McKinney Vento/Fostering Connections

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transition

- tran'shən, tran'shən (noun)

- the process or a period of changing from one state or condition to another.

States of Change

- Current
- Transition

McKinney-Vento Roles

State Coordinator
- Every state in the U.S. has a State Coordinator
- Identifies children and youth in transition and determines eligibility for program
- Coordinates with other agencies to determine services for children in transition
- Educates schools and districts on working with students in transition

Local Liaison
- Every district has a Homeless Liaison
- Identifies children and youth in transition
- Assists with enrollment and services
- Advocates for students and their ability to succeed in school
- Assists and advocates for children utilizing special education services
- Support programs and services, including in their children's school activities
- Collaborates with programs within the district as well as other programs and community service providers
- Provides students and families with school supplies, personal items, and clothing needed

Source: Dr. Pat Ryan, Perspectives, 2014
Who qualifies?

- The 80,000 students in 2004
- School district
- Homeless children
- Homeless youth
- Runaway youth
- Education
- 21st century learning

Overview

- Requires schools to remove barriers to enrollment, attendance, and success for homeless students
- Keeps students in their schools of origin - provides stability
- Schools must provide adequate transportation for students in transition (when feasible and in the best interest of the student)
- Schools are required to provide classroom materials to students in transition
- Schools are also required to pay for students in transition to attend school functions and educational programs

Challenges

- Children in transition often face many unique challenges
- Lack of routine - lack of stability
- Inadequate or unstable housing
- Inadequate living conditions (overcrowded, limited space and play area)
- Inconsistent or inadequate health care
- Inadequate nutrition
- Inadequate clothing
- Limited extended family support
- Single-parent families
- Adolescence parents
- E	extemdash educational barriers
Educational Challenges

- Infrequent attendance at school
- Inability to comprehend classroom instruction
- Frequent school absences due to illness or illness
- Inconsistent attendance due to mobility
- Lack of appropriate medical or psychological treatments

Fostering Connections to Success Act

Fostering Connections to Success Act is a federal law that requires states to establish programs that will help children who are in foster care or who have been in foster care to achieve educational success. The law requires that:

- Local education agencies must serve children in foster care
- A child must be placed in an appropriate educational setting
- A child must be provided with the same educational opportunities as other children
- A child must be provided with the same services as other children
- A child must be provided with the same transportation as other children

Effects of Homelessness

- Children experiencing homelessness are more likely to face many problems than other children
- It may take four to six months for a child to recover academically from a school transfer
- Homeless students are twice as likely to drop out of high school
- Homeless students are more likely to experience mental health problems
- Homeless children are more likely to face other challenges
- Homeless children are more likely to present at school
- Homeless children are more likely to have mental health problems

Source: National Coalition for the Homeless (2016)
Every day, children in transition are confronted with stressful, often traumatic events. 32% have a significant mental illness; 9% worry that something bad will happen to their family; 16% have a substance abuse disorder; 35% have a chronic physical health condition.

Support & Guidance
- Understand services available for students and families
- Create and share a fact sheet of the services McKinney-Vento provides as well as services in the area the student may benefit from
- Provide those eligible for services through McKinney-Vento a letter explaining the program and its benefits
- Educate administrators in your district so everyone is aware of ways to support students
- Work with local agencies, school districts, and families and collaborate

Show Video Removed
- Show youtube video
  - https://www.youtube.com/watch?v=ICoGJAwEO6c
- There is a removed part 2
  - https://www.youtube.com/watch?v=IKmF6E6Wn7
Considerations for Placement

- Ensure the chosen school has a proper understanding of foster care and engage in efforts to teach all aspects of life.
- Placement with a relative.
- A child's preference to change schools or remain with a relative.
- The safety of the child in the current school.
- The appropriateness of educational programs in the current school.
- Special education considerations.
- Preference of a child's parent.
- Exposure and social skills in a placement environment.

Small Group

- What are some things you have been a part of or seen co-workers do that was successful to help students conquer these challenges and become successful in school?

Trauma Informed Care

Many students & families experiencing trauma have gone through major traumatic events.

- Trauma-informed care - strengths-based frameworks.
- Emphasize safety for the student.
- Empower the student to be in control.
- Assess program's structure and adapt it to incorporate trauma-informed practices and procedures.
- Be committed to change practices and policies to best fit the student's needs.
- Maintain a holistic view of the student.
- Help build relationships within the family.
**Trauma Informed Care**

- Trauma Informed care is about creating a culture of care.
- Trauma informed care requires knowledge and understanding to care and be informed on mental health and trauma-informed care principles.
- Safety is critical in all aspects of care. Physical and emotional safety needs must be maintained.
- Respect for patient preferences and abilities is also a core principle.
- Cultural Identity & Resilience — when we are open to understanding our cultural identities and are respectful of others, we make our environment welcoming and inclusive.
- Communication & De-escalation — when we experience compassion and respect in relationships, we're excellent at building connections with others.
- Collaboration & Agency — when we are prepared for and trust our parents to talk about their stories, we're better at supporting our parents.
- Resilience & Empowerment — when we focus on our strengths and choose to see our experience as a source of strength, we're more likely to be resilient and resourceful.

**Be aware of your surroundings when talking about students and families**

- Don’t refer to students as “Homeless” — also when talking with parents talk about “looking for permanent housing vs. Homeless”.
- Use the term in transition.
- Focus on student and family strengths — comment on one thing the student has done well that day.
- Talk positively about resources
  - Ex. “Angel Store” vs. Donations

**How to better serve our students**

- Educate yourself on the state’s green health care and public health initiatives.
- Be proactive about supporting our students.
- Focus on what works for the students.
- Use innovative and creative means of communication.
- Frequent contact with students.
- Build relationships.
- Share rituals and games with students.
- Recognize students’ differences.
- Be patient and focused.
- Support students through transitions.
- Encourage students to share their experiences and challenges.
- Help students stay connected and engaged.
When a student is acting out of character or comes to school upset

- Practice Empathy
- Take a minute if you can to ask them if they are ok or want to talk about anything. Examples would be Indian Ed Staff, Angee, Guidance Worker, Mental Health Worker
- Cite to the student that if they want to talk about it later, just let you know.
- If they are-connected with a support staff ask if the teacher should have one of us come and talk with them. Examples would be Indian Ed Staff, Angee, Guidance Worker, Mental Health Worker

Support & Guidance

- Help children acquire a broken object
- Don't take away possessions. Students may need their "stuff" nearby for security.
- Hold the student accountable for what they did. Discipline is not what he or she can/must do - discipline for turning in homework done or not done is when it's due or the context.
- Monitor a supply of snack and ask for students to use as school
- tell students to get organized
- Tell students to keep up with their work at school as they if they don't have that opportunity out of school
- Keep a supply of healthy snacks and some school supplies (even clothes or personal products)

Source: National Center for Homeless Education

How to help students

- Help them identify their emotions and where those emotions are coming from.
- Ways to help with that
  - Feeling/Emotions cards
  - Emotions bag
  - Sometimes when basic needs are not met they may be showing anger
  - Let students know you can communicate with their family and offer resources to meet basic needs.
  - Communication is key
Supporting children in transition

- Make sure the student enrolls in your school's free meal program.
- Discuss concerns with the homeroom teacher, guidance counselor, school social worker, school psychologist, principal, assistant principal, and school nurse.
- Ensure the student understands the class routine & schedule.

Believe in all students talk positive about support programs

Transition Program

- Created to provide items for transition families.
- Provides place to meet away from school.
Transition Program
• Provide school supplies
• Provide personal hygiene items

Percent of Children Living in Poverty, 2014 According to Kids Count Data

<table>
<thead>
<tr>
<th>Region</th>
<th>Percent Living in Poverty 2014</th>
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<tbody>
<tr>
<td>Minnesota</td>
<td>15.2%</td>
</tr>
<tr>
<td>Beltrami County</td>
<td>24.8%</td>
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</tbody>
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- 12 in 3 children in Minnesota are children of color.
- Minnesota families with lower incomes and children of color and American Indian children face chronic inequities that are often some of the worst in the country.

Source: Kids Count Data Book, 2016

Statistics
• Children Living in Concentrated Poverty By Race and Ethnicity 2010-2014:
  - American Indian: 27%
  - Asian: 19%
  - Black: 26%
  - Hispanic or Latino: 13%
  - Two or More Races: 30%
  - White: 2%

Source: Kids Count Data Book, 2016
Percentage of total population of American Indian people in MN

- Only 1.3% of Minnesotans claim to be American Indian
- 75% are low-income families
- 28% are living in poverty

Transportation

The biggest barrier for many families in transition is lack of transportation

Vicinity Bottlenecks for Hennepin County (2008):
- 65% of individuals cannot drive, walk, or take public transportation
- 10% had transportation problems
- 25% were too far from work
- 10% had transportation problems for work
- 10% were too far from school

Transportation of students experiencing homelessness

Greg Lind
Transportation Coordinator
Bemidji Area School
Transportation Responsibility

- The district that enrolls the student will be responsible for the transportation.
- Even when the student is living at a location outside the district where
  the school of origin is located.
- Minn. Stat. § 120A.42, Subdivision 2 (c).
- The serving district is responsible for transporting a homeless pupil in and
  from the pupil's district of residence. The district may transport from a
  permanent home in another district for only through the end of the
  academic school year. When a pupil enrolls in a charter school, the
  district or school that provides transportation for other pupils enrolled in
  the charter school is responsible for providing transportation. When a
  homeless student with or without an individualized education program
  attends a public school other than an elementary or secondary schoo
  district or charter school, the district of residence is responsible for
  transportation.

Transportation could be provided by:

- Receiving program school is a mainstream shelter,
  housing, and other state and federal education
- Using public transit is also an option for
  operation of any type of service
- Collaborating with other state services
- Partnering with the local public service
- Collaborating with other public agencies

Transportation Funding

Finance Dimension 203
Transportation of Pupil Attending Special Education Programs
Finance Dimension 206
Transportation of Selected Students (Homeless)
Finance Dimension 209
Regular To-And-From School
Title IV-E reimbursement through local health and human
Services for students in Foster Care
Formerly Homeless Students

* School districts that need to transport a formerly homeless student from his or her permanent home in another district to the school of origin can claim this transportation cost under Revenue Dimension 724.

* It is implied in federal law that when the student has a permanent residence, the student should be transported through the end of the school year.

Other Important Information about Student Transportation in Minnesota

- It is illegal to use a vehicle with a seating capacity of more than 35 passengers to transport students unless the vehicle meets school bus construction requirements (yellow in color, stop arm, flashing lights, etc.). In other words, larger vans (greater than 35 passengers) cannot be used to transport students to and from school or on school-related trips in Minnesota because they do not meet school bus construction requirements.

- The State Patrol must inspect all vehicles before they are used to transport students. The exceptions are parents transporting their own children, vans used occasionally, public transit buses, and vans with side used to transport a student in an emergency situation (very close to school).

- Contracted transportation requires written contract and proof of insurance.

Other Important Points about Transportation

- Students must receive transportation services comparable to those provided at school. Students, for example, do not provide late night bus service for students. (updated: students must also provide the level of service for students experiencing homelessness.)

- The cost of transporting a child who does not have a school bus stop at the child's address, if the child's family lives in another location, may be claimed under Revenue Code 28.

- Students who have been identified as homeless may have other ride or travel requirements. Under state law, transportation to schools is not allowed. However, a school may have the requirement for transportation of school bus stops (K.R.M. § 135.19). The provision of state law applies to all students, not just students who have been identified as homeless. There are some conditions that limit the inclusion of this provision. For example, if transportation is a related service to the student's IEP.
Important info.

- A district should have a school board policy on the procedure where a student who is provided homeless transportation does not (no locals). The policy and procedures should address further action to be taken by the bus driver. The district transportation office staff and homeless liaison should be notified of any instance where this occurs, to be able to follow up and prevent future problems.

- Students may be provided late activity or extracurricular transportation in order for the student to participate in classes, programs, or events other than general education, for example athletics.

- Students initially placed in the foster system in Minnesota now are in a different category.

“The battle begins”

District Transportation
Contracted Transportation
Superintendent or Business Manager
School Staff

Questions regarding transportation of students whom are Homeless, “In Transition” or in Foster placement

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Focus on the "Best Interest of the Child"

References and Information


- Beth Chappin, MN Department of Education, Foster Care Specialist

- Roberto Reyes, MN Department of Education, McKinney-Vento specialist #6-651-482-8102
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