



McKinney-Vento

All Liaisons

October 12, 2023
10:00am-12:00pm



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Agenda

- ❑ OSPI Introductions and Business
- ❑ Who is in the Room?
- ❑ McKinney-Vento
- ❑ Our State
- ❑ Funding
- ❑ Guest Speakers
 - Special Education, *TaReesa Saunders*
- Break- 10 Min*
- Attendance, *Krissy Johnson (Video)*
- Attendance, *Sarah Miller*
- ❑ Important Dates and Reminders
- ❑ Exit



Meet the OSPI Homeless Ed Team



Melinda Dyer-
Education of Homeless
Children and Youth
Assistant Director



Keith Woodruff-
McKinney-Vento Program
Supervisor



**Vivian Rogers
Decker-**
Homeless Student Stability
Education Program Supervisor



Jill Kawulok-
Program Specialist |
ARP-HCY



**Melissa Rilette
Burnce-**
McKinney-Vento Program
Training Supervisor



Lydia Lemon
McKinney-Vento
Administrative
Assistant



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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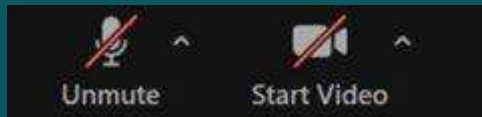
Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



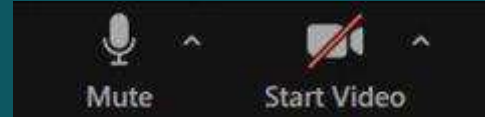


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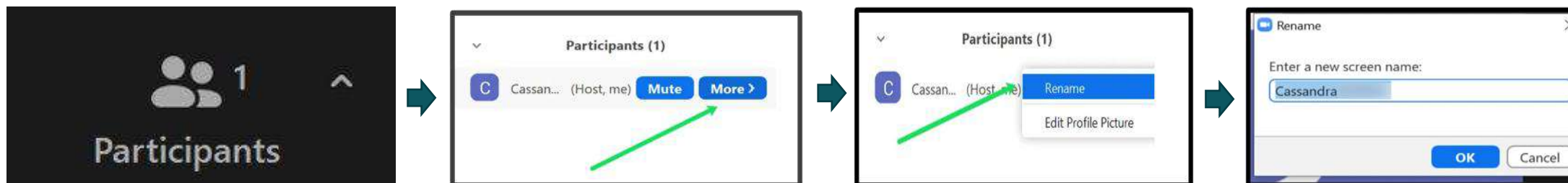


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Please make sure your Zoom identifier is your FIRST & LAST name. Please also include your district for attendance.



Today's Goal

Our goal today is to provide McKinney-Vento liaisons reminders and updates, explore funding, and to learn about attendance and take a closer look at special education.



McKinney-Vento



McKinney-Vento Definition of Homeless

As defined in the McKinney-Vento Act:

- Children or youth who lack a fixed, regular, and adequate nighttime residence
 - *Fixed* (Stationary, permanent, not subject to change)
 - *Regular* (Used on a predictable, routine, consistent basis)
 - *Adequate* (Lawfully and reasonably sufficient to meet physical and psychological needs typically met in a home environment)
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (Doubled Up)
- Living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative adequate accommodations



Cont.

- Living in emergency or transitional shelters
- Abandoned in hospitals
- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances



Requirements of the Law: What We Must Provide

Immediate Enrollment

Transportation

School of Origin

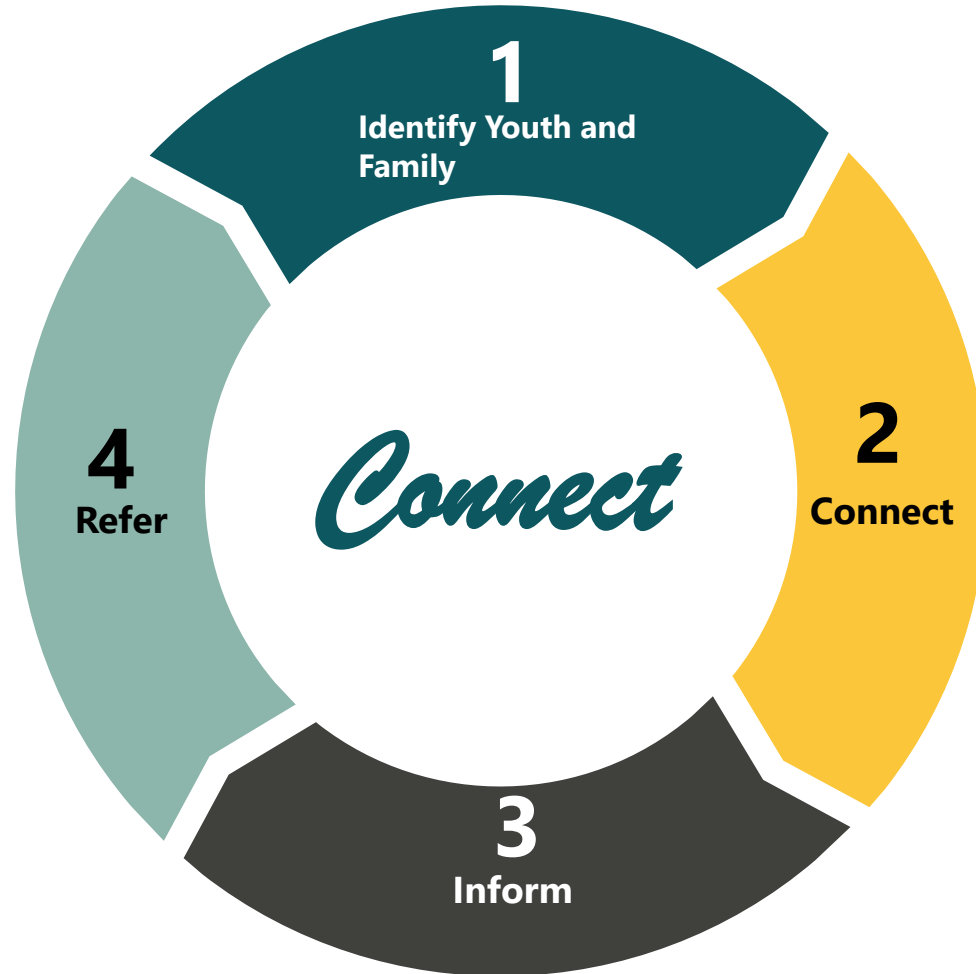
The Same Participation in School Activities as Housed Student

Nutritional Services

Waived Fees and Fines



Identifying to Referring



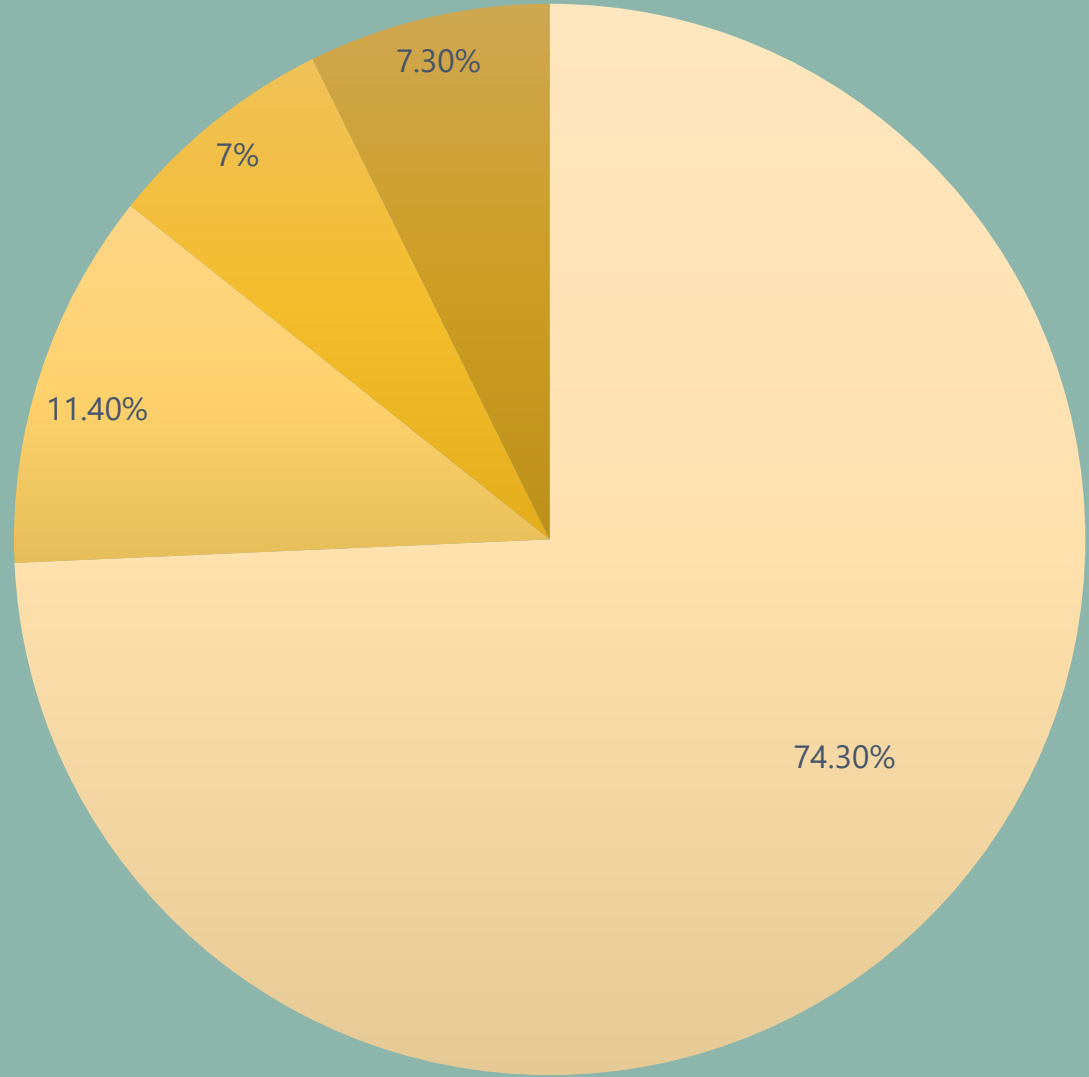
Our State



Housing Situations in Washington State 2021-2022 Academic School Year

Ages 3-5 and Grades K-12

2021-2022 OSPI Cedars Report



Washington State Data Trends

(As annually reported by OSPI to US Dept of Education)

2003-04: 8,141

2004-05: 12,274

2005-06: 13,942

2006-07: 16,853

2007-08: 18,670

2008-09: 20,780

2009-10: 21,826

2010-11: 26,049

2011-12: 27,390

2012-13: 30,609

2013-14: 32,539

2014-15: 35,511

2015-16: 39,127

2016-17: 40,934

2017-18: 40,365

2018-19: 39,972

2019-20: 36,685

2020-21: 32,931

2021-22: 37,614



Funding





How Do You Fund Your Program?

In the 2020-21 school year, more than 25 million children and youth – roughly half of all elementary and secondary students in the United States – attended schools in school districts that lacked dedicated funding to identify and support students experiencing homelessness.



Funding Options

Title I, Part A Set-Aside

Grants



Title I, Part A Set-Aside

What is Title I, Part A Set-Aside?

Title I, Part A requires school districts to reserve sufficient Title I funds to provide services to students experiencing homelessness that are comparable to those provided to students in Title I schools.

LEA set-aside amounts may be determined based on a needs assessment that reviews homeless student enrollment averages and trends over 2-3 years. The guidance is available [here](#) and on the resource page at the end of this presentation.

SchoolHouse Connection Q and A and U.S. Dept of Ed.



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Allowable Uses for Title I, Part A Set-Aside

Two principles govern the usage of homeless set-aside funds:

1. The services must be reasonable and necessary to assist students experiencing homelessness to take advantage of educational opportunities.
2. The funds must be used only as a last resort when funds or services are not available from other public or private sources.



Allowable Uses Cont.

- Clothing
- Fees necessary to participate in a general education program
- School supplies
- Birth certificates and immunizations necessary to enroll in school
- Food
- Medical and dental services, including eyeglasses and hearing aids
- Counseling services
- Fees for Advanced Placement, GED testing, and college entrance exams

To access a more detailed list, go to, [Serving Students Experiencing Homelessness under Title I, Part A \(ed.gov\)](#)

Grants



- McKinney-Vento
- Homeless Student Stability Education Program (HSSeP)
- American Rescue Plan-Homeless Children & Youth (ARP-HCY)

You can find out more about each of these on the Resource page at the end of this presentation.



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Special Education



Special Education and McKinney-Vento

Students experiencing homelessness with disabilities face many educational barriers that may include:

- Improper identification
- Difficulty with diagnosis due to mobility and other stressors
- Lack of timely assessment, diagnosis, and service provision
- Lack of continuity of services due to school transfers
- Lack of timely or efficient records transfer when enrolling in a new school
- Lack of an available parent or surrogate to represent the child or unaccompanied youth

National Center for Homeless Education

<http://www.serve.org/nche>



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Special Education and McKinney-Vento Cont.

Two federal laws help to increase the stability and success of students experiencing homelessness:

- McKinney-Vento Education Act
- IDEA- Individuals with Disabilities Education Act



In Washington State out of 37,614 students that experienced homelessness in the 2022 school year, 7,894 (21%) were identified as having one or more disabilities.



Special Education Briefing: Navigating Special Education

TaReesa Saunders (she/her)

Family & Community Liaison, Special Education
Office of Superintendent of Public Instruction (OSPI)



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IDEA

Individuals with
Disabilities Education Act

WAC

Chapter 392-172A

- Free Appropriate Public Education (FAPE)
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Procedural Safeguards



Free Appropriate Public Education (FAPE)

SECTION 504 of the REHABILITATION ACT of 1973:

- Civil rights law prohibiting discrimination
- “No otherwise qualified individual with a disability...shall, solely by reason of their disability, **be excluded from** participation in, **be denied the benefits** of, or **be subjected to discrimination** under any program or activity receiving federal financial assistance...” 29 U.S.C. § 794

INDIVIDUALS with DISABILITIES EDUCATION ACT (IDEA) PART B:

- Federal grant program to provide special education
- “To meet its substantive obligation under the IDEA, a school must offer an IEP that is **reasonably calculated to enable a child to make progress appropriate** in light of the child’s circumstances.” *Endrew F. v. Douglas County School District*, 137 S. Ct. 988 (2017)



What Is FAPE?

- “To meet its substantive obligation under the IDEA, a school must offer an IEP that is **reasonably calculated to enable a child to make progress appropriate** in light of the child’s circumstances.” *Endrew F. v. Douglas County School District* 137 S. Ct. 988 (2017)
- US Department of Education Office of Special Education and Rehabilitative Services (OSERS) [Questions and Answers \(Q&A\) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1](#) (December 7, 2017)





How Do I Request Special Education Services?

Special Education Process: Child Find

- Districts must conduct “[...] activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services [...]”
 - For ages 3-5: Check your district website for the Child Find phone number or district special education office to make a referral for services
 - For K-12 students: Check with your school about making a referral or contact your district special education office (either child find or main phone number)

Referral for Special Education Services

- Anyone (**including McKinney-Vento Liaisons**) can make a referral (i.e., request) for a special education evaluation
- Referrals must be in writing (email okay) unless unable to write or communicate orally
- Medical diagnosis or private evaluations are **not** required prior to making a referral
 - Example: Formal diagnosis of dyslexia (etc.) is not required prior to making a referral based on a suspected learning disability
 - Example: Formal diagnosis of ADD/ADHD is not required prior to making a referral based on suspected health/sensory needs



Referral for Special Education Services Cont.

- When a referral is made, school districts must:
 - Accept and document the date the referral is received
 - Notify the parent/family of the referral using a document called Prior Written Notice (PWN)
 - Provide the parent/family with notification of procedural rights & safeguards
- Notifications must be in the parent/family's native language or other mode of communication



Referral for Special Education Services Cont. 2

- Districts have 25 school days from the date of referral to make a decision about an evaluation; which must include:
 - Parent/family input in some way; and
 - Collecting and examining existing school, medical and other records in the possession of the parent and the school district
- Districts must document and notify the parent/family with a Prior Written Notice of its decision to evaluate or not
- McKinney-Vento status does not have an effect on referral or evaluation timelines



If the District Says “No” to an Evaluation

- Parents/Families can ask for an explanation, seek reconsideration, use formal dispute options, seek general education support services (e.g., LAP), and/or make another referral request anytime in the future with new information
- Parents/Families can also request consideration of and ask for an evaluation for a 504 plan

If the District Says “Yes” to an Evaluation

- Parents/Families will be asked to give consent to begin an initial evaluation for special education services



Special Education Process (Pre-Eligibility)

Step 1: Referral

- A referral is made for a student to be evaluated for special education

Step 2: Notice of Decision

- The school district has **25 school days** to decide, with parent input, whether or not to evaluate

Step 3: Consent and Initial Evaluation

- If the district decides to evaluate, then it obtains informed written consent from parent and completes evaluation within **35 school days**

Step 4: Initial Evaluation Report

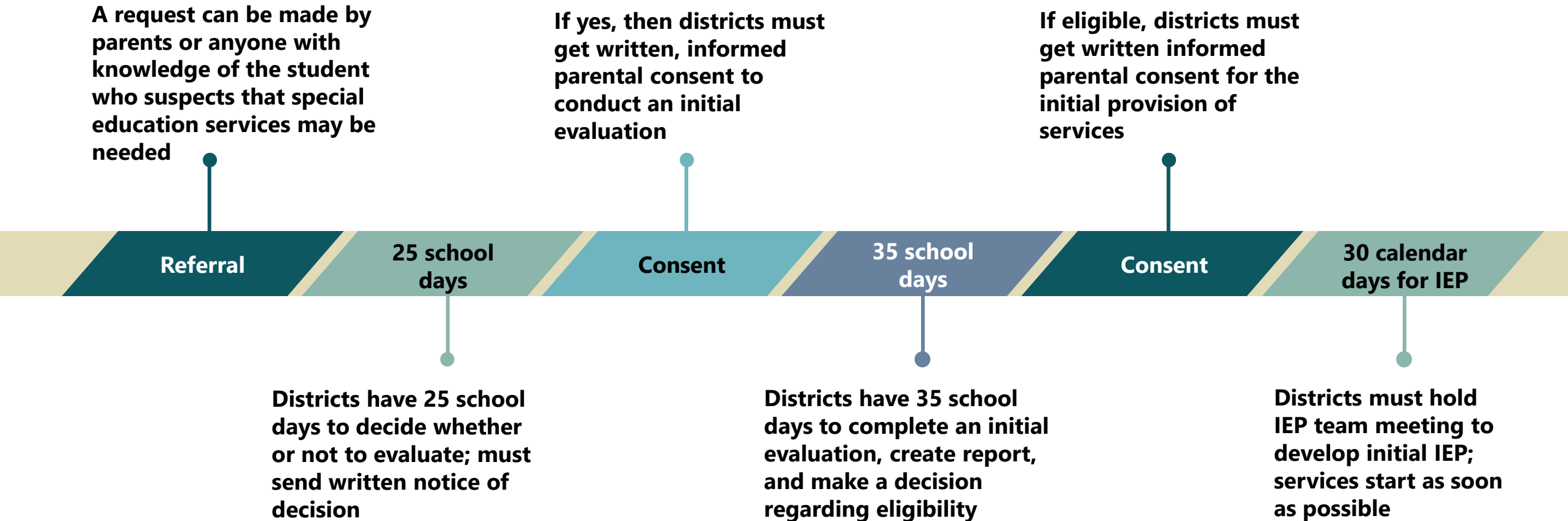
- Parent(s) and a group of qualified professionals review results and special education eligibility is determined

Step 5: Eligibility and Consent

- If determined eligible services, the district starts creating an IEP, but services will not start until parent gives consent (i.e., opt-in)



Timeline for Initiating Special Education Services



Definition of a "Parent"

- (1) Parent means:
 - A biological or adoptive parent of a child;
 - A foster parent;
 - A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state;
 - An individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or
 - A surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#).



Definition of a "Parent" cont.

- (2)(a) Except as provided in (b) of this subsection, if the biological or adoptive parent is attempting to act as the parent under this chapter, and when more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student.
- (b) If a judicial decree or order identifies a specific person or persons under subsection (1)(a) through (d) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the "parent" for purposes of this section.
- (3) The use of the term, "parent," includes adult students whose rights have transferred to them pursuant to WAC [392-172A-05135](#).





How Does a School District Determine If My Student is Eligible for Special Education Services?

Eligibility Meeting

- Once a school districts completes a sufficiently comprehensive evaluation and creates an evaluation report, “[a] **group of qualified professionals and the parent** of the student determine whether the student is eligible for special education and the educational needs of the student services”
- Each professional member of the group must sign the evaluation report
- School districts must provide a copy of the evaluation report to the parent(s) at no cost
- Parents may submit their own statement to include in the student’s file with the evaluation report



Eligibility for Special Education Services

- Districts have 35 school days to complete an evaluation **and** determine eligibility for special education services
- Eligibility criteria:
 - 1) The student must have a disability
 - 2) The disability must have an adverse impact on the student's educational performance or experience
 - 3) The disability and adverse impact must create a need for specially designed instruction (SDI) and related services



If the Student is Eligible for Services

- An IEP team is responsible for developing an IEP within 30 days for each student eligible for special education services
- IEPs describe:
 - The location, frequency, and duration of special education services
 - Measurable annual goals based on the student's present levels of performance
 - How the district will monitor progress towards each annual goal and when progress reports will be provided



If the Student is **Not** Eligible for Services

- Parents/Families can ask for an explanation, seek reconsideration, seek general education support services (e.g., LAP), and/or make another referral request anytime in the future with new information
- Parents/Families can consider using formal dispute resolution options
- Parents/Families can also request consideration of and ask for an evaluation for a 504 plan
- Parents/Families can request an independent educational evaluation (IEE) at public expense by an evaluator of their choice if they disagree with an evaluation completed by the district



Special Education Process (Post-Eligibility)

Step 6: Creating an IEP

- Once eligible for special education, parent(s) and the IEP team will meet within **30 calendar days** to draft IEP and determine placement

Step 7: Special Education Begins

- Services are made available as soon as possible; all teachers and service providers are informed of their specific responsibilities

Step 8: Progress Monitoring and Annual Review

- Student progress is measured throughout the year; an annual IEP meeting is held and the IEP is revised/updated.

Step 9: Reevaluation

- Students are reevaluated at least every three years to determine if they continue to need special education services; reevaluations may occur sooner as needed and as determined by IEP team

Step 10: Transition

- By age 16, the IEP must have an appropriate post-secondary transition plan in place for when a student will either graduate high school or exceed the age requirements for special education services



Parent Participation in IEP Team Meetings

- "A school district must ensure that one or both of the parents of a student eligible for special education are present at each IEP team meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a **mutually agreed on time and place**.
 - (3) The notification required under subsection (1) of this subsection must:
 - (a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (b) Inform the parents about the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student, [including Part C providers]."

WAC [Section 392-172A-03100](#)



Parent Participation (General) Requirements

- “(1)(a) The parents of a student eligible for special education must be afforded an **opportunity to participate** in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the student.
(b) Each school district must provide notice consistent with WAC [392-172A-03100](#) (1) and (3) to ensure that parents of students eligible for special education have the opportunity to participate in meetings described in (a) of this subsection.
(c) A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting. [...]”

WAC [Section 392-172A-05001](#)



Parent Participation (General) Requirements Cont.

- “(4) For any meeting under this section, including meetings related to a student's IEP, school discipline, and truancy, in accordance with RCW 28A.155.230, each school district must take **whatever action is necessary to ensure that the parent understands the proceedings of the meeting** including, but not limited to:
 - (a) Notifying parents in advance in the parent's native language of the availability of interpretation and translation services at no cost to the parents;
 - (b) Arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English; and
 - (c) Documenting the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.”

WAC [Section 392-172A-05001](#)



Where Can I Go For Support In Trying To Resolve Disputes?

District Options:

- Special Education Teacher/Case Manager at the school
- Any district-level special education administrator (e.g., Exec. Dir./Director, Asst. Dir., Program Specialist)
- Principal (depending upon issue)
- District SPED PTAs or councils
- District Superintendent
- District School Board

Community/Statewide Options:

- Parent Training and Information Center – PAVE
- Community Parent Resource Center – Open Doors for Multicultural Families
- Community advocacy groups (e.g., The Arc, WA Autism Alliance)
- Private advocates
- OSPI or Educational Service District (ESD) offices
- Attorney or legal aid organizations



Procedural Safeguards: Dispute Resolution Options

Parents/families have formal dispute resolution options available through OSPI

- Mediation
- IEP Meeting Facilitation
- Special Education Community Complaint (formerly “citizen” complaint)
- Due Process Hearing



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The information contained in this presentation and power point is an overview of special education requirements. The presentation is not intended as legal advice. The state regulations that implement IDEA are located at Chapter 392-172A WAC. Outside resources are not intended to be an endorsement of any service or product. District personnel should always review their district's procedures and review questions with their administrative staff.

Attendance & Students Experiencing Homelessness

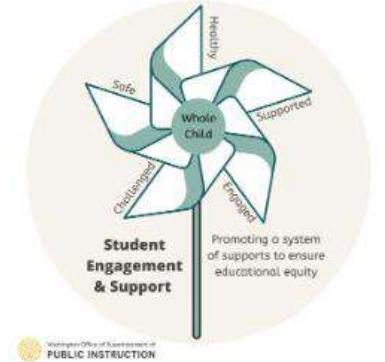
Video Provided By:

Krissy Johnson, Asst. Director of Attendance & Engagement,
Student Engagement & Support



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OSPI Attendance Guiding Principles



- Attendance and engagement are foundational to **student learning**
- Absences tells us when a student has **not accessed instruction**
- Absences are a critical **early warning indicator** that:
 - can reflect **inequities** that are caused by or perpetuated by our **systems** or
 - when a student and family might need more **support**
- We have an opportunity to get **curious** about why students aren't attending
- **Students** and **families** are our best partners to understand the barriers to attendance
- Schools and districts have lots of opportunity for **prevention** and **intervention** before involving the Court

Differentiating Terms

Chronic Absence

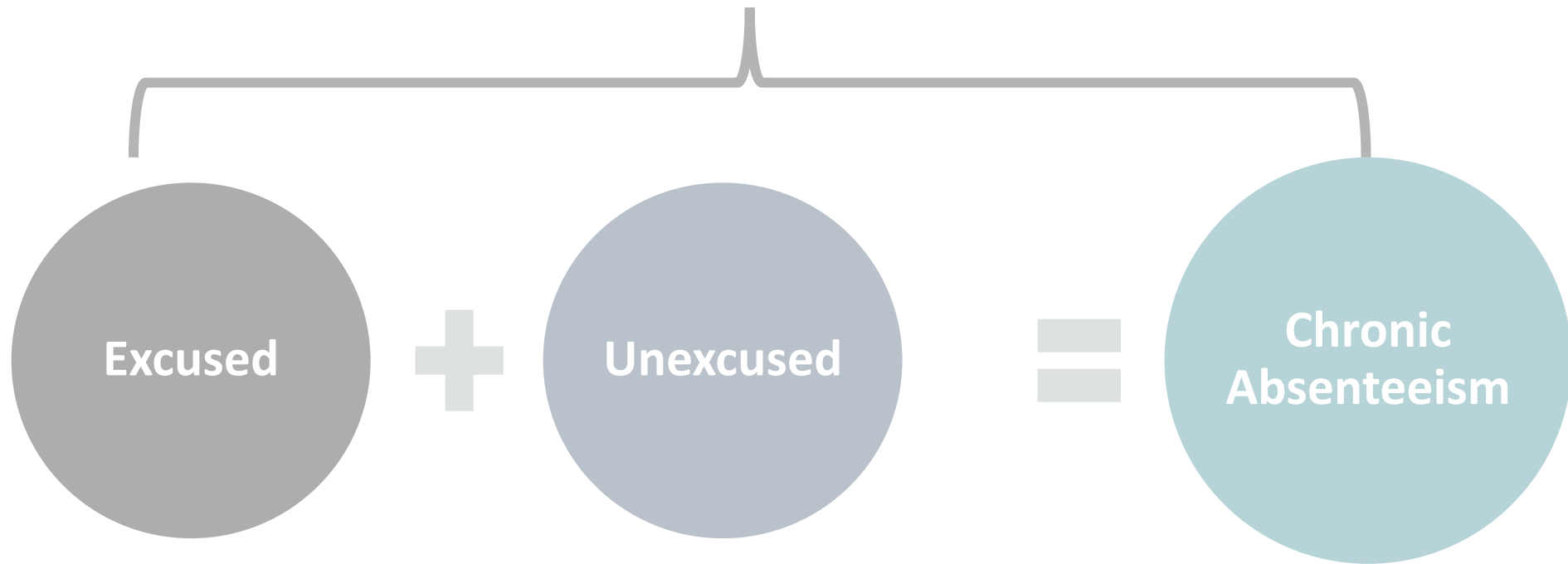
A student missing 10% or more of their school days, excused and unexcused

Truancy

Unexcused absences
7 unexcused absences in a month or 15 unexcused absences in a year



OSPI measures Chronic Absence and reports the inverse on Report Card as: **“Regular Attendance”**



Chronic Absence: Research Highlights

[Attendance in the Early Grades:
Why it Matters for Reading](#)

[Utah Data Alliance – Chronic
Absenteeism Research Brief](#)



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Students that are chronically absent in preschool, kindergarten and 1st grade are **much less likely** to read at grade level by 3rd grade.

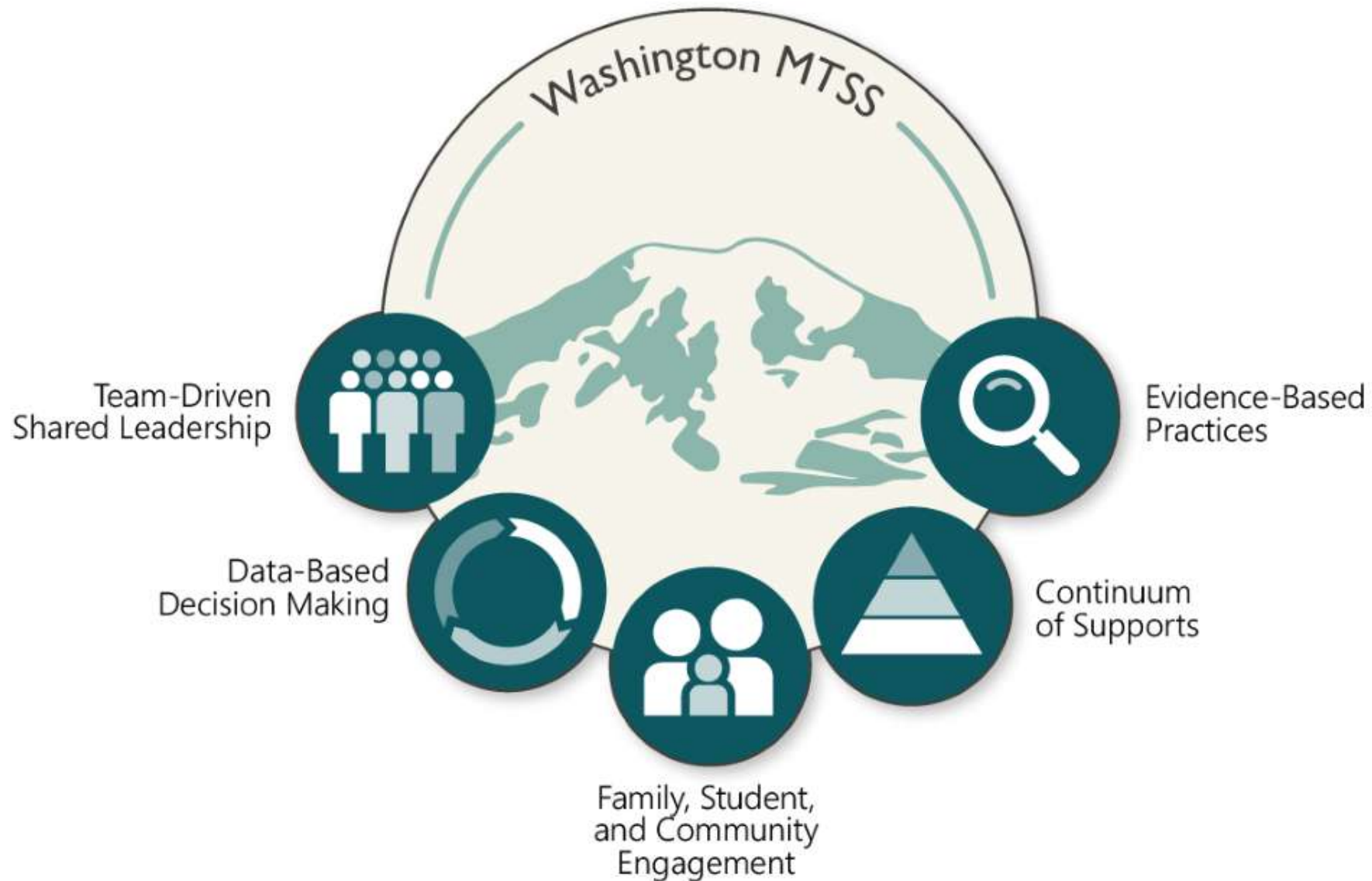
Students who can't read at grade level by the end of 3rd grade are **four times more likely** than proficient readers to not graduate.



A student that is chronically absent in any two years between 8th and 12th grade has **a 50% chance** of not finishing high school.

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Attendance critical part of MTSS



Absenteeism is
an indicator
with many
underlying
causes





Education is a basic,
constitutional right for all
children in Washington

Parents/guardians and children have a legal responsibility to enroll in education and attend

Public, private or
home-based
instruction
(homeschool)

Ages 8 – 18

With some
exceptions

[RCW 28A.225.010](#)



Purpose of the Becca Law

The purpose of the Becca Law is to provide a safety net for youth and to prevent students from disengaging from school. The requirements of districts in the law are meant to provide early detection and intervention for youth at risk of disengaging. The goal is to address barriers and increase opportunities for youth to access their education.

It is not intended to punish students for past absences.



Chapter 28A.225 RCW

- Mandatory attendance ages 8 – 18
- Interventions to reduce absences
- Truancy petition after 7 unexcused/month or 15 unexcused/year
- Petition is STAYED
- Referred to a Community Engagement Board, continued efforts to reengage students

SB 5290 (2019)

- Eliminated the Valid Court Order (VCO) which enabled courts to place youth in juvenile detention for violation of a court order



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Districts are required to take steps when students are absent

of Absences

After 1 unexcused absence	Notify parents when students are absent
After 3 unexcused absences in a month	Schedule a conference with student and parent to identify barriers and make a plan
Between 2 and 7 unexcused absences in a year	Take data informed steps Administer an assessment to identify barriers Convene the IEP or 504 team
Not later than 7 unexcused absences in a month	Enter into an agreement with student and parent or Refer student to a Community Engagement Board (CEB) or File a truancy petition
After 7 unexcused absences in a month and not later than 15 unexcused absences in a year	File a truancy petition; petition is stayed Refer parent and student to community engagement board

- [Elementary Attendance & Truancy Required Steps](#)
- [Secondary Attendance & Truancy Required Steps](#)



Chapter 392-401 WAC

Statewide Definition of Absence, Excused and Unexcused

- Definition of absence
- Excused absences
 - Safety
 - Migrant, **homeless**, foster care
 - Cultural or religious participation
 - Physical or mental health
 - Suspensions or expulsions
 - Districts define more
- Requires outreach and attempts to reengage if students is withdrawn



Truancy and McKinney Vento Students

Court should be a last resort for all students, including students experiencing homelessness

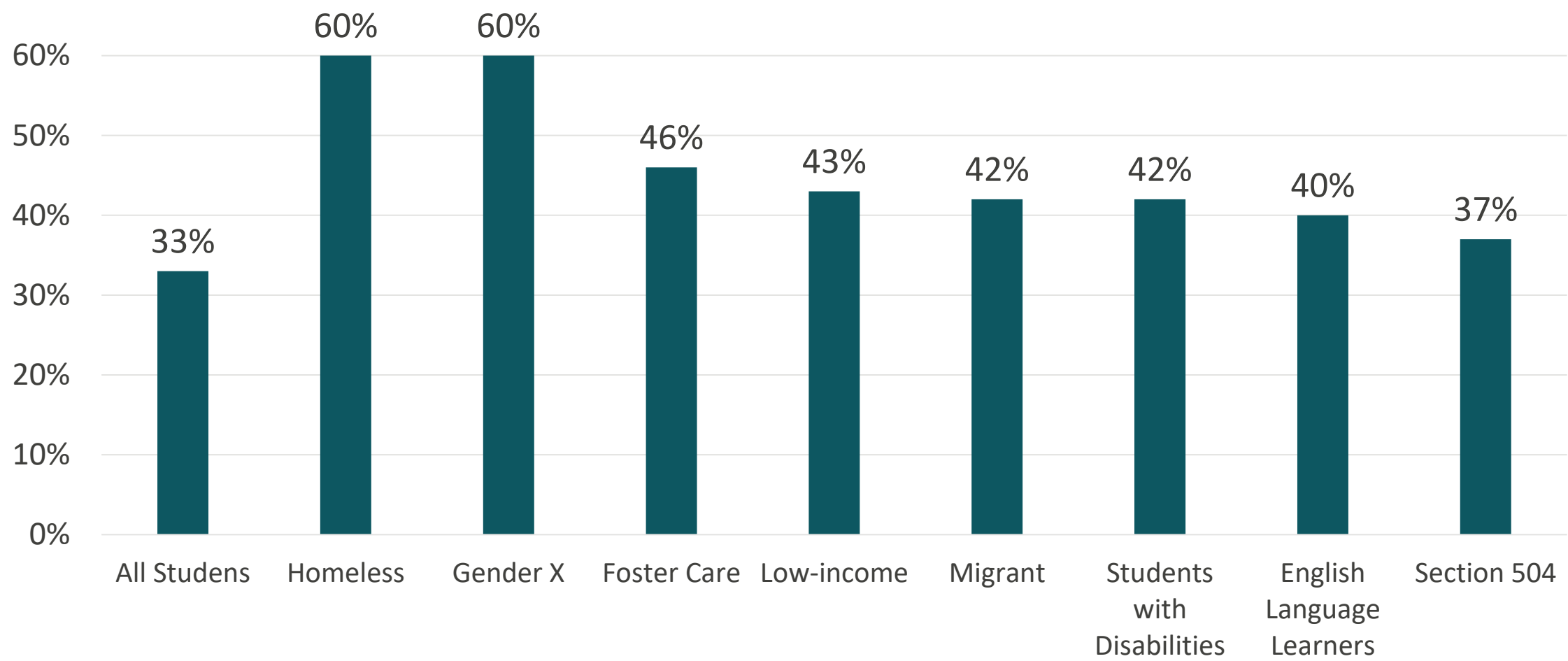
Districts must attempt all legally required steps prior to filing a truancy petition

OSPI recommends that districts establish communication and processes between McKinney Vento Liaisons, District Truancy Liaisons, and building level truancy points of contact so that the McKinney Vento liaison can ensure the student has access to all supports available to them before a petition is filed, and as a support through the process

Absences that are caused by the student experiencing homelessness are excused

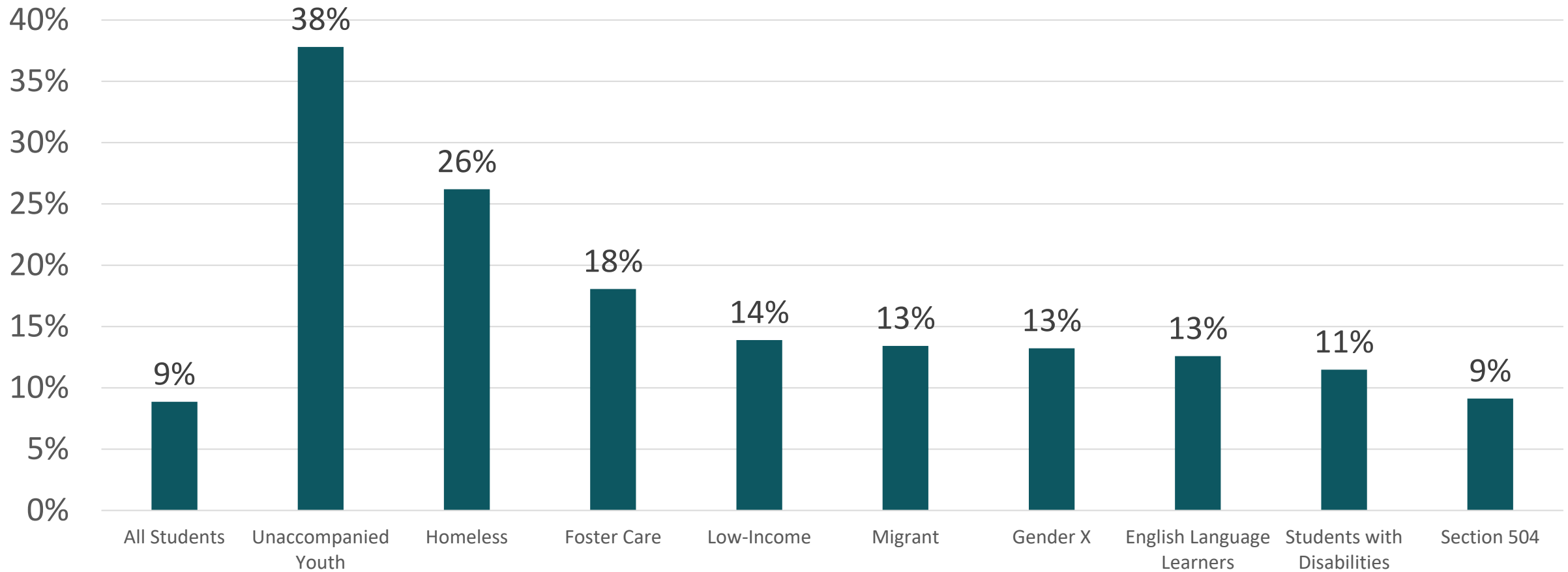


Chronic Absence Rates by Student Characteristic (2021-22)



Truancy Rates by Program or Characteristic (2021-22)

Students that Met Truancy Thresholds (7 unexcused in a month/15 unexcused in year)





Withdrawal Guidance

Updated Guidance on Withdrawing Students

OSPI does not require that districts withdraw students for apportionment purposes or for CEDARS reporting after 4 days in September or after 20 days in other months of the school year.



- [OSPI updated guidance](#) (August 2023)
- [OSPI Withdrawing Students Webinar](#) (March 2023)



Outreach and Intervention Requirements



[WAC 392-401-045](#) states:



A district must have a process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere.



McKinney Vento Liaisons: connect with your registrars and District Truancy Liaisons to ensure communication and reengagement efforts are occurring prior to withdrawing



Where to find OSPI Guidance on Attendance Policies

[OSPI Attendance Policies, Guidance & Reporting webpage](#)

- [OSPI Attendance & Truancy FAQ](#)
- [Mental Health Excused Absences Guidance](#)
- [Elementary Attendance & Truancy Required Steps](#)
- [Secondary Attendance & Truancy Required Steps](#)



Go To Resources



[OSPI Attendance Webpage](#)



[OSPI Attendance Policies & Guidance Webpage](#)



[OSPI Attendance Newsletter](#)



[District Attendance Resources Padlet](#)



[Attendance Works](#)



Thank you!

Contact:
Krissy Johnson at Attendance@k12.wa.us



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Attendance and What One District Does

Sarah Miller, Spokane Public Schools



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Spokane Public Schools

- Approximately 30,000 students in district
- Approximately 4% of total student population is MV enrolled in a school year



Our HEART Team consists of:

(1) Intake & Transportation Specialist

(1) McKinney-Vento Liaison

(4) HEART Community Specialists

our foster care program is separate

All Schools

- Email notification of student's enrollment into MV program to key personnel in that student's school.
- Addition of icon to student database system to flag student.
- Communication to school when known issues arise related to transportation and attendance.
- Exploration with students and families to identify available transportation options.

Elementary & Middle Schools

- The Building Points of Contact, School Counselors, and Administrators at each school are responsible for monitoring and identifying attendance issues.
- These teams reach out to HEART Program staff when issues arise that are related to the student's experience of homelessness. Collaboration to find an effective solution occurs.
- HEART Program staff attend meetings related to attendance when invited by schools (conferences, IEP/504 teams, community engagement boards, truancy hearings).

High Schools

- All of the previous, plus:
- HEART Community Specialists are represented at each school and participate as part of the support teams for all students (no matter what the teams are called).
- HEART Community Specialist also have a caseload of students that are served utilizing Check & Connect (Tier 3) intervention. Each HCS has approximately 10 students receiving this level of support.

Reminders We Give



- Absences /Tardies related to homelessness must be excused.
- Unaccompanied Homeless Youth have the right to call in their own absences and participate in meetings without their legal guardian.
- Call us before it's an issue. (Stop, Collaborate, and Listen!)

Important Dates and Reminders





ARP-HCY I and ARP-HCY II Grant Recipients

SchoolHouse Connection, in partnership with OSPI, is offering ongoing support sessions for all ARP-HCY I and ARP-HCY II grant recipients.

- [Rural](#) **November 21**, 3pm-3:45pm
- [Suburban and Urban](#) **November 15**, 3pm-3:45pm
- [New Liaisons](#) **November 16**, 3pm-3:45pm





HSSeP Grant Application

Still Time to Apply!

The application period for HSSeP Expansion Grants Form Package 802 for districts and Form Package 803 for consortiums *has been extended* to Thursday, October 19th at 4pm.

Please see the profile page in iGrants for details and instructions for completing the application.

Please note: Current HSSeP grant recipients are not eligible to apply.

For more information about HSSeP and state funding to support students experiencing homelessness, please contact: Vivian.RogersDecker@k12.wa.us.





Homeless Student Data Collection

REQUIRED FOR ALL DISTRICTS: Annual Homeless Student Data Collection

[OSPI Bulletin B059-23](#) and its accompanying [attachment](#) explain the process for verifying your district's homeless student data. Every district is required under the federal McKinney-Vento Act to identify students experiencing homelessness and include those students in their Student Information System (SIS). Local homeless student data must be verified, and corrected, if necessary, **no later than October 31, 2023**. Please review the bulletin and check your homeless student data for accuracy. This is the official homeless student data to be submitted to the US Department of Education. Thank you!

[OSPI Bulletin B059-23](#)





FAFSA Reminder

FAFSA Reminder

Earlier this year, the U.S. Department of Education (ED) announced that, in order to fully implement the FAFSA Simplification Act, the 2024-25 FAFSA will be released in December 2023, a delay from the usual date of October 1. This delay makes it even more important for professionals who serve youth experiencing homelessness and youth with experience in foster care – school district liaisons, service providers, college access programs, higher education homeless liaisons, and others – to understand the new FAFSA provisions for homeless and foster youth, and proactively reach out and assist youth to complete the FAFSA. [2024-2025 FAFSA Delayed: What You Need to Know - SchoolHouse Connection](#)



SchoolHouse Connection Scholarship Opportunity

Important Scholarship Opportunity!

SchoolHouse Connection is [now accepting applications](#) for their Youth Leadership and Scholarship Program for students entering college for the first time in the 2024-2025 school year. **The deadline to apply is November 24 at 11:59 PM PST.**

Reminder

Update your liaison contact information [HERE](#). If you are new to the position or if your position has changed.

We Want Your Help!

A transportation meeting is being planned and input from our McKinney-Vento Liaisons would be very helpful. If you would like to provide what is happening in your district regarding transportation, please email Melissa at Melissa.Riletteburnce@k12.wa.us.



McKinney-Vento Office Hours

Please join us! Office Hours will be held the first Friday of every month from 11am to 12pm.

[Zoom link here.](#)



- November 3, 2023
- December 1, 2023
- January 5, 2024
- February 2, 2024
- March 1, 2024
- April 5, 2024
- May 3, 2024
- June 7, 2024



Resources



OSPI Resources

- Technical Assistance Email homelessed@k12.wa.us
- [OSPI Homeless Education Team](#)
 - Melinda.Dyer@K12.wa.us
 - Keith.Woodruff@k12.wa.us
 - Vivian.RogersDecker@k12.wa.us
 - Jill.kawulok@k12.wa.us
 - Melissa.Riletteburnce@K12.wa.us
 - Lydia.Lemon@k12.wa.us
- [OSPI Homeless Education Website](#)
- [Update or Edit Liaison Contact Information](#)
- [Posters and Brochures](#)
- [Grant Information](#)
- [Dispute Resolution, Transportation Tool Kit and Sample Forms](#)
- [FAQ on Allowable Uses of American Rescue Plan](#)
- [OSPI Attendance Policies, Guidance & Reporting webpage](#)
- [OSPI Attendance & Truancy FAQ](#)
- [Mental Health Excused Absences Guidance](#)
- [OSPI Attendance Webpage](#)



Additional Federal and State Resource Links

- [SchoolHouse Connection](#)
- [Non-Regulatory Guidance](#) (Title 1 information can be found here)
- [National Center for Homeless Education](#)
- [NAEHCY Frequently Asked Questions](#)
- [Delayed FAFSA Information, Schoolhouse Connection](#)
- [Sample Form Letter- Unaccompanied Youth Status, Schoolhouse Connection](#)
- [Data Profiles- Schoolhouse Connection and Michigan State](#)
- [HSSP, Washington Department of Commerce](#)
- [WA Coordinated Entry Sites](#)
- [Washington State Achievement Council](#)
- [New Federal Guidance Urges Expediting ARP-HCY Funds](#)





Thank you!
Have a wonderful year!!





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