McKinney-Vento Annual Fall Training

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9/23/2026

Day 2



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Plan: Annual Fall Training Schedule

Day 2

- Welcome and Introductions
- Scenario Review
- Scenarios
- Review Additional Items
- The Year Ahead
- Closing and Intentions

Throughout the webinar you will see that pages have an * indicating the corresponding Program Review items

Tribal Land Acknowledgement

I respectfully acknowledge that I am on the homelands and shared waters of the Coast Salish peoples, specifically the Suquamish, Tulalip and Muckleshoot nations. I would like to honor the indigenous cultures, histories and ongoing presence of these tribal communities and provide a gratitude for the opportunity to live and work on these lands.

*The Coast Salish people were great fish hunters and fish eaters. 'First Foods ceremonies' were great feasts when the Coast Salish celebrated their respect for the earth that provided the people with gifts of food, shelter, clothing and medicine.

Their rituals and ceremonies honored traditional foods such as salmon, clams and elk. One of the most important Coast Salish customs was to celebrate the 'First Salmon feast' which honored the salmon. At the conclusion of the First Salmon feast, the bones of the salmon were returned to the water. This shows the salmon was well treated and it would be welcomed the following year.

Scenarios

Let’s read and review each of the following six scenarios.



Before We Begin

Keep each of the following questions in mind while listening to each scenario:

- Does this family or youth identify as McKinney-Vento? Why or why not?
- What services can be provided?
- Who needs to be contacted?
- Are outside agencies involved?
- Are funds needed?

**This webinar only captures a small number of situations that may occur. Continue to subscribe to our newsletter for upcoming webinars and more scenario-based activities.*

Scenario 1



Christopher, his two brothers, and his parents have been living with his uncle since their house was damaged in a flood last month. They were glad that relatives were willing to take them in, but their living situation is tense because the house is not large enough for both families to live comfortably. It is also all the way across town from the school the children have always attended. Christopher and his brothers are sleeping on the living room floor in sleeping bags, and they don't have anywhere to do their homework.

Scenario 1.a

Q: Does Christopher qualify for McKinney-Vento services? Some questions to ask for clarification: How long will they be there? If not there, where would they be?

A: *Yes, the student's flood-related loss of housing led them to share housing with others and sleep on the floor each night, they would qualify for McKinney-Vento services under the Act, because they lack a fixed, regular, and adequate nighttime residence due to loss of housing.*

Scenario 1.b

Q: Could they stay at their school? What is the school of origin?

A: *Under the McKinney-Vento Act, a "school of origin" is the school a child or youth attended when permanently housed or the school in which they were last enrolled, including preschools and designated receiving schools for feeder transitions. Christopher has the right to stay at his school, and the school would need to provide transportation to and from the school of origin.*

Scenario 1.c

Best Practice! Ensure the family has basic needs met, collaborate with outside partners to ensure any additional service can be offered, arrange transportation to and from the school of origin.

Scenario 2



Brandy is 16 years old and is in 11th grade. At her school, Southwest Green High School, she had been getting poor grades and was skipping school often. Early in the school year, she got involved in the school's drama club. Soon after, her grades and attendance improved. In March, her family was evicted, and they moved in with Brandy's grandmother who lives 25 miles from Southwest Green High School in the neighboring school district. Before the family moved in with her grandmother, Brandy was practicing for the lead role in the school's annual musical production.

Scenario 2.a

If Brandy remained in her school of origin, she would have to get up at five o'clock each day to catch one school bus and transfer to another bus to get to school on time. She is not an early riser. There would also be challenges in arranging for her to get home after play practice.

What school would be in Brandy's best interest to attend? Why? What do you think? What questions would you ask?

Scenario 2.b

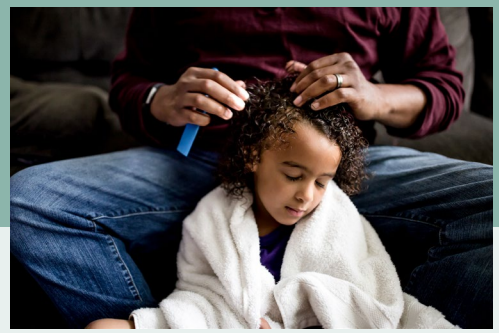
Q: What school would be in Brandy's best interest?

A: *The law states that we should consider the school of origin the school that is in the best interest of the student to attend. She has ties to the school through the drama program, which seems to be helping with her attendance (which would indicate that it would be best for her to continue to attend the school of origin). The district should be having the best interest conversation with Brandy and her family to see what they think. Brandy may be willing to get up earlier if she can continue to participate in the school of origin's drama program. If her attendance dips significantly due to the early bus ride, they could revisit the best interest conversation.*

Scenario 2.c

Best Practice! Have the best interest meeting with all involved. Set up transportation if needed to and from school. Plan times for check-ins.

Scenario 3



Cheyanne is an 8th grade student at Moode Jr. High in the Thelma School District. She recently moved into her aunt's home in the same district, along with her mother and her mother's boyfriend. The three of them moved in with the aunt when their apartment complex was sold to a new owner and the new rental rate became too expensive for Cheyanne's mom to afford. Cheyanne's aunt agreed to allow the family to move in with her only until a new apartment can be located. In the meantime, Cheyanne's mom is helping to pay for groceries, and she is also paying a small amount of rent to help with utilities. Cheyanne feels fortunate to be living with her aunt because the condominium complex includes amenities such as a swimming pool and a rec room, and her aunt's condo is nearly new. Cheyanne only wishes she didn't need to share a one-bedroom condo with three adults as the space is crowded and she has little privacy.

Scenario 3.a

Q: Is Cheyanne homeless according to the McKinney-Vento Act?

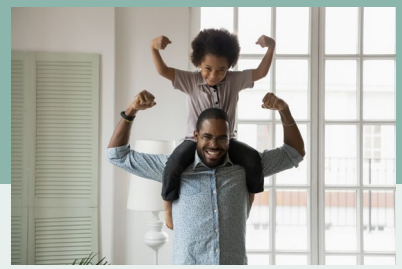
A: *Under the McKinney–Vento Homeless Assistance Act, a student is considered "homeless" if they lack a* ***fixed, regular, and adequate nighttime residence.*** *This definition is broader than just sleeping outside — it includes many temporary or unstable living situations.*

Things to thing about: Is this a financial hardship? Aunt stated they can only stay until other arrangements are made making this not a fixed residence.

Scenario 3.b

Best Practice! Ensure basic needs are being met. Connect family with local housing resources. Set up transportation to keep student at the school of origin.

Scenario 4



Jack is 21 and a single parent raising his son, Tony, who has just turned 5. Tony came to stay with Jack when his mom died a year ago. Jack is familiar with loss, having lived on his own since his own mom passed away when he was 16. Jack has worked hard to get his life together and has applied and been accepted to the local community college. He is looking forward to starting his new college program but also worried about how he is going to be able to make it as a single dad living in a weekly rental trailer managed by the local hotel and working part time. His biggest problem has been finding someone safe to watch Tony while he is at work and attending school.

Scenario 4.a

Another problem Jack is facing is getting his son Tony enrolled. Jack tried to enroll Tony in kindergarten at Lamington Elementary, the local school. Tony is an enthusiastic child and is very excited to go to school and see other kids his age. When Jack met with the registrar, she told him that for Tony to enroll, the district would need evidence that Tony was current on his immunizations. Jack explained that Tony was up to date on all immunizations, but that his medical records had been lost when he couldn't pay the rent on their storage unit and their belongings were sold at public auction. The secretary said that she was sorry to hear about the issue with the storage unit, but that she simply could not allow Tony to enroll without the proper paperwork.

Scenario 4.b

She further explained that the district was “really cracking down” on student immunizations because there was an outbreak of whooping cough last winter that forced the entire district to shut down. Jack is not sure what to do since Tony has already been immunized for whooping cough and he does not want to have him immunized again… all he really needs are the medical records from Tony’s pediatrician across the state. Frustrated, he leaves the school office with Tony, who is still not enrolled in school.

Scenario 4.c

Q: Does Tony qualify under McKinney-Vento?

A: *Under the **McKinney–Vento Homeless Assistance Act**, a student is considered "homeless" if they lack a **fixed, regular, and adequate nighttime residence.** This definition is broader than just sleeping outside — it includes many temporary or unstable living situations.*

Ask questions! Jack and Tony seem to be living in a situation that is not fixed, regular and adequate. Is this a financial hardship? It seems that it is.

Scenario 4.d

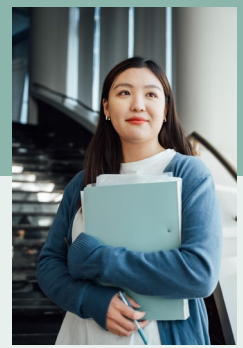
Q: Can the enrollment clerk deny enrollment for Tony?

A: No. The McKinney-Vento Act ensures **immediate enrollment** and educational stability for homeless children and youth. Eligible students have the right to immediate enrollment in school, even if they lack required documents, such as school records, **immunization records**, or proof of residence

Scenario 4.e

Best Practice! Enroll the student immediately. School is often the safest place a student can be when experiencing homelessness. Collaborate with the school nurse, counselor, and building liaison to help Jack obtain the documentation he needs. Ensure basic needs are being met. Set up transportation and ensure the family is connected to any local housing resources.

Scenario 5



Sally wants to attend college. She only has 7 weeks until graduation and she is anxious to hear if she might qualify for financial aid to assist with higher education costs. The following Monday morning, Sally misses orchestra class and Ms. “M” discovers from another student that Sally had to move away over the weekend, fleeing a domestic violence situation at the home where she’s been “couch surfing.”

Sally is now staying at her cousin’s house, which is in the Canby School District and is a 45-minute drive from the Locking School District.

Scenario 5.a

Q: Does Sally qualify as homeless under McKinney-Vento?

A: Sally had to move away over the weekend, fleeing a domestic violence situation at the home where she's been "couch surfing." If a child or youth is not living with a parent or guardian and is staying temporarily in another person's home because they have no other place to go, that arrangement qualifies as homelessness under McKinney-Vento. The McKinney-Vento Act does not require the person to be sleeping on the couch — the arrangement can be temporary, and the person must still lack a fixed, regular, and adequate nighttime residence.

Scenario 5.b

Best Practice! Ensure Sally has basic needs being met. Set up transportation. Connect Sally with any outside partners that can help with unaccompanied youth housing and shelter.

Scenario 6



Olga, her two brothers, and her parents have come from Ukraine to the US as refugees. Through a local refugee assistance program, they have been able to get short term financial support with an apartment rental while the parents secure work permits. Unfortunately, it is taking much longer to get work visas than the parents had planned for, and now that the rental assistance has come to an end, they can no longer afford to pay for the apartment. This has led them to bring in another family they know that came over from Ukraine, resulting in an overcrowded living situation, with 9 people living in a 3-bedroom apartment.

Scenario 6.a

Q: Would Olga qualify under McKinney-Vento?

A:. *Ask questions!! Olga's family is experiencing economic hardship (they have not had the income to pay for the apartment), so their situation is aligned with transitional housing being paid for by an outside agency. Once the additional family moved in, the apartment did not meet the definition of adequate (overcrowding). Under the McKinney–Vento Act, a student is considered "homeless" if they lack a* ***fixed, regular, and adequate nighttime residence.***

Scenario 6.b

Best Practice! Ask questions! Where would they go if not there? Is this a financial hardship. Is this adequate for 9 people? Ensure basic needs are being met. Connect family to housing resources. Set up transportation.

Review Additional Items

- Program Review
- Funding Reminders
- Website Navigation



Program Review

The Program Review & Support process includes multiple aspects of OSPI's oversight of federal and state programs. The process emphasizes a partnership approach to oversight and monitoring that focuses on student outcomes. On OSPI's Program Review & Support page, you will find descriptions for each section that OSPI reviews. Homeless education programs are Section 10.

McKinney-Vento Funding Reminders

McKinney-Vento Three-Year Grant

The federal McKinney-Vento Act Grant is a competitive grant available to school districts that serve students experiencing homelessness. Funds are used to provide services and activities to improve the identification of homeless children and youth (including preschool-aged homeless children) and enable such children and youths to enroll in, attend, and succeed in school, including, if appropriate, in preschool programs.

HSSEP Funding Reminders

The Homeless Student Stability Education Program (HSSEP)

The Homeless Student Stability Education Program (HSSEP) Grant provides funding for the educational stability for students experiencing homelessness by promoting housing stability.

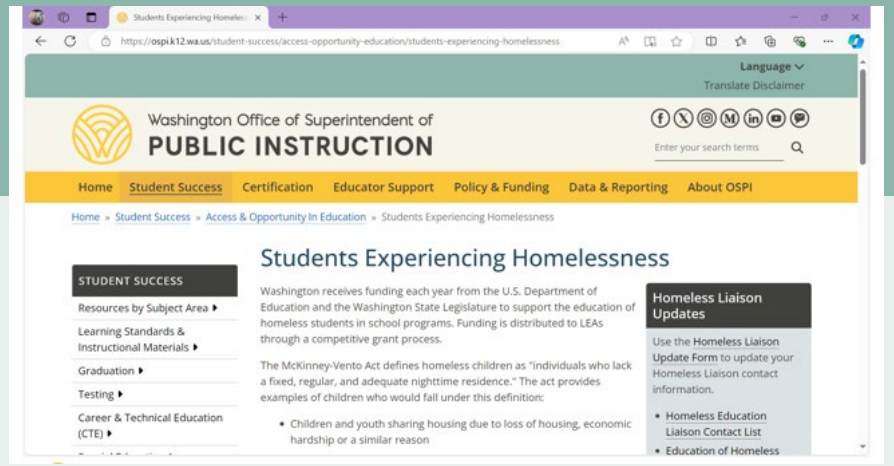
This funding is competitive in nature and intended to supplement existing resources for homeless education programs. It is not intended to cover the homeless education budget for any successful grant applicant.

HSSEP Funding Reminders. Cont.

Applicants interested in applying for HSSEP funding will have:

- Conducted a comprehensive program needs assessment.
- Demonstrated ability to implement their proposed program immediately upon receiving an HSSEP grant.
- Identified housing service providers with whom they have established (or will establish) a collaboration to implement strategies for improving housing stability for SEH.

Website Navigation



Biggest tip: Bookmark this page!
Students Experiencing Homelessness

This page will help you navigate to anything you need to find related to OSPI Homeless Education: updating contact information, a list of liaisons, an order form for brochures and posters, webinars and trainings, legislative updates, toolkits, data and more. Take time to explore these resources.



Closing and Intentions for 2026-2027

Your Biggest Resource is YOU!

Share your knowledge and ask one another questions! Get to know your surrounding districts and your counter-parts. View the Homeless Education Liaison Contact List.

For the **quickest response** from the Homeless Education team, email the Homeless Ed Inbox!

Review One-pagers and keep on hand.

Fill your cup! Take care of you, you cannot help others if you are not taken care of. **Self-care is important!**

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