- IDEA and Homeless Education information
- State Coordinator contact information



Q & A: IDEA BASICS

Q: WHAT IS IDEA?

A: The Individuals with Disabilities Education Act (IDEA) is the main federal law guiding special education. Under the law, special education is specially designed instruction to meet the needs of individual students. IDEA also allows for related services, which include transportation, speech or language therapy, physical therapy, psychological services, social work services, counseling, medical services, recreation and other needed services. Schools must provide these services if students need them to benefit from a special education program.

Q: WHAT STUDENTS ARE COVERED UNDER IDEA?

A: IDEA protects all students who need special education and related services. This includes those who are homeless. Such students should also be between the ages of 3 and 21. Children suspected of having a disability are also protected.

Q: WHAT DISABILITIES ARE COVERED UNDER IDEA?

A: IDEA provides rights to students with various disabilities, such as:

- ◆ Mental retardation
- ◆ Hearing and vision impairments
- ◆ Speech and language problems
- ◆ Learning disabilities
- ◆ Emotional problems
- ◆ Other health impairments

Q: WHO MAKES SPECIAL EDUCATION DECISIONS ?

A: Under IDEA, only parents can agree to have a student tested for a disability or agree to participation in special education services. However, the law says the following group of people can be considered parents:

- ◆ Birth or natural parent
- ◆ Adoptive Parent
- ◆ Foster Parent
- ◆ Guardian
- ◆ A person who acts as a parent and has the student living in his or her home—possibly a grandparent or other relative.
- ◆ A surrogate parent picked by the school district or a judge
- ◆ Temporary surrogates for unaccompanied youth — including shelter and outreach workers

Q:HOW DO STUDENTS GET SPECIAL EDUCATION SERVICES?

A: Schools and districts must follow the child find rule. This special IDEA rule requires states to find all students with disabilities. In order to do so, schools should pay attention to all children, including those who are homeless, and look for problems with classroom behavior and performance that may suggest a disability. If there is a problem, schools should then reach out to a parent and suggest that the student be tested for a disability.

Q: WHAT IF I THINK A HOMELESS STUDENT HAS A DISABILITY BUT THE SCHOOL HASN'T NOTICED?

A: If a parent thinks a child or youth has a disability, he or she should ask the school to do evaluations or tests. In doing so, you should do the following:

- ◆ Put your request in writing
- ◆ Put a date on the request
- ◆ Give a copy to the school principal or guidance counselor

IDEA requires schools to provide all necessary tests. Usually, schools will have to finish testing within 60 days of the parent's consent to testing. Ask your child's school if your state has a different rule in place.

Q: THE TESTS HAVE BEEN TAKEN; NOW WHAT?

A: Once the school finishes its tests, it should talk to a parent about the results. If the student shows signs of having a disability, the parent and school may decide to have a larger meeting, which should take place within 30 days of the determination. The meeting is a time to discuss test results, the educational needs of the student, and an Individualized Education Plan (IEP) to address those needs. The meeting should include a special education teacher, the student's regular education teacher, disability experts, the parent, and any lawyer or other advocate that the parent wants to bring.

Q: WHAT IS IN THE IEP?

A: The IEP includes information about the class or classes in which the student will be placed. IEPs should make sure that students spend as much time as possible in classes and activities with regular education students. The IEP may also list other necessary services such as transportation and specific therapy sessions. Finally, the IEP will include educational goals and a list of ways to show that those goals have been reached.

Q: DOES AN IEP EVER CHANGE?

A: Schools and parents should review an IEP before the beginning of each school year. IEPs may change at that time or after a

school retests the student. Parents can ask for retesting at any time. If they don't ask, schools must retest every 3 years or after a shorter time if they believe that a student's special education needs have changed.



Q & A: BEYOND IDEA BASICS

Q: WHAT HAPPENS IF EVICTION, FORECLOSURE, OR HOMELESSNESS CAUSES A STUDENT TO MOVE A LOT AND CHANGE SCHOOLS OFTEN?

A: When children with current IEPs change schools during the school year, the new school is required to immediately provide the children with a full, appropriate education, including services comparable to those described in the previous IEP, in consultation with the parents. Parents can help in this process by immediately informing new schools that the student was enrolled in special education at their old school. Sometimes, new schools will want to do new tests, hold new IEP meetings, and possibly suggest changes to an IEP. Parents still must be a part of these decisions, and the child must be receiving comparable

services to the old IEP until the new one is completed. While it is not *required*, schools are *allowed* to use McKinney-Vento funding to expedite the evaluation process.

Q: WHAT IF A STUDENT MOVES WHILE BEING TESTED AND BEFORE BEING PLACED IN SPECIAL EDUCATION?

A: If old schools have begun testing for special education, new schools must finish the job. New schools may ask parents for permission to extend the original 60-day deadline, but parents must agree before they do so. Schools must also make sufficient and immediate progress towards completing the student's evaluation. Parents and others working with homeless students can help in this process by immediately informing new schools that the student was being considered for special education in the old school.

Q: WHAT HAPPENS IF PARENTS FORGET TO TELL A SCHOOL ABOUT THEIR CHILD'S SPECIAL EDUCATION HISTORY? HOW WILL THE SCHOOL FIND OUT ABOUT IT?

A: IDEA and federal homeless education law require new schools to immediately request records from old schools. Old schools must immediately send those records to new schools. Those records should include any and all information about a student's special education needs.

Q: CAN A STUDENT’S DISABILITY BE A FACTOR IN DETERMINING IF CONTINUING IN A SCHOOL OF ORIGIN IS IN THEIR BEST INTEREST?

A: Yes. There can be circumstances where a disability may factor into the decision about which school is best for a student. The school placement decision must be made by a group of people, including the parents and other individuals who know the child, the meaning of the evaluation data and the placement options.

Q: WHAT IF A STUDENT HAS DISCIPLINE PROBLEMS?

A: IDEA has discipline rules that apply when a special education student is suspended for more than 10 days. A student’s IEP team must meet and make a “manifestation determination,” which is a judgment about whether the student’s behavior was caused by his or her disability. If the behavior was a result of the disability, the student will not be suspended and the IEP team will change the IEP to better fit the needs of the student. However, there are exceptions to this rule—student behavior that involved drugs, weapons, or seriously bodily injury can lead to suspensions of up to 45 school days even if this behavior was caused by a disability.

Q: WHAT HAPPENS TO STUDENTS WHOSE DISCIPLINE PROBLEMS ARE NOT CAUSED BY THEIR DISABILITIES?

A: Students who have behavior problems that were not caused by their disabilities can be suspended and expelled. Schools will apply the

same rules to them as they apply to students in regular education and students can be out of school for up to 45 school days. Parents have the right to appeal to a special education hearing officer if they disagree with the IEP team and believe that the behavior problems were the result of a disability.

Q: WHERE DO CHILDREN AND YOUTH GO WHEN THEY ARE SUSPENDED?

A: Schools must place suspended students in an alternative school or classrooms. These settings are required to provide students with an education that helps them to reach the goals that are in their IEP.

Q: HOW CAN UNACCOMPANIED YOUTH GAIN ACCESS TO SPECIAL EDUCATION?

A: Youth who are living on their own (e.g. in teen shelters or with friends) cannot enroll themselves into special education or request necessary testing. If the youth is living with an adult who is acting in the role of a parent (perhaps a grandparent or the parent of a friend), that adult can agree to special education testing, placements, and services. Youth who don't have such adults in their lives should ask their school districts to appoint "surrogate parents." Youth may want to ask local homeless liaisons, teachers, counselors, social workers, or youth program workers to help them with their requests for surrogates.



Q: WHY ARE TEMPORARY SURROGATE PARENTS IMPORTANT?

A: Temporary surrogate parents allow unaccompanied homeless youth to immediately begin receiving services that, because of the parental authority requirement, they might not otherwise receive, such as enrollment, requests for school records, and requests for services under IDEA.

Q: WHAT IS A TEMPORARY SURROGATE PARENT?

A: A temporary surrogate parent is an individual who represents the child in all matters related to the identification, evaluation and educational placement of the child, as well as ensuring the child is provided a free, adequate public education. The temporary surrogate parent has all the rights of a parent with respect to education and serves until a surrogate parent is appointed.

Q: WHEN ARE SURROGATE PARENTS APPOINTED?

A: A surrogate parent should be appointed when any of the following apply: (1) No parent can be identified; (2) After reasonable effort the public agency cannot locate a parent; (3)

The child is a ward of the state under the laws of that state;
(4) The child is an “unaccompanied youth” - a youth not in the physical custody of a parent or guardian.

Q: HOW ARE SURROGATE PARENTS SELECTED?

A: The public agency can select surrogate parents in any way permitted under state law. However, the public agency must ensure that the person selected as a surrogate parent, (1) does not have a personal or professional interest that conflicts with the interests of the child the surrogate parent represents, and; (2) has knowledge and skills that ensure adequate representation of the child. If the child is a ward of the state, the surrogate parent may be appointed by the judge overseeing the child’s case.

Q: WHO ARE THE SURROGATE PARENTS?

A: Surrogate parents can be individuals who know the youth such as a family friend or relative. A surrogate can also be a member of the community who was previously unknown to the youth. Surrogates are selected by school districts and some communities require that they receive some training beforehand.

Q: CAN YOUTH SHELTER WORKERS BECOME TEMPORARY SURROGATES?

A: Yes. For unaccompanied homeless youth, staff of emergency



shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a permanent surrogate parent can be appointed, as long as the staff member has adequate knowledge and skills and does not have a personal or professional interest that conflicts with the interest of the youth.

Q: CAN YOUTH SHELTER WORKERS BECOME PERMANENT SURROGATE PARENTS?

A: No. Employees of the state educational agency, the local educational agency, or any other agency involved in the education or care of the child cannot become permanent surrogate parents, but may serve as temporary surrogate parents until a surrogate parent is appointed and during this time exercise all the rights of a surrogate parent.

Q: HOW LONG DOES A DISTRICT HAVE TO RESPOND TO A REQUEST FOR SURROGATE PARENTS?

A: School districts must make a reasonable effort to appoint a surrogate within 30 days of determining that the child needs a surrogate parent.

Q: WHAT SERVICES CAN A TEMPORARY SURROGATE REQUEST FOR AN UNACCOMPANIED YOUTH?

A: The temporary surrogate can request all services that a parent of a homeless youth could request. These include:

- (1) immediate enrollment in school;
- (2) immediate continuation of comparable IEP services;
- (3) immediate initiation of IEP evaluation;
- (4) immediate enrollment in free meal programs
- (5) immediate transportation for the youth to and from school and supplemental education programs

Q & A: SPECIAL IDEA SERVICES

Q: IF A STUDENT MISSES A LOT OF SCHOOL DUE TO HOMELESSNESS, IS THERE ANY WAY THAT IDEA CAN HELP HIM/HER MAKE-UP FOR LOST TIME?

A: The extended school year rule gives students with disabilities the right to attend summer school if they need it. If a student needs summer school, it must be listed on his or her IEP. Students in homeless situations often fall behind in school when they miss days due to their homelessness. An extended school year can help students with disabilities make up days they may have missed.

Q: CAN CHILDREN AND YOUTH WHO ARE NOT DISABLED RECEIVE SERVICES UNDER IDEA?

A: Yes, some students can receive services that are aimed at preventing later placement in special education. These services may include tutoring and reading instruction. These services may help homeless students who miss school due to frequent moves.

However, not all school districts offer such services. You should ask your school district's special education office if it offers such services.

Q: CAN PRE-SCHOOL AGE CHILDREN RECEIVE IDEA SERVICES?

A: Yes. Children as young as infants and toddlers (0-3 years old) are eligible for services under IDEA Part C, and IDEA Part B serves 4-5 year olds. Part C services can include home-based supports, or transport for both infants and parents to site-based services. Contact a state coordinator or local school liaison if you would like to arrange an evaluation of a child.

Q: DOES IDEA HELP WITH TRANSPORTATION?

A: Although homeless education law requires school districts to provide transportation in certain situations, getting to school is still a problem for some homeless students. IDEA requires that transportation be provided to those students who need such services and have it listed in their IEPs.

Q: WHAT SERVICES ARE AVAILABLE FOR OLDER HOMELESS YOUTH OR YOUTH AGING OUT OF FOSTER CARE WHO HAVE A DISABILITY?

A: IDEA requires that an IEP for youth age 16 and above include appropriate, measurable post secondary goals based on transition

assessments related to training, education, employment, and where appropriate, independent living skills. When necessary, a statement of interagency responsibilities should be included, for example, detailing housing, health, and other obligations.

Q&A: NON-COMPLIANCE WITH IDEA

Q: WHAT IF A SCHOOL DOES NOT FOLLOW IDEA?

A: If a school does not evaluate a student, does not complete an IEP, does not provide appropriate services or does not follow any other part of IDEA, parents have the right to request a special education hearing. Parents can ask their child's school for information about how to file a hearing request. Schools are required to provide the information.

Q: HOW DO I PREPARE FOR A HEARING?

A: Parents can and should ask attorneys to represent them at the hearing or seek advice and assistance from other advocates. In many communities, such services can be obtained free of charge. Information about connecting to these resources is in the back of this pamphlet. If parents can't find assistance or want to prepare for a hearing on their own, they should:

- ◆ Check the school website and read any information about hearings that was provided by the school or the school district special education office; if something is unclear ask questions of the special education office.

- ◆ Gather and review all of the student's education records.
- ◆ Write a short statement about why the school is in the wrong and that ends with a list of things you now want the school to do—this will probably be a part of your hearing request.
- ◆ Prepare to tell the above information to a hearing officer.

Q: WHAT CAN I DO IF I WANT TO REVIEW MY CHILD'S SCHOOL RECORDS?

A: Parents who want to review student records in preparation for a hearing, or for any other reason, can simply ask the school to do so.



NEED HELP?

The following resources are useful to those who believe that their school district isn't following special education law and are therefore thinking about requesting a special education hearing:

- ◆ Technical Assistance Alliance for Parent Centers:

Toll free assistance for special education questions and web-based listings of parent resource centers.

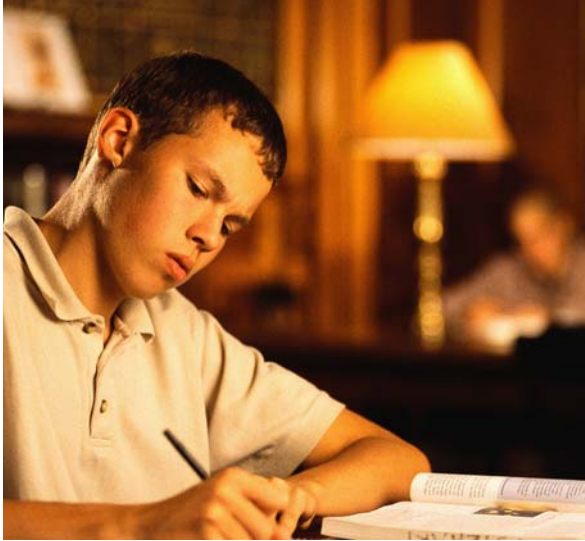
Phone: 1-888-248-0822

Website: www.taalliance.org

- ◆ Council of Parent Attorneys and Advocates (COPAA):

Organization of advocates who assist individuals with disability rights issues.

Website: www.copaa.org



OTHER HELPFUL EDUCATION LAWS

In addition to IDEA, there are other federal laws that can help students with disabilities:

- ◆ Section 504 and Title II of the Americans with Disabilities Act generally guard the rights of students who face discrimination based on their disability. Section 504 can also provide protections that are very similar to those of IDEA.
- ◆ Students, parents, and other caregivers should be aware of federal homeless education law—it can be useful in preventing special education difficulties that result from unnecessary school transfers and enrolling in new schools. The McKinney-Vento Act protects all students who do not have a fixed, regular and adequate residence, such as students living in:
 - ◆ Doubled-up housing with other families or friends

- ◆ Runaway/homeless youth shelters (even if parents invite the youth home)
- ◆ Hotels or motels
- ◆ Shelters, including domestic violence shelters
- ◆ Transitional housing shelters
- ◆ Cars, abandoned buildings, parks, the streets or other public spaces
- ◆ Campgrounds or inadequate trailer homes

The Act requires states and school districts to make sure students in homeless situations can attend and succeed in public school. Schools must immediately enroll students, even if they do not have proof of residency, school and immunization records, birth certificates or other documents. Students also have the right to stay at their school even if their lack of housing forces them to move out of the school district. Schools must make sure that lack of transportation does not create a barrier to the homeless child's education.



Want to know more?

Check out the resources on the following pages.

FURTHER RESOURCES

To learn more about IDEA or special education, visit the following websites:

- ◆ **U.S. Department of Education, Office of Special Education Programs:**
www.ed.gov/about/offices/list/osers/osep
- ◆ **Council for Exceptional Children:**
www.cec.sped.org
- ◆ **National Association of Protection and Advocacy Systems (NAPAS):**
www.napas.org
- ◆ **The EDLAW Center, Inc.:**
www.edlaw.net

To learn more about homeless education and related issues, visit the following websites:

- ◆ **The National Law Center on Homelessness & Poverty**
www.nlchp.org
- ◆ **The National Association for the Education of Homeless Children & Youth (NAEH CY)**
www.naehcy.org
- ◆ **The National Center for Homeless Education**

If you experience any problems with the enrollment or attendance in school of a child or youth experiencing homelessness, you should immediately contact your state or local Coordinator of Education of Homeless Children and Youth.

State Coordinators

ALABAMA

Ms. Beth Thompson
(334) 242-8199

ALASKA

Ms. Kay Holmes
(907) 465-3826

ARIZONA

Mr. Frank Migali
(602) 542-4963

ARKANSAS

Ms. Cindy Hogue
(501) 682-5615

CALIFORNIA

Ms. Leanne M. Wheeler
(916) 319-0383

COLORADO

Ms. Dana Scott
(303) 866-6930

CONNECTICUT

Mr. Louis B. Tallarita
(860) 807-2058

DELAWARE

Mr. Dennis Rozumalski
(302) 735-4273

DISTRICT OF COLUMBIA

Ms. Deltonia N. Shropshire
(202) 741-0470

FLORIDA

Ms. Lorraine Allen
(850) 245-0668

GEORGIA

Ms. Sandra Moore
(404) 656-2004

HAWAII

Ms. Judy Tonda
(808) 394-1394

IDAHO

Ms. Karen Seay
(208) 332-6978

ILLINOIS

Ms. Peggy Dunn
(217) 782-2948

INDIANA

Ms. Christina Endres
(317) 232-0548

IOWA

Ms. Donna Eggleston
(515) 281-3999

KANSAS

Mr. Tate Toedman
(785) 296-6714

KENTUCKY

Ms. Mary Marshall
(502) 564-3791

LOUISIANA

Ms. Laverne Dunn
(225) 342-0153

MAINE

Ms. Shelley Reed
(207) 624-6637

MARYLAND

Dr. Bill Cohee
(410) 767-0945

MASSACHUSETTS

Mr. Peter D. Cirioni
(781) 338-6294

MICHIGAN

Ms. Linda A. Forward
(517) 373-8480

MINNESOTA

Ms. Ruth Ellen Luehr
(651) 582-8403

MISSISSIPPI

Mr. Kelsey Blumenberg
(601) 359-3499

MISSOURI

Mr. Craig Rector
(573) 526-3232

MONTANA

Mr. Terry Teichrow
(406) 444-2036

NEBRASKA

Mr. Roger Reikofski
(402) 471-2968

NEVADA

Ms. Karen Stephens
(775) 687-9125

NEW HAMPSHIRE

Dr. Lynda Thistle Elliott
(603) 271-3840

NEW JERSEY

Ms. Danielle Anderson-
Thomas
(609) 984-4974

NEW MEXICO

Mr. Joseph Sanchez
(505) 222-4743

NEW YORK

Ms. Patricia McGuirk
(518) 473-1236

NORTH CAROLINA

Ms. Carolyn Copelin Foxx
(919) 807-3919

NORTH DAKOTA

Ms. Stefanie Two Crow
(701) 328-4646

OHIO

Mr. Thomas Dannis
(614) 466-4161

OKLAHOMA

Ms. Erin Clapper
(405) 522-3251

OREGON

Ms. Dona Horine Bolt
(503) 947-5781

PENNSYLVANIA

Mr. Sheldon Winnick
(717) 783-6468

PUERTO RICO

Mr. Roger Campos
(787) 759-8910, ext. 210

RHODE ISLAND

Ms. Kim Chouinard
(401) 222-8477

SOUTH CAROLINA

Ms. Brenda J. Myers
(803) 734-3215

SOUTH DAKOTA

Ms. Laura Johnson Frame
(605) 773-2491

TENNESSEE

Ms. Karen Munn
(615) 532-6309

TEXAS

Ms. Barbara James
(512) 475-8765

UTAH

Mr. Kreig Kelley
(801) 538-7975

VERMONT

Ms. Wendy Jill Ross
(802) 828-5148

VIRGINIA

Dr. Patricia Popp
(757) 221-7776

WASHINGTON

Ms. Patricia Julianelle
(360) 725-6050

WEST VIRGINIA

Ms. Patricia Lucas
(304) 558-8833, ext. 53244

WISCONSIN

Ms. Mary Maronek
(608) 261-6322

WYOMING

Ms. Darlena Schlacter
(307) 777-5315

**BUREAU OF INDIAN
AFFAIRS**

Mr. Fred Shunkamolah
(505) 563-5263

The National Law Center serves as the legal arm of the national movement to alleviate, prevent and end homelessness.

The Law Center publishes investigative reports, fact sheets and a quarterly newsletter. Our work is cited in the press and is used by national policy makers and the general public.

To receive a listing of our publications, including many works on the Education of Children and Youth Experiencing Homelessness, please contact us through the information below.

We would like to thank the Freddie Mac Foundation for its support of our work with children in homeless situations.

NATIONAL LAW CENTER

ON HOMELESSNESS & POVERTY

1411 K Street, NW, Suite 1400

Washington, DC 20005

Tel: (202) 638-2535 Fax: (202) 628-2737

www.nlchp.org

nlchp@nlchp.org

www.edlaw.net