

GLTHS McKinney Vento/Educational Stability Training

School Year 2022-2023

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Contents of Training

1. Orientation to Education Stability
 - a. Understanding and definitions of groups
2. Awareness
3. Identification and Rights
4. Enrollment
5. GL Policy and Procedure

Highly Mobile Students – Reference Sheet

Migrant



Students or student's' parent(s)/guardian(s) who are a migratory agricultural worker, fisher, or food/fish processor, are under 21, have not completed high school, and have moved across district lines within the preceding 36 months.

Military



Students whose parent/guardian is an active member of the uniform services, or has been medically discharged, retired, or died in active duty within the past year.

**Foster
Care**



Students who are in 24-hour out-of-home care, away from their parent(s)/legal guardian(s) and for whom DCF has care and placement responsibilities.

Homeless



Students who lack fixed regular and adequate nighttime residence including those who are sharing the housing of others due to economic hardship, loss of housing or similar reason.

Definition of Groups

1. Migrant Education -Who is a migrant student
 - a. Child or Child's parent(s)/guardian(s) are a migratory agricultural worker, migratory fisher, or migratory food/fish processor who moved within the preceding 36 months
 - b. Child is under 21 years of age
 - c. Has not graduated from high school/HiSet
 - d. Moved across school district lines
2. Military Connected Students -Military Interstate Children's Compact Commission (MIC3)
 - a. Policy applies to students of military families who:
 - i. Are active duty members of the uniformed services
 - ii. Member/Veterans of uniformed services that are severely injured or medically discharged or retired for a period of 1 year after medical discharge/retirement
 - iii. Members of uniformed services who died on active duty or as a result of injuries sustained on active duty for a period of 1 year after death

Definition of Groups continued

1. Foster Care Education
 - a. 24 hour out-of-home care, placed away from parents/guardians, and for whom the DCF has placement and care responsibilities
 - b. Includes students previously identified as “awaiting Foster Care”
 - c. Foster homes include: Group homes, foster homes, kinship foster homes, STARR, Transitional Care units (TCU’s)
2. Homeless Education
 - a. McKinney-Vento
 - b. Homelessness is defined as lacking fixed, regular, and adequate nighttime residence
 - i. Shelters, campgrounds, parks, cars, public buildings, hotels
 - ii. Sharing housing (economic hardship, loss of housing)
 - c. Includes migrant students living in these arrangements, unaccompanied homeless youth, preschoolers

Understanding Terms – What is a school of origin?

The school the student is attending when :

1. School where the student was attending/last school attended when they went homeless or
2. placed in foster care or at the time of a subsequent change in foster care placement

The designated school of origin is required to provide transportation through the end of the year in which the student becomes housed (includes across state lines)

To promote educational stability, students should remain enrolled in their school of origin, unless, after a best interest determination, it is decided to be in their best interest not to

- **Enrolled is defined as enrolled and attending**

Understanding terms – Equal access

The student's living arrangement is protected and cannot be shared without parental consent

- This prohibits talking to a landlord or neighbors without a parent's consent.
- Student's name/address shouldn't be listed on class lists that are shared with families, etc.

Equal access to *all* school courses, activities, and events including:

- summer programming and extracurricular activities
- EL services, special education, gifted & talented
- alternative education, vocational schools, school choice

Part 2: Awareness

Why Educational Stability

Going to school is a significant part of a child's life.



DESE notes that changing schools even once can take a student with an otherwise stable life 4-6 months to adjust to a new building, new classmates and new teachers.

One of the biggest ways lack of educational stability is shown: **student disengagement**



High Mobility is a culmination of experiences:

Highly mobile students encounter many obstacles that have a tremendous impact on their day to day lives. Rarely will one event be the cause for their situation.

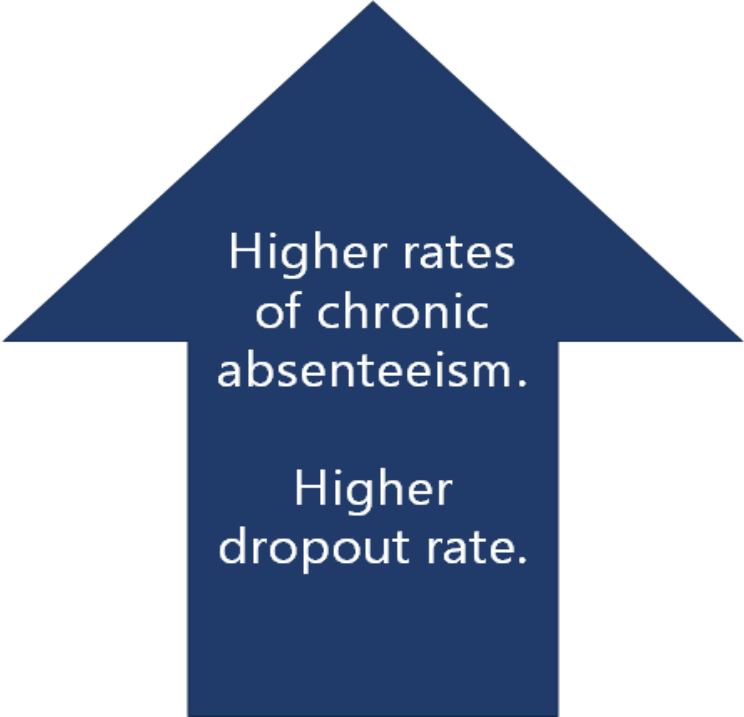
More cumulation or combination of factors that will disrupt their education and hinder their ability to meet their potential as students. These experiences include:

Lack of affordable housing	High rent and evictions	Poor education	Generational poverty	Racism
Low wages	Lost job/cut in hours	Debt	Abuse and Neglect	Utility arrearages
Poor health/health crisis	Mental illness	Medical bills	Multiple Placements	Substance abuse
Domestic violence	Cultural/language barriers	Immigration	Multiple Deployments	Exploitation

There is some overlap among these subgroups of students but it is safe to say that there are over **35,000** highly mobile students in Massachusetts *each year.* (DESE Statistic)

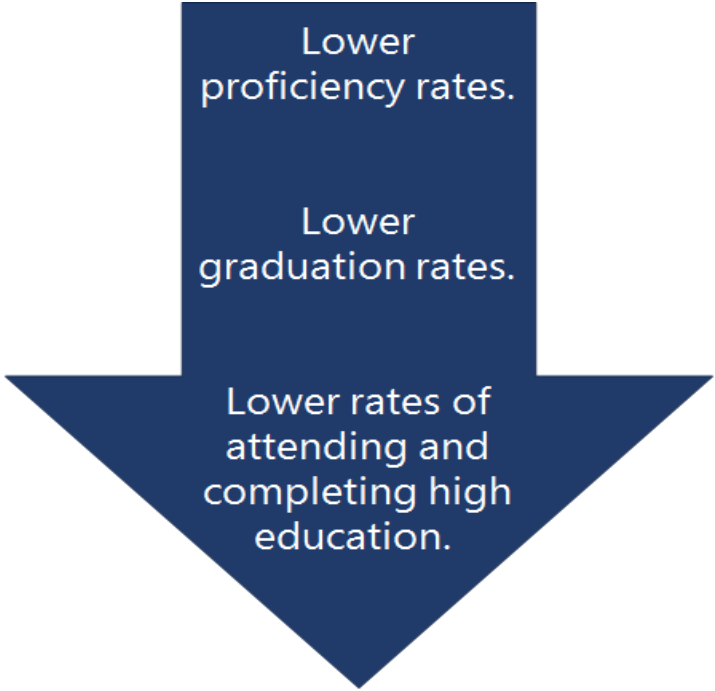
- Data from MA DESE Awareness Training

What does the data tell us about the impact of mobility?

A large, dark blue arrow pointing upwards, containing text about chronic absenteeism and dropout rates.

Higher rates
of chronic
absenteeism.

Higher
dropout rate.

A large, dark blue arrow pointing downwards, containing text about proficiency rates, graduation rates, and high education completion.

Lower
proficiency rates.

Lower
graduation rates.

Lower rates of
attending and
completing high
education.

What are the results when the Focus is on Educational Stability?

Educational stability can:

- Improve attendance
- Promote steady academic progress
- Provide continuity in peer and adult relationships
- Promote on-time graduation from high school.

Educational stability aims to mitigate the consequences of high mobility.

Part 3: Identification and Rights

Migrant students have the right to:

- enroll in local public schools;
- fully participate in all school activities;
- access any services they are eligible for; and
- participate in services and programming offered by public schools and/or the MMEP.

Many migrant students may also be homeless and have educational rights under McKinney-Vento

Military-connected students have the right to:

- Enroll locally, School records must be transferred by the previous school
- Parents must be provided an opportunity to self-report their active duty status.
- Have previous course and/or grade placement honored
- Access to any school services they are eligible for
- May have attendance excused due to deployment
- Receive assistance in staying on track for graduation
- Including application for waiver to accept of previous state testing in grades 11 and 12 and
- Fully participate in all school activities.
- Some students who are in active military families may also experience homelessness/foster care placement, McKinney Vento will apply based on their current living arrangements

If you have students you feel may fall into these categories, contact the student's school counselor asap so they can coordinate services with the Director of School Counseling/McKinney Vento Coordinator/Foster Care Contact

Identification and rights continued

Students in foster care have the right to:

- Remain in their school of origin with transportation, if needed for the duration of their time in foster care or until they have completed all the grades in their school of origin.
- Immediately enroll locally with/without records
- The district must facilitate a school to school transfer of records.
- Fully participate in all school activities and
- Access any services they are eligible for.

Some students who are in foster care may also have experienced homelessness. Their educational rights under Title 1 Part A or McKinney-Vento will depend on their current living arrangement/placement

Students who are homeless have the right to:

- Remain in their school of origin with transportation, if needed until the end of the school year in which they become housed
- Immediately enroll locally with/without records
- The district must facilitate a school to school transfer of records
- The student's living arrangement is protected as a student record
- Fully participate in all school activities
- Access any services they are eligible for
- Access to free school meals and
- Be provided with verification of homelessness for:
 - FASFA and college admissions purposes, HUD funded programs, MA residency.

If you have students you feel may fall into these categories, contact the student's school counselor asap so they can coordinate services with the Director of School Counseling/McKinney Vento Coordinator/Foster Care Contact

Students may fall into more than one category

Some students may experience more than one form of high mobility and meet multiple subgroup definitions over the course of the school year:

- Migrant students may also be homeless and have educational rights under McKinney-Vento.
- Students in foster care may also have been homeless during the school year. Their rights will depend on their current living arrangement/placement.
- Students in active military families may also have been homeless or in foster care. Their rights will depend on their current living arrangement/placement.

Part 4: Enrollment

Homeless students have the right to:

Immediate Enrollment Locally with or without documentation

- This includes the following: Academic records, health records, residency/shelter, Special Education records, discipline, guardianship, emergency contact
 - This applies to unaccompanied youth including out of school youth
 - Foster care students: when it is determined to be in the best interest of the student to enroll locally (where they are placed)
 - Military families: ensure timely enrollment, appropriate placement and attendance due to deployment

NOTE: Homeless living arrangements are NOT Directory Information

Caregiver Affidavits

In the absence of a parent or legal guardian...

MA state law allows for a caregivers affidavit for medical and educational decision making rights.

- Must identify the student (name and DOB)
- Must be signed by the parent and the caregiver
- Must be notarized
- Good for up to two years
- Can be revoked or overridden by the parent at any time

Note: Students with a caregiver's affidavit are considered housed unless the caregiver lacks fixed, regular, and adequate housing.

Immigration Status

Immigrant children have the right to enroll locally regardless of immigration status.

- Established immigrant families
 - Caregiver's affidavit
- Current emergency contact information

Newly arrived families

- Homeless? Sponsor?
- Lacking documentation (held until court appearance)

GL Policy and Procedure

GLTHS does not discriminate on the basis of race, color, religious creed, national origin, sex, sexual orientation, age, gender identity, criminal record, disability, veteran status, genetic information, pregnancy, and homelessness in the administration of its educational and employment policies, programs, practices or activities as defined and required by state and federal law.

GLTHS complies with all requirements of the McKinney Vento Homeless Assistance Act. This requires school districts immediately enroll and provide support to homeless students.

[McKinney-Vento Homeless Education Assistance Act](#)

If you become aware that a student has become homeless please contact the Homeless Liaison and the school counselor.

Additional GLTHS Resources

Catie's Closet

Referrals to [Catie's Closet](#) at Greater Lowell Technical High School

Procedure:

1. Teachers and/or other staff members will give the name of a student they feel needs Catie's Closet to the student's School Counselor. Special Education staff may give a student's name to either the School Counselor or to, Adjustment Counselor.
2. The School Counselor will meet with the student to assess need. If it is determined the student needs to access the Closet, the School Counselor will arrange student "shopping" in the Closet. The Guidance Director will hold the keys to the Closet and arrange with specific staff when to take the students into the Closet.
3. Separately, the School Counselor will submit the name of the student referred to the Closet to the Director of Guidance who will keep track of all referrals for future financial need purposes.
4. A staff member will be assigned to accompany the student into the closet based on the student's comfort level. The key will be given to that staff member who will arrange a time with the student to go "shopping". Upon entering the Closet the staff member escorting the student will sign-in the record book their name, date, and gender of the student they are escorting. Staff members who have permission to bring students into the Closet are:

Adjustment Counselors: Mike Chadwick, Jen Santiago, Sara Tarallo, Lauren Friedman
School Psychologists: Lisa Driscoll, Beth Ashby, Jessica Bojanowski
Nurses: Chris Baker, Donna DiGiovanni, Lisa Geoffroy
Student Activities Coordinator: Sharon Cornieller
School Counselors: Andrew Blatus, Tricia Camire, Charlene Pires, Lauryn Cyr, Chantha Sun, John Wilkey, Erika Lynch, and Kaitlin Monahan. Alycia Clough

FOOD PANTRY REFERRAL PROCEDURE

1. Teachers/Staff will provide the name of a student they feel is in need to appropriate member of the School Counseling or Special Education Department.
1. School Counseling/Special Education personnel will meet with student to assess need. If the student is in need, the assigned individual will escort the student to the pantry to access the resource. The Director of Guidance will be notified the pantry is being accessed.
1. The staff member escorting the student will record their name in the sign in book (located in the pantry) along with the following information: Date, grade, age, gender and amount of product received by the student.

Staff members who have permission to bring students into the Pantry are:

- Adjustment Counselors: Mike Chadwick, Jen Santiago, Lauren Friedman, Sara Tarallo
- School Psychologists: Beth Ashby, Jessica Bojanowski
- Nurses: Chris Baker, Donna DiGiovanni, Lisa Geoffroy
- Student Activities Coordinator: Sharon Cornieller
- School Counselors: Andrew Blatus, Tricia Camire, Charlene Pires, Lauryn Cyr, Chantha Sun, John Wilkey, Erika Lynch, and Kaitlin Monahan, Alycia Clough

McKinney Vento Homeless Liaison/Foster Care Contact

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Information on slides is taken from DESE trainings offered regarding the McKinney Vento Homeless Education Act. For more information and additional resources click: [here](#)