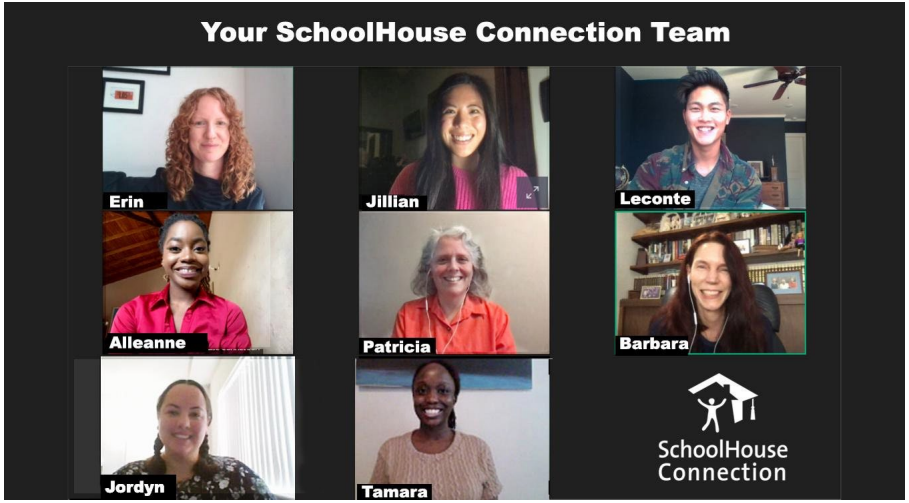
SchoolHouse Connection

2021 McKinney-Vento Fall Liaison Training

www.schoolhouseconnection.org | @SchoolHouseConn

About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education. We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.



<u>Website</u>

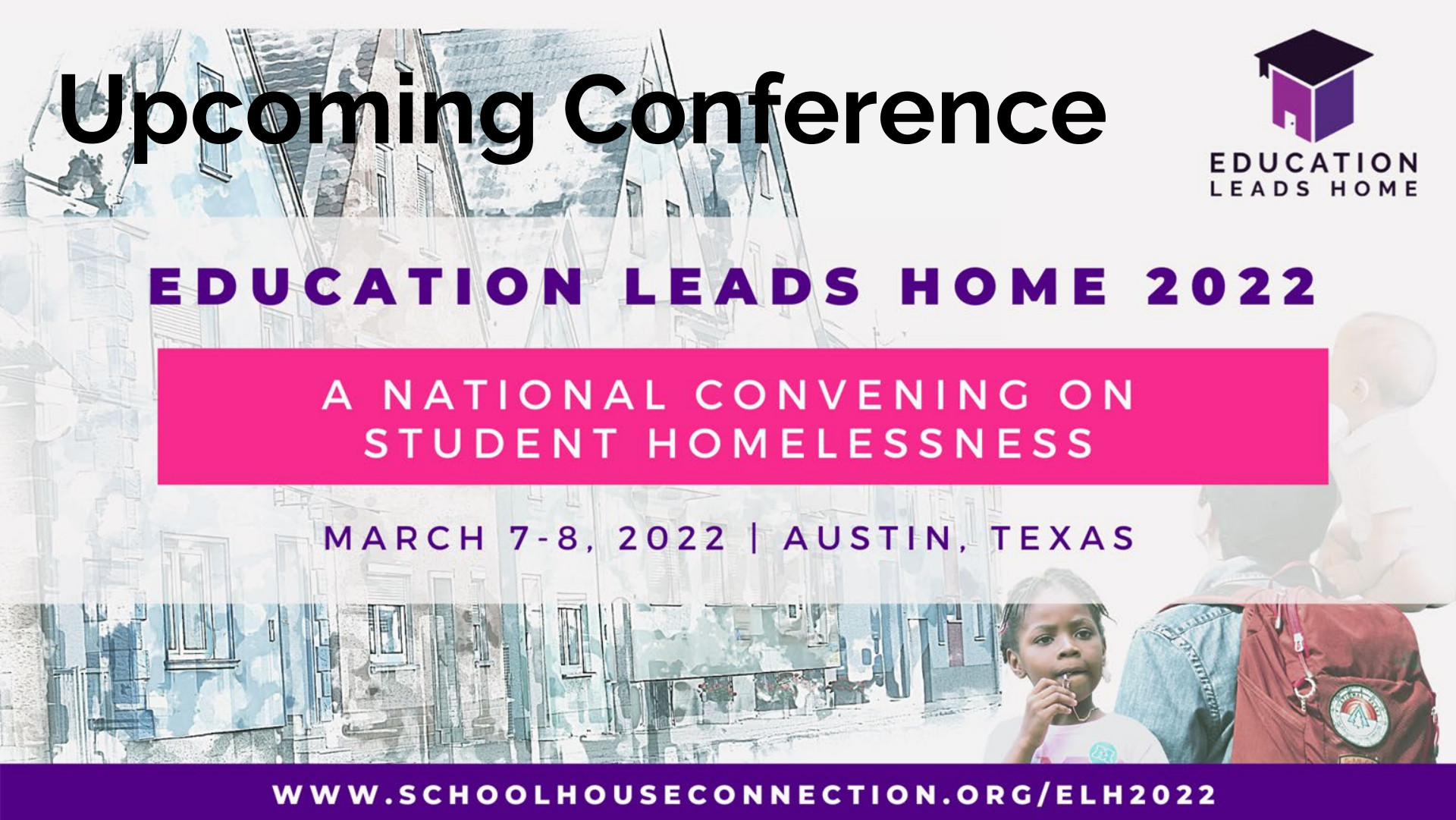
Federal and state policy advocacy

Q&A from our inbox

Webinars and implementation tools

Youth leadership and scholarship

Upcoming Conference



Our Agenda:

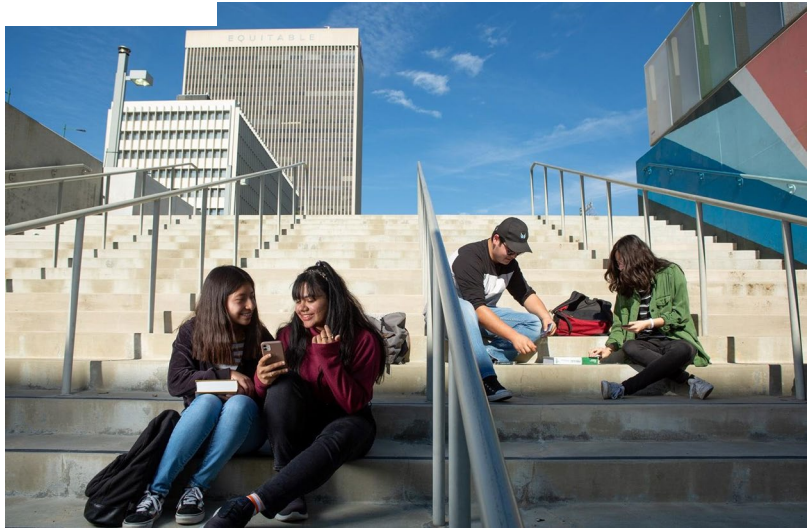
Today

1. Fostering Resilience in our Students
2. McKinney-Vento Refresher and Updates
3. ARP-HCY Funds

Tomorrow

1. Action Planning
2. Partner Presentations
    a. Health
    b. VLAW
    c. HSSeP

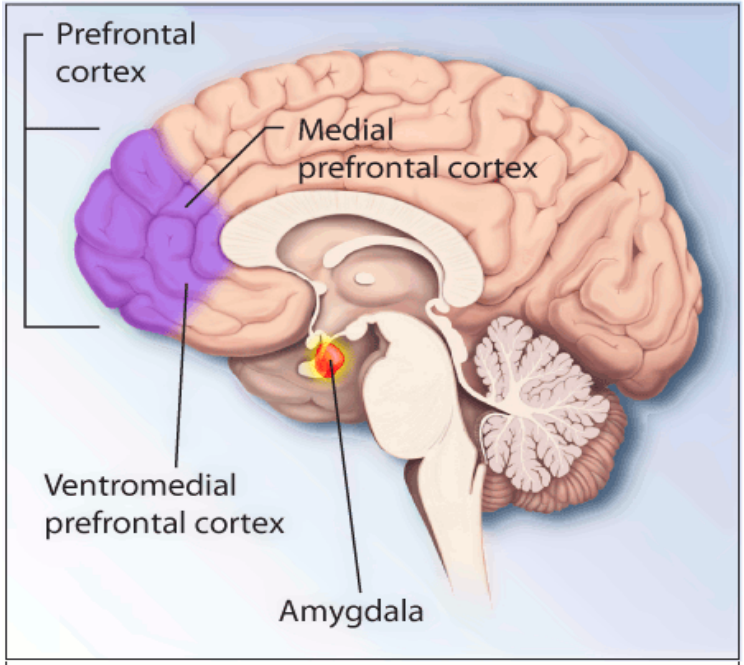
Fostering Resilience in Our Students



Fostering Resilience, Opportunities and Growth

- We all have a part to play.

What is Resilience?



Brain Structures Involved in Dealing with Fear and Stress

Prefrontal cortex frog

Amygdala frog

Observable characteristics of resilient people:

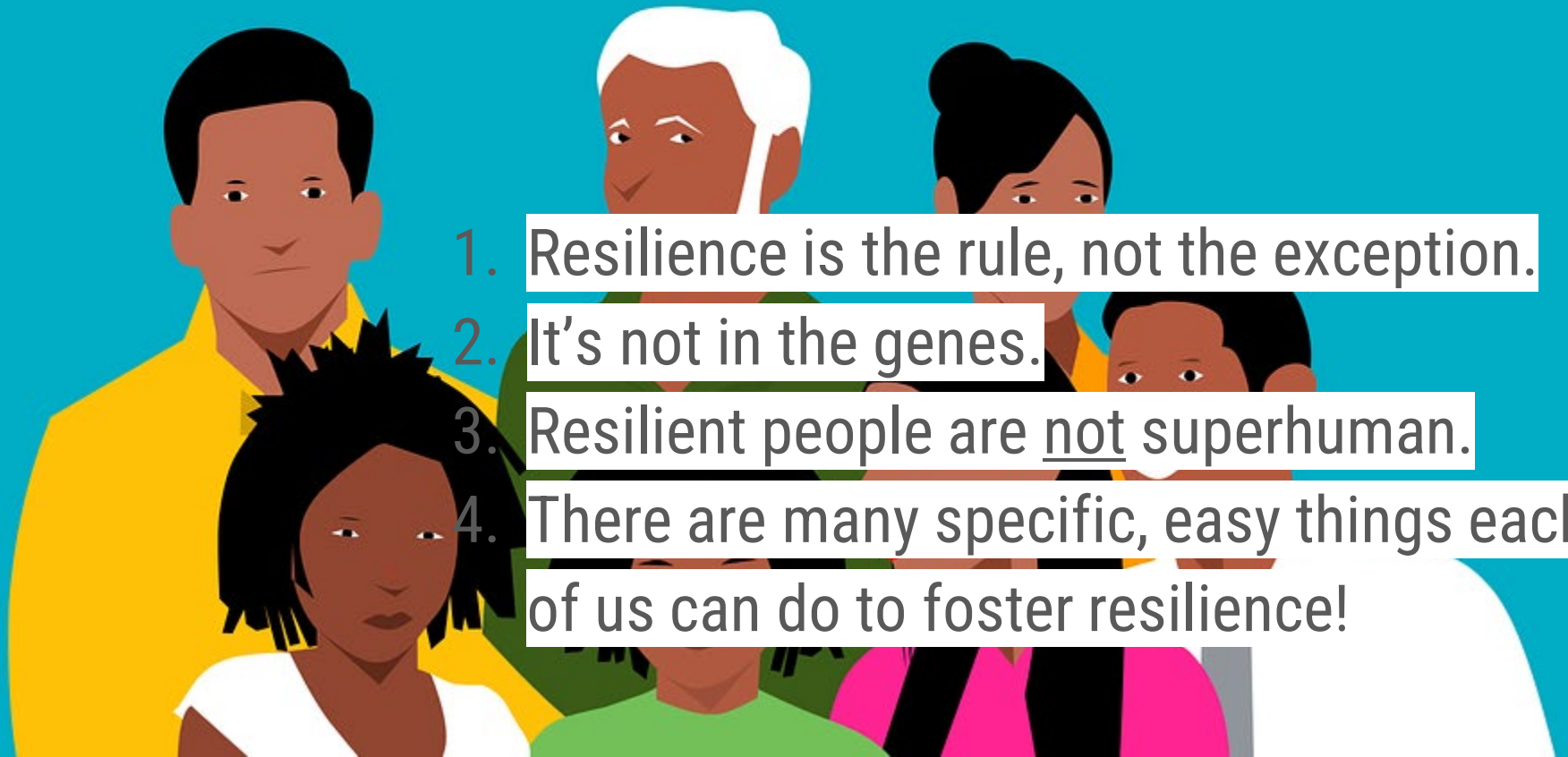
Social competence

Good problem-solving skills

Self-awareness

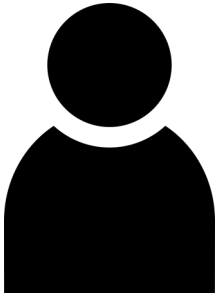
Sense of purpose and belief in a brighter future

Four resilience rules



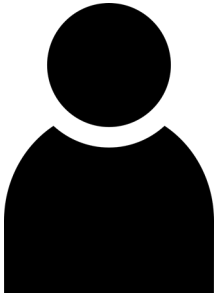
1. Resilience is the rule, not the exception.
2. It's not in the genes.
3. Resilient people are not superhuman.
4. There are many specific, easy things each of us can do to foster resilience!

Our Expert Panel



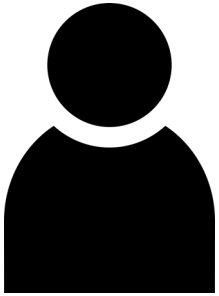
Zyaira

EWU
Sophomore



Yesenia

Heritage U.
Sophomore



Chandler

WSU
Sophomore

How to Foster Resilience

1. Believe in the potential of each person.
2. Focus on listening.
3. Provide opportunities for real participation and contribution.

10 minute break

McKinney-Vento Refresher and Updates

How Fast Should We Go?

- Experience Poll

Homelessness and Education

Homelessness causes:

- Chronic health problems
- Trauma
- Mobility

Leading to:

- High rates of chronic absenteeism
- Double the rates of punitive discipline
- Lower graduation rates

And the lack of a high school degree is the
Greatest single risk factor for young adult homelessness.

Education and Homelessness

- McKinney-Vento Act
- Passed in 1987; last updated in 2015 as part of Every Student Succeeds Act

Goal: Ensure identification, enrollment, and success in school, including preschool, for children and youth experiencing homelessness

Definition: Who is Eligible?

Children and youth who lack a fixed, regular, and adequate nighttime residence.

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason. *75% of identified MV students in 2018–19*
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
  Motels: 6%
- Living in emergency or transitional shelters. *12%*
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings. *7%*
  - What is substandard? Check utilities; infestations; mold; dangers.

Definition: Unaccompanied youth

A child or youth without a fixed, regular, and adequate nighttime residence ***and*** not in the physical custody of a parent or guardian.

- Youth run away from home due to abuse or neglect.
  - 40-60% of unaccompanied youth were abused physically at home.
  - 17-25% of unaccompanied youth were abused sexually at home.
  - Research links parental substance abuse and youth running away from home.

- Parents force youth out of the home due to conflicts.
  - Sexual orientation and gender identity
  - Pregnancy

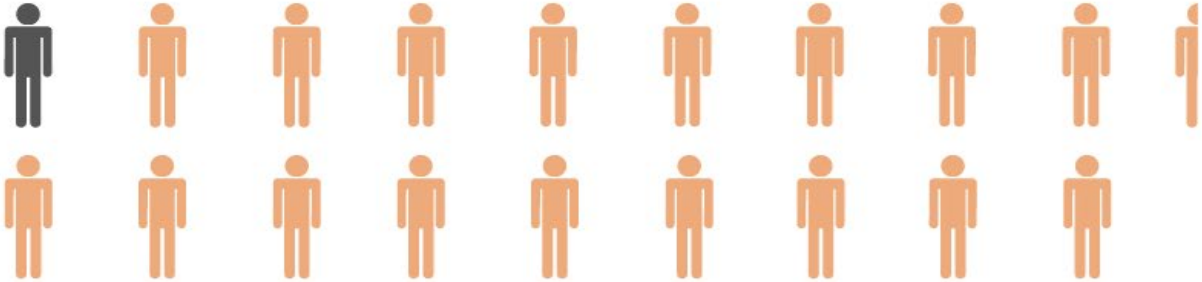
Youth Risk Behavior Survey Data Analysis

SchoolHouse Connection

Survey results show:

5.4% OF HIGH SCHOOL STUDENTS INDICATED THEY HAD EXPERIENCED HOMELESSNESS IN THE 2018-2019 SCHOOL YEAR

For every 18.5 high school students, 1 has experienced homelessness.



Data: SchoolHouse Connection's analysis of 2019 YRBS data from 27 states (AK, AR, CA, CO, CT, DE, HI, ID, IL, KS, KY, LA, ME, MD, MI, MT, NH, NM, NC, ND, PA, RI, SC, SD, VT, VA, WI)

Disproportionate incidence of homelessness

Black high school students	2.25 TIMES	compared to White high school students
Hispanic high school students	2 TIMES	compared to White high school students
American Indian/Alaska Native high school students	1.7 TIMES	compared to White high school students
LGBQ high school students	2.2 TIMES	compared to heterosexual high school students
Transgender high school students	9.22 TIMES	compared to non-transgender/cisgender high school students
Pregnant/Gotten someone pregnant	10 TIMES	compared to no pregnancy

Identification

CHALLENGES

- Misunderstanding the definition of homelessness
- Racism, homophobia, transphobia, and other biases
- Fear of self-identifying
- Moving around and changing schools
- Children under five are particularly invisible

STRATEGIES

- Don't use the word "homeless."
- Train all school staff.
- Embed questions and information about homelessness in all school enrollment documents and outreach efforts.
- Coordinate with health clinics, eviction courts, youth groups, immigrant organizations, legal services.
- Stay in touch with students and families on a regular schedule (weekly "check-in" forms; pre-paid phones).
- Enlist help from parents and students.
- Ask about younger siblings.

https://vimeo.com/28964328 - Password: MVvideo

McKinney-Vento Expert

Liliana Godinez,

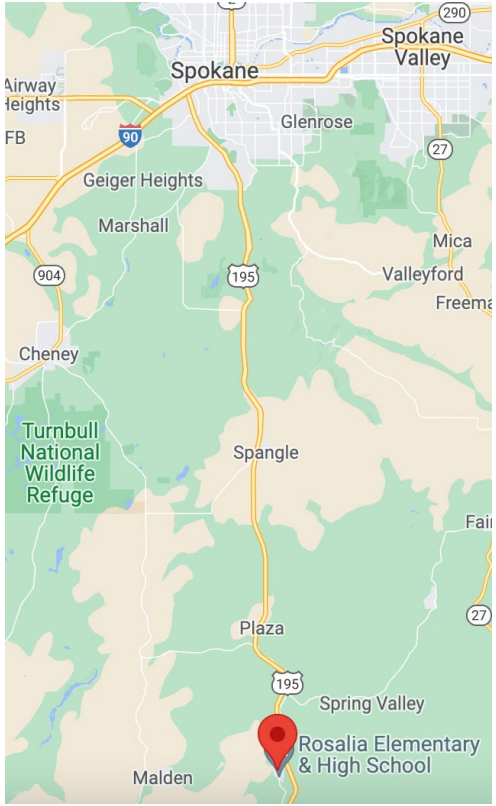
Bellevue School District

Pablo (15 years old) and Olivia (9) lived with their mother in a small apartment in Rosalia. They were evicted last October (2020) after their mother lost their job, and they moved in with their grandmother in Malden. As they prepared to start this school year, they were still in their grandmother's home, and their mother was looking for work and housing in Rosalia.

- Were Pablo and Olivia still eligible for McKinney-Vento protections right before the start of the school year?

Just before this school year started, the whole family lost their home in a wildfire. Now, they're all staying with the children's aunt in Spangle, while the grandmother works with her insurance company. Mom has decided to look for work in Spokane.

Are Pablo and Olivia still eligible for McKinney-Vento protections now?



Basic McKinney-Vento Rights

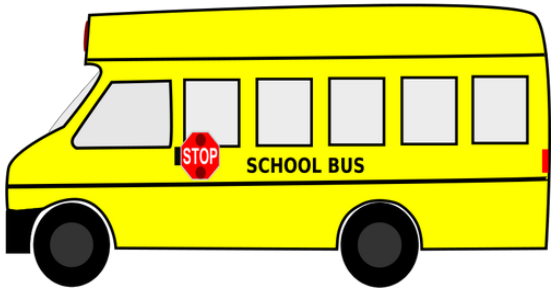
- School of origin
- Transportation
- Immediate enrollment
- Removing barriers

The right to remain in the school of origin

Each LEA shall, according to the child's or youth's best interest:

- Keep the student in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; ***or***
- Enroll the student in a local school,
- There is a presumption in favor of the school of origin, as well as parent/unaccompanied youth wishes.

The right to transportation



- LEAs must provide students in homeless situations with transportation to the school of origin.
- LEAs also must address transportation barriers to attending classes and participating fully in school, including extra-curricular activities.
- What the district is/not doing for other students does not change these requirements.

The right to enroll in school immediately

- McKinney-Vento students are entitled to immediate enrollment, even without required documents, such as school records, records of immunization and other required health records, proof of residency, guardianship, or other documents.

- Enrollment means “attending classes and participating fully in school activities.”

After the fire, Pablo and Olivia started school in Spangle. Last week, mom found a job in Spokane, and the family moved into a motel close to her work. There is no housing she can afford in Spokane, so she is looking for apartments in the surrounding areas.

- Should Pablo and Olivia continue attending their schools of origin in Spangle this year?
- If they stay in the schools of origin, can they receive transportation:
  - To and from the regular school day?
  - To and from extra-curricular activities?
- If they do not stay in their schools of origin, can they enroll immediately in:
  - A Spokane school?
  - A school in the surrounding areas?

Removing Barriers

SEAs and LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of McKinney-Vento students, including barriers due to outstanding fees, fines, or absences.

https://schoolhouseconnection.org/full-participation-in-extra-curricular-activities-for-students-experiencing-homelessness/

Removing Barriers to Enrollment and Retention

CHALLENGES

- Chronic absenteeism
- Mobility
- Trauma and related mental health struggles
- Lack of adult support
- Gaps in learning

STRATEGIES

- Provide one-on-one academic support and regular “check-ins.”
- Monitor attendance and provide interventions quickly.
- Award and accept partial credits and provide credit recovery options.
- Collaborate with community agencies to provide mental health support on campus.
- Support trauma-informed, restorative discipline policies and practices.

McKinney-Vento Expert

Antonio Lewis,

Highline School District

Pablo is identified as a close contact for a reported positive case at his school and has been sent “home” to quarantine. Since Olivia is too young to be vaccinated and mom can’t afford to quarantine from work, mom doesn’t want Pablo staying in the motel with them. Pablo is now couch-hopping with friends who also were close contacts.

- What academic support can you provide Pablo during his quarantine?
- If quarantine and his constant moves lead Pablo to miss a month of school, what happens to his credits when he comes back?
- What if Pablo can’t find anyone willing to let him stay on the couch?

Immigration Updates

- Some families fleeing Afghanistan are arriving in the U.S.
- Most are not legally “refugees” but are humanitarian “parolees,” meaning they will receive minimal resettlement services.
- Some families have arrived following the earthquake in Haiti. They have “Temporary Protected Status.”
- McKinney-Vento eligibility? Case-by-case, but almost always yes.

https://schoolhouseconnection.org/immigrant-students-how-schools-can-help-updated-and-translated-brief/

Minor health consent reminder

“Through RCW 7.70.065(2)(b)(i) school nurses, school counselors, and (McKinney-Vento) homeless student liaisons are authorized to provide consent for health care for unaccompanied homeless students.”

This includes vaccines.

https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2021/B035-21.pdf

Selected Resources

- https://www.k12.wa.us/student-success/access-opportunity-education/homeless-education
- https://schoolhouseconnection.org/awarding-and-accepting-partial-credits
- https://schoolhouseconnection.org/supporting-attendance
- https://schoolhouseconnection.org/school-reopening-and-recovery
- https://schoolhouseconnection.org/covid-relief-navigation-tool
- Facebook Group: https://www.facebook.com/groups/SchoolHouseConnection
- Newsletter: https://schoolhouseconnection.org/sign-up

Questions?

15 minute break

ARP Homeless Children and Youth

American Rescue Plan
Homeless Children and Youth [ARP HCY] Funding

Appropriation specifically for children and youth experiencing homelessness	**= $800 Million**
ED retaining $1 million	**= $1 Million**
Rest has gone out to states and DC in two batches	**$199,750,000** In the spring (“ARP Homeless I”) **$599,250,000** In the summer (“ARP Homeless II”)

How is each LEA's ARP Homeless II funding amount calculated?

- Formula based half on Title I Part A and half on the numbers of McKinney-Vento students identified in 2018-19 or 2019-20.
- $5,000 minimum threshold for LEA grants.
- Others must form consortia.

What? LEA Allowable Uses for ARP-HCY

1. Any expenses that are reasonable and necessary to facilitate the identification, enrollment, retention, and educational success of children and youth experiencing homelessness
2. Any purposes permitted by the EHCY program
3. Connect students and families to enrichment programs
4. Provide wraparound services (academic supports, trauma-informed care, social-emotional support, and mental health services)
5. Purchase needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items)

LEA Allowable Uses for ARP-HCY per ED (cont.)

6. Provide transportation to enable children and youth to attend classes and participate fully in school activities
7. Purchase cell phones or other technological devices for unaccompanied youth to enable them to attend and fully participate in school activities
8. Pay for short-term, temporary housing (e.g., a few days in a motel)
9. Provide store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities
10. Increase liaison and McKinney-Vento program capacity

Community Partnerships

- Both SEAs and LEAs are encouraged to “award contracts to community-based organizations that are well-positioned to identify children and youth experiencing homelessness in historically underserved populations such as:
    - rural children and youth,
    - Tribal children and youth,
    - students of color,
    - children and youth with disabilities,
    - English learners,
    - LGBTQ+ youth, and
    - pregnant, parenting, or caregiving students, and
- connect them to educationally-related support and wraparound services”

Strategic Use of Funds

- ARP HCY should not replace funds that are otherwise available (ESSER, Title I, other out of school programs).
- What interventions will increase attendance? Participation? Achievement? Graduation? Wellness?

Funds Available to Support Children and Youth Experiencing Homelessness

1. **Access to School and Learning:** ESSER
2. **Early childhood:** Child Care, Head Start, Home Visiting
3. **Higher Ed:** Emergency Financial Aid Grants
4. **Housing Assistance:** HOME Investment Partnership Program, Emergency Housing Choice Vouchers, Emergency Rental Assistance
5. **Technology and Connectivity:** E-Rate, Emergency Broadband Benefit
6. **Food:** National School Lunch Program, Pandemic-EBT, SNAP
7. **Health/Mental Health:** ESSER, Federal Insurance Market Place
8. **Income Support:** Earned Income Tax Credit, Child Tax Credit, Stimulus Payments

SHC Resource: How to Use ARP Funds to Identify and Support Children and Youth Experiencing Homelessness

1. Increase outreach and identification
2. Enhance communication options with families and students
3. Increase counseling and social work services
4. Hire systems navigators to connect children and families to resources
5. Provide academic coaching and in-person enrichment
6. Ensure young children have access to early childhood education
7. Make systems and processes more McKinney-Vento friendly
8. Help meet rising mental health needs
9. Provide more and better transportation options

https://schoolhouseconnection.org/how-to-use-arp-funds/

McKinney-Vento Experts

Melissa Newhouse Chrissy Free

Vancouver School District

Wrap Up
And
See You Tomorrow!

2021 McKinney-Vento Fall Liaison Training

SchoolHouse Connection

www.schoolhouseconnection.org | @SchoolHouseConn

Our Agenda:

<u>Today</u>

1. Action Planning
2. Partner Presentations
    a. Health
    b. VLAW
    c. HSSeP

Questions from Yesterday?

Time for Action!

You choose your topic, and you choose your district size.
Share your ideas with others; Ask questions of your peers!
Complete your own action plan.

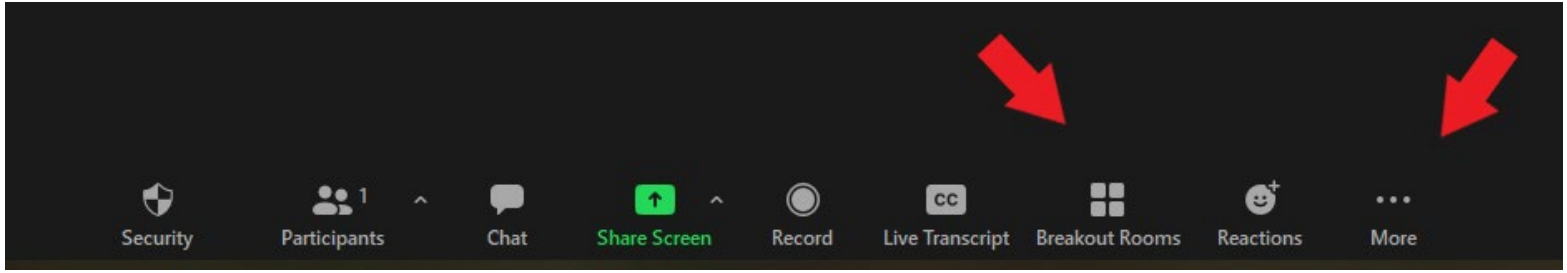
Breakout Room Instructions

Self-selecting a breakout room

If the host has allowed participants to self-select and join breakout rooms of their choosing, participants will be able to view and select from a list of breakout rooms the host has created. They will be able to enter and leave breakout rooms freely.

Note: Participants not joined with the desktop or mobile app (version **5.3.0** or higher) will not be able to self-select a breakout room. The host will need to facilitate moving these participants manually.

1. Click **Breakout Rooms** in your meeting controls.
   This will display the list of open breakout rooms created by the host.
2. Hover your pointer over the number to the right of breakout room you wish to join, click **Join**, then confirm by clicking **Join**.
3. Repeat as necessary to join other breakout rooms, or click **Leave Room** to return to the main session.



Action Plan Reports

1. What do you want to try?
2. How can we help?

And now, a few words from our partners:

- Annie Hetzel, School Health Services Consultant, OSPI
- Chach Duarte White, Legal Supervisor, Legal Counsel for Youth and Children
- Vivian Rogers Decker, Homeless Student Stability education Program Supervisor, OSPI

School Health Services

&

Students Qualifying for McKinney-Vento

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Immediate Enrollment Concerns

- Immunizations
- Life Threatening Health Conditions
- Other health conditions and needs

Immunizations

- Generally required by **RCW 28A.210.080**
- Exemptions for McKinney-Vento does not apply if a vaccine preventable disease outbreaks occurs – student may be excluded if considered at risk.
- Students may be immunized but records lost

Resources:

School and Child Care Immunization :: Washington State Department of Health

Immunization Manual for Schools, Preschools, and Child Care Facilities (wa.gov)

Vaccines Required for School Attendance, K-12 (wa.gov)

Vaccines Required for School Attendance, K-12

August 1, 2021 to July 31, 2022

VACCINE	Kindergarten - 6th Grade	7th - 10th Grade	11th and 12th Grade
Hepatitis B	**3 doses** Last dose must be given on or after 24 weeks of age.		
DTaP (Diphtheria, Tetanus, and Pertussis)	**5 doses** 4 doses are acceptable only IF dose 4 is given on or after the 4th birthday AND at least 6 months after dose 3.		
Tdap (Diphtheria, Tetanus, and Pertussis)	**Not Required**	**1 dose Tdap** (see page 2 for more details)	
IPV (Polio, for OPV see page 2)	**4 doses** 3 doses are acceptable only IF dose 3 is given on or after the 4th birthday. If dose 4 was given on or after August 7, 2009, it must be on or after the 4th birthday AND at least 6 months after dose 3.		**4 doses** 3 doses are acceptable only IF dose 3 is given on or after the 4th birthday.
MMR (Measles, Mumps, and Rubella)	**2 doses**		
Varicella (Chickenpox)	**2 doses** OR Health care provider verified disease history		

- Look at the Minimum Age and Interval Table on page 2 for recommended minimum age and spacing information.
- For more detailed information see the Individual Vaccine Requirements Summary in the Vaccine Requirements section of: https://www.doh.wa.gov/SCCI

To request this document in another format, call 1-800-525-0127.
Deaf or hard of hearing customers, please call 711 (Washington Relay) or email civil.rights@doh.wa.gov.

Washington State Department of Health

DOH 348-051 Nov 2020

Washington Office of Superintendent of PUBLIC INSTRUCTION

Life Threatening Health Conditions

RCW [28A.210.320]

The attendance of every child at every public school in the state shall be conditioned upon the presentation before or on each child's first day of attendance at a particular school of a medication or treatment order addressing any life-threatening health condition that the child has that may require medical services to be performed at the school. Once such an order has been presented, the child shall be allowed to attend school.

- Anaphylaxis
- Asthma
- Epilepsy
- Diabetes
- And more...

Other Health Needs

- Annual physical/check-up
- Dental/oral health
- Reproductive health
- Minor health conditions
- Health literacy

Access to a Medical Home

- Many Health Care Organizations offer assistance with signing up
- Empower student to understand the process

Apple Health:

Apply for or renew coverage | Washington State Health Care Authority

Check to see if student already has coverage– call first!

Within Reach:

A website for families and individuals in Washington state - Parenthelp123

RCW 7.70.065 Informed consent - Persons authorized to provide for patients who are not competent

(b)(i) Informed consent for health care on behalf of a patient who is incapacitated, as defined in (in RCW 11.88.010(1)(e), because he or she is under the age of majority and who is not otherwise authorized to provide informed consent may be obtained from a **school nurse, school counselor, or homeless student liaison** when:

(A) Consent is necessary for nonemergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;

(B) The minor patient meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001, P.L. 107-110, January 8, McKinney 8,2002, 115 Stat. 2005; and

(C) The minor patient is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

(ii) A person authorized to consent to care under this subsection (2)(b) and the person's employing school or school district are not subject to administrative sanctions or civil damages resulting from the consent or nonconsent for care, any care, or payment for any care, rendered pursuant to this from this section…

Consent form available on OSPI webpage: Resources for Homeless Children and Youth | OSPI (www.k12.wa.us)

COVID-19 Testing

- Access varies by county.
- COVID-19 Testing Locations :: Washington State Department of Health
- OTC Rapid tests available. More accurate for symptomatic individuals.
- Learn to Return program for schools About - Learn to Return 100 districts participating

Care Connect Washington

- a program for people who have either tested positive for COVID-19 or been exposed and need support to isolate or quarantine at home.
- Care Connect Washington :: Washington State Department of Health

Covid-19 Vaccine

- Vaccinate WA: Find COVID-19 Vaccine Appointments Near You
- Organize or support a clinic at your school:
  - DOH Care-a-Van
  - Learn to Return
  - Local Health Care Community Partners

DOH Care-a-Van

The Washington State Department of Health (DOH) is launching a new mobile COVID-19 vaccination effort across Washington state. To submit a request to have a DOH Care-a-Van at your event, please fill out the form below and someone will reach out to you within 5 business days from the date of submission.

To maximize scheduling efforts, we ask that you submit your requests **30 days in advance of the event**. Submission of request does not guarantee attendance but is based on availability.
Choose one of the options below to submit a request for event support. Questions? Email us at equity@doh.wa.gov or call 800-525-0127.

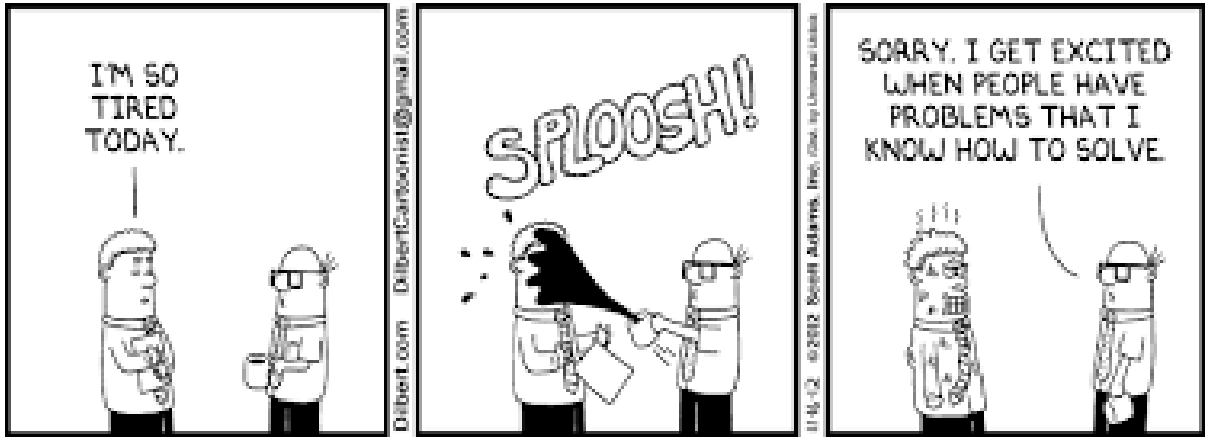
Online request form -
https://www.doh.wa.gov/Emergencies/COVID19/Vaccine/CareaVan

“You cannot help anyone into the lifeboat if you are not in it yourself.”

Laura Van Dernoot Lipsky

And how are you doing?

Questions?


I'M SO TIRED TODAY.
SPLOOSH!
SORRY. I GET EXCITED WHEN PEOPLE HAVE PROBLEMS THAT I KNOW HOW TO SOLVE.

Contact Us!

Annie Hetzel, MSN, RN, NCSN *(she/her)*

School Health Services Consultant
Office of Superintendent of Public Instruction (OSPI)

Annie.Hetzel@k12.wa.us

360-725-6054

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

HSSeP

Vivian Rogers Decker, Office of System and School Improvement

The Homeless Student Stability and Opportunity Gap Act (HSSA)

State Legislation that stabilizes students in both their schools and in their communities by providing $2.4 million worth of competitive grants annually through Office of Superintendent of Public Instruction (HSSeP) and the Department of Commerce (HSSP).

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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The Homeless Student Stability education Program (HSSeP) Grant

This Photo by Unknown Author is licensed under CC BY

- Competitive grant opportunity
  - Increase districts' capacity to identify and support
  - Geographic diversity
- Funds complement McKinney-Vento Act dollars
- Greater weight given to districts that demonstrate a commitment to:
  - Partnering with local housing and community-based organizations
  - Serving the needs of unaccompanied youth
  - Implementing evidence-informed strategies to address the opportunity gap and other systemic inequities that negatively impact students experiencing homelessness and students of color.

Building Points of Contact

Coordinate with the school district McKinney-Vento liaison to identify and serve students experiencing homelessness

- Lead school efforts to identify students experiencing homelessness
- Inform other school staff about homelessness and McKinney-Vento services
- Provide building-level supports to students and families experiencing homelessness

Other Statewide Legislation

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On Time Grade Level Progression for Highly Mobile Students (RCW 28A.320.192)

Upcoming Training Opportunities

- HSSeP Community of Practice
- Foster Care/McKinney Vento Forums
- Response To Homelessness Training Series—Building Changes
- Building Points of Contact Training
- Bidders Conference

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PUBLIC INSTRUCTION

Thank you!

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