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School Counselors' Role in Providing Advocacy and Support to Homeless Students in Rural Communities

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School Counselors' Role in Providing Advocacy and Support to Homeless Students in
Rural Communities

A Project Presented to the Graduate Faculty of
Minnesota State University Moorhead

By

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In Partial Fulfillment of the
Requirements for the Degree of Master of Science in
Counseling and Student Affairs

May 2018

Moorhead, Minnesota

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I would also like to thank Julie Carlson. Julie has been with me throughout this journey as a colleague, advisor and friend. I appreciate her ability to always seem to have the right words for every situation I throw at her and her encouragement has seen me through many moments. I look forward to many more years working together and fortunate to work with a school counselor that demonstrates such kindness and bravery.

Lastly, I want to thank Nathan, my husband and our daughters Emily and Alayna. They have supported me and put up with a hectic time during the last couple years. I could not have done this without their love and patience.

Abstract

School counselors must play in an important role in providing advocacy and support for students and their families that are experiencing homelessness. ASCA has a position statement as well as information on confidentiality to provide clarity in our role. Furthermore, the McKinney Vento Act defines homelessness and requires schools to identify and assist families as well as educate all school staff members. Rural communities are less likely to have resources like shelters, so the homeless population may be more difficult to identify and school counselors may be in a unique position to recognize the signs of homelessness.

Introduction

The McKinney Vento Act and addressing the needs of homeless students became important to me during the 2016-17 school year. Our district was not identifying students because they did not understand the definition or understand the needs of this population. One of my students moved in with a family in a neighboring town and was about to be removed from enrollment. I researched a way to help keep her in the district as I believed this was not in her best interest. I found information regarding the McKinney Vento Act and began advocating for her to stay in our district and for the school to change policies that create barriers for homeless students.

Over the last couple of years, I have been working to educate school staff on the McKinney Vento Act. As of the 2017-18 school year I have provided information and education to the administration, counselors and secretaries and we have identified twenty-one students as homeless. In the next school year, I will be presenting to teachers as well as bringing in a poverty simulation for our fall in-service.

My goal for our district is to not only follow this act, but more importantly change our mindset. We must provide students with a safe place and immediately enroll them and welcome them to our school while providing them with the support they need to be successful.

Identifying Homeless Students in Rural Communities

The number of homeless students in the United States has continued to rise over the last thirty years. In order to understand rural homelessness and its impact one must also be aware of how homelessness is defined and what homelessness looks like in rural areas as it can be more difficult to pinpoint. The McKinney Vento Act was introduced to provide clarity in defining homelessness as well as federal funding for schools to deliver the services and resources that the students and their families need to help the students be successful at school. Homeless students may live in vehicles, shelters, on the street or even with friends or family. They often sleep on the floor or on couches and move often. It is sometimes difficult to identify homeless students because families may not even know that they are homeless or may feel a sense of embarrassment by the term. Once a student is identified as homeless they can remain in their school of origin for the remainder of the school year under the McKinney Vento Act even if they move out of the school district (Strawser, 2000).

Rural Homelessness

In working in a rural community with students and families there are differences in addressing needs and barriers. According to the National Alliance to End Homelessness (2010) the reasons for homelessness differ in rural and urban communities because poverty rates in rural communities tend to be higher than urban which makes the threat of becoming homeless an issue. Also, rural communities are less likely to have resources like shelters, so the homeless population may be hidden. It is difficult to count homeless families that are staying with relatives and friends. Because of this lack of

resources and knowledge about homelessness it makes it even more important to identify these students, so needs can be assessed and supports can be put into place.

School counselors must assist in the identification, provide resources and/or services and help reduce barriers and stigma for the students in their schools. The ASCA Ethical Standards for School Counselors (2016), addresses many of these themes as well as the role to create “systemic change.” In many schools, homeless students are not being identified and are at risk of being denied enrollment, forced to change schools or not given the services that would aid them and their families.

School counselors can work with their school's designated homeless liaison to support homeless students while educating school staff members on distinct educational needs. In order to do that school counselors must realize the unique challenges that these students face to make available services and support that are evidence based.

School Counselors Role in Identification and Support of Homeless Students

The role of a school counselor in identification and support of homeless students in a school setting were examined. School counselors must be aware of the risk factors associated with being homeless as well as possible issues that homeless students are often faced with such as abuse, trauma, dissociation, perception of safety, frequent absences from school and lack of control. These issues coupled with frequent changes in schools may lead to lower academic performance.

The ASCA journal article written by Stone (2014) discusses the importance of school counselors in the process in relation to confidentiality. ASCA ethical standards allows for a balance regarding safety of students and collaboration while also following

the law. By following the law and addressing students' needs Stone (2014) asserts the following:

At the end of the day, personally identifiable information must be provided to the homeless liaison officer, but prior to doing so the skilled school counselor will work with homeless students to help them understand why the breach is necessary.

Maslow's hierarchy of needs and Erickson's stages of psychosocial development were considered in the recognition of challenges that are faced by homeless students. Cormack (2009) researched the perception homeless students have of counseling and factors counselors should be aware of to have more success in their sessions. Individual versus group counseling was also discussed as well as direct and indirect services, resources and referrals that may be necessary for school counselors to have knowledge of to provide support to these students and their families.

Resiliency was also a theme in working with homeless youth. School counselors that work with the students and families of the students can assist with promoting the understanding that resiliency is heightened through the strengthening of protective factors like relationships that students have with their teachers, calming strategies like mindfulness (Benzies & Mychasiuk, 2009).

Cormack (2008), used a qualitative approach on groups of homeless students that analyzed the students' perceptions of counseling, trust, dislike of the counseling process and boundaries. The adolescent participants had low levels of trust in counseling and the counseling process as well as found the experience oppressive. Participants expressed the following views: "it's like you can have a laugh as well as a chat" and "make it a bit

more casual as well and instead of one room with the two chairs or something.” The researchers found that amongst the group only one participant had not been forced to go to counseling (Cormack, 2008).

Another study utilized a sample of 145 homeless youth living on the street was used to learn about their ability to detect risk and protect themselves (Bender, 2014). The sample included participants that had high rates of victimization and were witness to serious injury, assault, robbery and death. Open-ended interviews were conducted with the participants and the questions had an emphasis on trauma such as “how do you know you are in a dangerous situation” and what do you do to protect yourself or keep yourself safe (Bender, 2014)?” The homeless youth described internal and external cues that prompted them to react to situations and were suspicious of people who “appeared too nice or friendly and got too close.” Forty-two percent of the participants reported that they were unable to detect risk and fifty-seven percent carried a weapon with them. Fifty percent of the participants thought it was important to have people in their lives that they trust to help stay safe, but thirty-one percent isolated themselves.

Another article researched resiliency and educating homeless and providing an educational environment for homeless students to be successful. Data from academics, attendance and assessments was analyzed from students that were identified as low-socioeconomic status and then homeless students. They found that immediately following homelessness students had an “acute risk for academic issues” (Masten, 2015). A series of studies was also done to assess quality of parenting and effective parenting related to better executive function in the homeless students. The results showed that a

student's executive functioning was related to academic achievement and success (Masten, 2015).

In relation to Maslow's hierarchy of needs homeless students are at risk academically because their physiological and safety needs are often not being met (Daniels, 1992). The need for love and belonging can also be affected because homeless students move frequently and are unable to form lasting friendships. The family is also under a large degree of stress and parents are often incapable of providing consistent care and direction to their children (Daniels, 1992). Erickson's psychosocial stage of industry and interiority is also an issue for homeless children because they lack stability and consistency (Daniels, 1992).

Conclusion

As a result of the studies and their findings it is clear that there are services that school counselors must provide to homeless students. A number of themes emerged that I would like to incorporate in my career to help address the needs of homeless students and their families. Based on the results and readings group counseling would be beneficial in the school environment to provide support and help students develop friendships. These students are often highly mobile and providing an environment where they can build friendships would help satisfy their need for love and acceptance.

The results of the findings of the Knowledge and Skills with Homeless Students Survey showed how collaboration and advocacy in the schools is necessary to ensure homeless students are successful at school. According to Havlick & Bryan (2014):

Increasing knowledge of policies, agencies and supportive services within the community and school is imperative when assisting families like being

knowledgeable of the McKinney-Vento Homeless Assistance Act, which addresses the enrollment and transportation needs of students experiencing homelessness, as well as other barriers they may face.


The ability to recognize safe people and environments is necessary for homeless students and has been found to sometimes be lacking. Assessing homeless students' ability and providing education about safety in either a group or individual lesson may be needed. Also, finding creative ways to develop a rapport or relationship with students so that they feel comfortable is important. Adolescent homeless students had often been through mandated counseling and had negative feelings about the process so counselors may need to make themselves visible at the school and find an enjoyable activity to do with the student during the counseling process. Transportation to and from school, parenting skills and mental health of family members may also need to be addressed either directly or indirectly by the school counselor.

Homelessness is an important factor to consider for school counselors because it is not always straightforward to identify students that are homeless. School counselors are an important part of the team because they are a service to all students in the school and work closely with families and oftentimes may be the first to recognize signs of homelessness. School counselors must make sure an equitable and just atmosphere is accessible to homeless students as well as providing education about the challenges to other school staff members and resources to the families as needed.

Training Materials for Administration


The Training materials for administration on the following pages include Kahoot, a power point presentation and enrollment forms. Kahoot is an online tool that is used here to measure understanding of the McKinney Vento Act. The power point presentation covers the definition of homelessness and provides education to highlight the reason it is important to support students that are meeting this definition. It also advocates for a change in policy in regard to enrollment procedures. The enrollment forms are used at the time of enrollment for all students coming into the district. The materials are designed specifically for the school I am working in, but can be modified to conform to the needs of your school district.


☐



McKinney Vento

by **jessicagilrsrud** 1 hour ago

 Quiz

 3 questions  Private

Play ▶

0


Favorite ★

0

Share ↗


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☐



McKinney-Vento WPS

by **jessicagilrsrud** 2 hours ago *(Duplicated from sueliu)*

 Quiz

 4 questions  Private

Play ▶

1

Favorite ★

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Share ↗

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WPS
McKinney Vento
Definition and
Identification



School Counselors and Homelessness



**Counselor's Role
My Story
Wahpeton Schools**

Google's definition

home-less-ness
(homelessness) *n*
NOUN
the state of being homeless
"he was in a state of homelessness" (OED)



Homeless Definition for Schools



The McKinney Vento Act is a federal law that was passed in 1987 and has been amended as recently as last year to strengthen support.

Definition: The Act of the McKinney Vento Homeless Assistance Act (P.L. 100-646, Title I, Part A) defines homelessness and homelessness-related terms as follows:

Children who are homeless and unaccompanied:
Children who lack a fixed, regular, and adequate nighttime residence (within the meaning of the McKinney-Vento Act) and who are not in the physical custody of a parent or guardian.

Children who are homeless and accompanied:
Children who lack a fixed, regular, and adequate nighttime residence (within the meaning of the McKinney-Vento Act) and who are in the physical custody of a parent or guardian.

Children who are homeless and unaccompanied:
Children who lack a fixed, regular, and adequate nighttime residence (within the meaning of the McKinney-Vento Act) and who are not in the physical custody of a parent or guardian.

Children who are homeless and accompanied:
Children who lack a fixed, regular, and adequate nighttime residence (within the meaning of the McKinney-Vento Act) and who are in the physical custody of a parent or guardian.

Doubled Up



An individual may be considered to be homeless if that person is "doubled up," as that term refers to situations where individuals are unable to maintain their housing situation and are forced to stay with a family or friends who are not their family members. In addition, potentially homeless individuals who are not released from a prison or a hospital may be considered homeless if they do not have a stable housing situation to which they can return. A recognition of the instability of an individual's living arrangements is critical to the definition of homelessness.

Unaccompanied Homeless Youth

Children who meet the McKinney Vento definition exist not in the physical custody of a parent or guardian.

Many youth under 18 are homeless.

20-25% live in general shelters and 40-60% live in physical shelters.

They are also frequently distressed. Youth find and believe support that is based on parent's or guardian's situation.

"Unaccompanied youth are 40% considered homeless."

Why are people homeless?



- Lack of affordable housing
- Natural Disasters
- Alcohol Abuse
- Unaccompanied Youth
- Domestic Violence

© <https://www.shutterstock.com/image/illustration/WorldMap.com/psd/1200>

Affects of Homelessness

Homeless children are more likely than other children to have physical and mental health problems and experience fatigue and malnutrition.

Exposure to violence and developmental delays.

Many of these children also suffer exposure to poverty, instability and exposure to domestic violence, sexual harassment, and homelessness impacts that vulnerability to additional trauma.

Homelessness and School

Changing schools frequently is associated with lower academic achievement, diminished success for the full curriculum, and, ultimately, dropping out of school.

47% say they dropped out of school at least once. 40% say it was difficult to pay for school.

47% say they were uncomfortable talking with people at their school about their situation and the related challenges.

43% say they were never connected with an outside organization while they were homeless and 87% of those connected felt it was unhelpful.

<http://www.pewresearch.org/2015/04/01/homeless-children/>

Social Emotional Needs

Experiencing homelessness

Over 80% of youth in 12 programs said they had feelings of being sad, nervous or shy, or worried about what was happening to them, because of the homelessness.

"I find it difficult to get a better support system. I don't think that the staff here is going through it appropriately for a teacher and to go through. Like somebody I could talk to, the counselor, every day at the school."

—FOCUS GROUP

<http://www.pewresearch.org/2015/04/01/homeless-children/>

Importance of Intangibles and Tangibles

Tangible	Intangible
School Supplies	Sense of Identity
Transportation	Feeling Safe
Food/Basic Support	Emotional Support

<http://www.pewresearch.org/2015/04/01/homeless-children/>

Barriers

Academic requirements - they may not have:

- School or Transportation records
- Proof of residence or guardianship
- Other records needed for enrollment

Other barriers:

- Transportation
- Food, School Supplies, Clothing
- Illness, Poor Health
- Under-identification
- Discipline and Lack of awareness
- Stress, Shame, Internal Family Issues

"It was difficult because I didn't have a legal guardian and my legal guardians weren't in the school district. But we knew to get into a new school."

—FOCUS GROUP

Removing Barriers

The intent of the McKinney-Vento Act is to ensure barriers to educational access and success for children and youth experiencing homelessness.

According to the Act, (State educational agencies (SEAs) must review and take steps to remove any regulation, practice, or policy that may act as a barrier to the identification of, or the educational success of, students in schools, homeless children and youth (42 U.S.C. § 11432)

Staff Training

- **STAFF TRAINING** is one of the most important and critical school staff is required to identify homeless youth.

"It's the teachers. It's the fact that they step into the morning knowing the strongest communication bond with the students... Knowing that strong relationship is fundamental. When a teacher really knows their students, they know where the barriers are."

—ADCAJ LECTURE

<https://www.doe.mass.edu/education/2014/04/01/Staff-Training-Collaborative.pdf>

Identifying Questions

Do NOT use the term homeless

Homeless eligibility can be handled in a way that it does not violate privacy or jeopardize housing arrangements.

It is up to the local district, involved staff, and the school personnel to the positive identification.

Where did you sleep last night?
Where do you plan to sleep tonight?

Other questions:
Is this living situation intended to be temporary or long-term?
How does the school intend to deal with the student if it is a dangerous situation?

Student Enrollment

To be given to all new students enrolling.
The form should be at the top of the papers because if they read the McKinney-Vento requirements it affects other paperwork.

(If something other than permanent housing is checked student is enrolled homeless for the remainder of the school year and MUST be enrolled IMMEDIATELY)

Immediate Enrollment

- Students should be enrolled while homelessness is being determined.
- If determined not homeless, then the application fee given is either explained for return.
- The application fee request due process. The SEA should follow the policies they have in place to outline other forms of relief.

<https://www.doe.mass.edu/education/2014/04/01/Staff-Training-Collaborative.pdf>

Unaccompanied youth enrollment

Local student immediately After enrollment

Check with the appropriate agency (e.g., police or the National Center for Missing & Exploited Children) if the student is missing.

If the youth has unaccompanied housing, a school counselor or other staff should meet with the student to discuss the situation and ensure the student's safety, health, and academic progress during the enrollment.

The school should contact the police immediately.

- <https://www.mcgill.ca/education/2014/04/01/Staff-Training-Collaborative.pdf>

- Students not allowed attending their school of origin who have also been expelled.
- If they become permanently housed, they can also continue at their school of origin without attend the academic school work.
- No student is sent to a school other than the school of origin if the school requested by the parent/guardian. The ISEA must provide the parent or guardian with written explanation of its decision and the right to appeal.

Received 12 November 2003; accepted 12 November 2003

It is evident that surgeons favouring in-patient ORCT at 5000 c/s are the one from the scheduled origin, the ACTS group. Hence, not all speakers

transportation cost should be split between the school of origin and the school of residence.



Additional Forms and Information:

- Entrepreneurship & youth
- Health assessment
- Data Tracking Form
- Power School
- (Self)
- Portfolio
- General Education (G.E.)

List of resources

- [illegible]

Importance of identifying

- [illegible]



School Math...



According to the report written in their light

¹Students spend a significant portion of their day in school – and as a result, schools can offer many students a safe and consistent place to study and receive an education when they are away from their homes. Some of the challenges they face in re-entry include those of homelessness, substance use, and other issues.

Resilience

88 percent of students interviewed say they are optimistic regarding the potential of youth they work with to overcome traumatic or hard challenges and overcome them.

More than half of students interviewed (53 percent) say their responsibility is to help the next generation in their lives, whether that is completing their education, or pursuing a career.





NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION
OFFICE OF FEDERAL TITLE PROGRAMS

Student Residency Questionnaire

Student ID#	First Name	Last Name	Birth Date	School	Grade

Check Yes or No to statements 1-5 below:	YES	NO
1. My family lives in an emergency or transitional shelter or FEMA (Federal Emergency Management Agency) housing.		
2. My family is sharing the housing of others due to loss of housing, economic hardship, or a similar reason, we are doubling up.		
3. My family is living in a car, temporary RV park, or campground due to lack of alternative accommodations; a public space, abandoned building; substandard housing, bus or train station, public or private space not designed for human beings, or a similar setting.		
4. My family lives in a hotel or motel.		
5. I am an unaccompanied youth (not in the physical custody of a parent or guardian).		

**IF YOU ANSWERED "NO" to all of the questions above
STOP HERE.**

If you answered "YES" to any question above, COMPLETE front and back.

Parent/Guardian Name (first, last)	Parent Phone	Emergency	Email Address
Current Address	City	State	Zip

Please list all children living with you from Pre-K through high school. If needed, use an additional sheet.

Student ID #	First Name	Last Name	Birth Date	School	Grade

I declare, under penalty of perjury under the laws of this state, that the information provided here is true and correct.

Signature of Parent/Guardian or Unaccompanied Youth

Date



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION
OFFICE OF FEDERAL TITLE PROGRAMS

Student Residency Questionnaire (continued)

Parent/Guardian Name (first, last)

I would like referral assistance with the following (check if applicable):

Medical	Dental	Counseling	Homeless Center	School Transportation	School Supplies	Other
---------	--------	------------	--------------------	--------------------------	--------------------	-------

ADMINISTRATIVE USE ONLY

Notes:

Training Materials for Counselors

The training materials for school counselors on the following pages include a power point and ASCA position statement. The power point addresses confidentiality in regards to McKinney Vento. It also talks about the needs of the students and families. Schools are required to have the family fill out a needs assessment and this is something I think our school counselors could be in charge of. The ASCA position statement is another handout that is helpful to provide additional information to understand our role in working with homeless students. The materials are designed specifically for the school I am working in, but can be modified to conform to the needs of your school district.

WPS
McKinney Vento
Definition and
Identification



School Counselors and Homelessness

ASCA Position Statement

Recognize School Counselors as a critical ASCA Position
School counselors recognize the effects homelessness/instability has on children's mental and physical health, and academic functioning. School counseling collaborates with appropriate stakeholders, advocates to remove barriers to school access, and implement educational and prevention programs to promote successful performance and interactive roles for the school environment.

<http://www.asca.org/advocacy/position-statements/2014/01/2014-01-01-school-counselors-and-homelessness>



Confidentiality

The ethical imperative of breaching confidentiality to prevent a "clear imminent danger."

Information that is provided to the licensee must, of course, be given to the affected persons with sufficient details to help them understand what the breach is necessary. Notice to the student must be made to let the student, and continuing the development of the student, it might be appropriate to let the student if he/she realizes he is involved in the information. The fact is the student is the student is continuing with other students to the student while keeping a finding confidential.

Carolyn Stone, B.S., is a member of the University of North Carolina's ASCA's ethics team. She can be reached at cstone@unc.edu. Contact the author in reference to this article.



Google's definition

homeless-ness
[ˌhəʊmɪˈlesnəs] n
NOUN
The condition of having no home
(often used by feminists)

Homeless Definition for Schools

The McKinney-Vento Act is a federal law that was passed in 1987 and has been amended at intervals on four years to strengthen support.

(McKinney-Vento Act defines homelessness for children and youth (C/Y) as: **“A child or youth who lacks a fixed, regular, and adequate nighttime residence.”**

Examples of children and youth who are homeless include:

- (1) children and youth who are at risk of losing nighttime and adequate housing because of eviction or foreclosure of their residence;
- (2) children and youth who are currently staying in a shelter or other facility designed to provide temporary housing;
- (3) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (4) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (5) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (6) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (7) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (8) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (9) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;
- (10) children and youth who are currently staying in a public or private place not designed for housing such as a vehicle, bus, train, airplane, or airport;



Double-Edged



As individualism has been adopted in its extremes, if that person is "disabled," it's a fact that seems to evaluate where students are unable to receive this history education and are forced to stay with a social dilemma: either students remain invisible in the profession, preventing themselves but also the one for the rest of the world, or a person is thought not to be receiving history if they do not have visible moving ability to which they can relate. A recognition of the inability of an individual's living arrangements is critical to the definition of knowledge.

Unaccompanied Homeless Youth

Child or youth who meets the McKinney-Vento definition and is not in the physical custody of a parent or guardian.

More youth may be at risk:
 39-55% that is homeless and 45-65% that is physically abused

They are also facing mental distress. Youth that call helpline report that at least one parent is abusing drugs or alcohol.

*Unaccompanied youth are MOST vulnerable homeless.

http://www.mckinney-vento.org/what_is_unaccompanied.htm

Why are people homeless?



- Lack of affordable housing
- National Disaster
- Mental Illness
- Unaccompanied Youth
- Domestic Violence

http://www.mckinney-vento.org/what_is_unaccompanied.htm

Homelessness and School

Changing schools frequently is associated with lower academic achievement, decreased access to the full curriculum, and ultimately, dropping out of school.

45% say they dropped out of school at least once. 45% say it was **DIFFICULT TO GET TO SCHOOL**

47% say they were **unaccompanied** along with 60% of their school about their situation and the related challenges.

43% say they were never connected with an outside organization while they were homeless and 67% of those connected felt it was **valuable**.

http://www.mckinney-vento.org/what_is_unaccompanied.htm

Barriers

Enrollment requirements – Barriers to access:

- School at immediate arrival**
- Proof of residence or guardianship**
- Other records needed for enrollment**

Other barriers:

- Transportation
- Food, School Supplies, Clothing
- Idioms, Peer issues
- Water, sanitation
- Healthcare and lack of transportation
- School, drug, mental health issues

http://www.mckinney-vento.org/what_is_unaccompanied.htm

Removing Barriers

The intent of the McKinney-Vento act is to remove barriers to educational access and options for children and youth experiencing homelessness.

According to the DOE, DOE educational agencies (DEOs) implement and take steps to remove any law, regulation, contract, or policy that acts as a barrier to the identification of, or the enrollment of homeless or at-risk children and youth (DOE SLC, § 1342-2g).

Student Enrollment

To be given to all new students enrolling

The form should be at the top of the papers because if they meet the McKinney-Vento requirements it affects other paperwork.

(If something other than permanent housing is checked student is marked homeless for the remainder of the school year and MUST be enrolled IMMEDIATELY)

Immediate Enrollment

- Student should be enrolled into Honors course using approved.
- Recommended curriculum. For the approved email is given is later explaining the reason
- The applicant can request due process. The LIA should advise the policy they have in place to address other forms of fraud

unaccompanied youth
enrollment

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Adam Smith

Click with the easy-to-use [drag-and-drop tool](#) at the National Center for Writing a Persuasive Essay's website and go!

If the publisher has a corresponding author, please contact that author to obtain permission to publish your article. If you are the author, please contact the publisher to obtain permission to publish your article. If you are the publisher, please contact the author to obtain permission to publish your article.

The design also created the school resource effect.

<https://doi.org/10.1016/j.jmb.2019.07.018>

School of Engin

- ☐ A student was sometimes attending their school at night-time, unlike from day-time hours.
- ☐ A baby became noticeably heavier. They can also continue to feel relaxed at night until the onset of the nocturnal stool phase.
- ☐ If a student is used to a school other than the indicated night in the scheduling order by the parents/guardians, the ILE must provide the parents or guardians with a notice explaining the decision and how right to appeal.

Crossing District or State Lines

Be advised that temporary housing units are not to be used as a substitute for the school of origin. The Military's Work Aid applies.

Summary: This study will determine the cultural, religious and ethnic differences.



What can School Counsellors do?

- *Is something like an "anti-trust" or "anti-trust" law in place, to ensure that companies do not abuse their position in the market by using their power to harm their customers?*
- *How do you measure the success of the "anti-trust" law? And what are the main challenges to its enforcement?*
- *Do you agree with the findings of the report that the "anti-trust" law is not working and that companies are not taking it seriously? What are the main reasons for this? And what are the main challenges to its enforcement?*
- *What is a good way to measure the success of the "anti-trust" law? And what are the main challenges to its enforcement?*

What can School Counselors do?

- [illegible]

What can school counselors do?

Advocate for students who are "disenfranchised" from the process of being able to attend an institution of higher education, ensuring that all students have the right to attend a postsecondary institution of higher education. Counselors who advocate for students must be well-versed in state law, as well as federal law, and must be able to ensure that all students have the right to attend a postsecondary institution of higher education. It is critical that high school counselors ensure that all students are eligible when they complete the FAFSA and that all students receive proper notification from the federal government.

Importance of Identifying

- **FAFSA:** Counselors must ensure that all students are able to complete the FAFSA and that all students receive proper notification from the federal government.
- **College:** Counselors must ensure that all students are able to complete the college application and that all students receive proper notification from the college.
- **FAFSA:** Counselors must ensure that all students are able to complete the FAFSA and that all students receive proper notification from the federal government.



List of resources:

- [https://www.collegeboard.org/](#)
- [https://www.collegeboard.org/](#)
- [https://www.collegeboard.org/](#)
- [https://www.collegeboard.org/](#)
- [https://www.collegeboard.org/](#)
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- [https://www.collegeboard.org/](#)

Resilience

All people of diverse backgrounds and experiences have the potential to be resilient. Resilience is the ability to bounce back from adversity and to grow stronger as a result.

There is a lot of research on resilience, and it is clear that resilience is a skill that can be taught. Counselors can help students develop resilience by providing them with the tools and resources they need to succeed.





The School Counselor and Children Experiencing Homelessness

(Adopted, 2010)

American School Counselor Association (ASCA) Position

School counselors recognize the effects homelessness/displacement has on children's mental and physical health, and academic functioning. School counselors collaborate with community stakeholders, advocate to remove barriers to academic success, and implement educational and prevention programs to promote successful performance and interactions within the school environment.

The Rationale

Families with children make up 34% of the homeless population; more than 1.35 million children are identified as homeless annually (The National Law Center on Homelessness and Poverty, 2007). Students experiencing homelessness are more likely to miss school and repeat a grade than other students from families with low-income (Buckner, 2008). They have a significantly higher prevalence of developmental delays in communication, receptive vocabulary, and visual motor skills as well as performing below grade level performance in reading or mathematics (Gewirtz, Hart-Shegos, & Medhanie, 2008). In addition, students who are homeless have an increased incidence of mental and physical health concerns, with two times the rate of depression as the general population, and as much as four times the prevalence of disruptive behavior disorders as housed students from lower income families (Gewirtz et al., 2008).

Institutional barriers within schools, such as transportation, immunization and physical examination requirements, residency and birth certificate requirements, and lack of school records, impede homeless families' ability to enroll their children in schools (U.S. Department of Education, 2000). The McKinney-Vento Act of 1987 outlined the rights of homeless students, and created directives for schools to ensure students are able to enroll and succeed in school (Hernandez, Jozefowicz-Simbeni, & Israel, 2006).

The School Counselor's Role

School counselors:

- advocate for students and collaborate with their parents/guardians to reduce barriers related to school enrollment and academic success
- establish educational and preventive programs for homeless parents and children
- collaborate with school and community personnel, and coordinate appropriate support services
- increase stakeholder awareness and understanding of the McKinney-Vento Act, and the rights of homeless students.
- advocate for appropriate educational placement

Summary

School counselors promote awareness and understanding of the issues students face when experiencing homelessness. School counselors collaborate with students, parents/guardians, and community stakeholders to overcome the barriers to academic, career, and personal/social success associated with homelessness.

References

- Buckner, J. C. (2008). Understanding the impact of homelessness on children: Challenges and future research directions. *American Behavioral Scientist*, 51(6), 721-736.
- Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist*, 51, 810-823.
- Hernandez, D. M., Jozefowicz-Simbeni, D. M. H., & Israel, N. (2006). Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice. *Children and Schools*, 28, 37-44.


The National Law Center on Homelessness and Poverty (2007). *The National Law Center on Homelessness and Poverty 2007 Annual Report* (2007). Retrieved from http://www.nlhp.org/content/pubs/2007_Annual_Report2.pdf

U.S. Department of Education. (2000). *Education for homeless children and youth program title VII, subtitle B of the McKinney-Vento Homeless Assistance Act: Report to congress, fiscal year 2000*. Retrieved from <http://www.ed.gov/programs/homeless/resources.html>

Training Material for Secretaries

Secretaries have an important role in the process of identifying homeless students as they are usually the first school member that new families meet. The training materials on the following pages include a power point, enrollment forms, tracking spreadsheet and quick guide. The power point is not only to provide an understanding of the definition, but also education on sensitivity in not using the term homelessness. They are also going to most often be in charge of having families fill out the enrollment forms and letting the appropriate staff members know about the family. The spreadsheet was created to share information between the building secretaries, homeless liaison and district office. The intent is to provide clarity, promote accuracy and ensure consistency among staff members. There is also a reminder about discretion and possible safety issues that might arise with families. The materials are designed specifically for the school I am working in, but can be modified to conform to the needs of your school district.

WPS McKinney Vento Definition and Identification



Doubled Up



An individual may not be considered to be homeless if that person is "doubled up," a term that refers to a situation where individuals are unable to maintain their housing situation and are forced to stay with a series of friends and/or extended family members. In addition, homeless individuals may try to return from a place as a temporary stay but considered homeless if their current living or staying situation is not a long-term solution. A recognition of the reality of an individual's living arrangement is critical to the definition of homelessness.

Google's definition

home·less·ness
[homelessnes] n

the state of being homeless

the state of being homeless



Unaccompanied Homeless Youth

Child or youth who meets the McKinney Vento definition and is not in the physical custody of a parent or guardian.

Many youth may face these:

- 25-50% of a population and as children is placed
- 100%

There are also living family dysfunction, youth that experience sexual that affect the parent's ability to care for the child.

Unaccompanied youth are NOT considered homeless.

Homeless Definition for Schools



The McKinney Vento Act is a federal law that was passed in 1987 and has been amended at least six times to strengthen support.

States and localities that participate in the McKinney Vento Act are required to provide services to homeless children and youth.

Definition:
The McKinney Vento Act defines homeless children and youth as:
• Children and youth who lack a fixed, regular, and adequate nighttime residence.
• Children and youth who are fleeing the violence of a domestic violence situation.
• Children and youth who are fleeing the violence of a sexual violence situation.
• Children and youth who are fleeing the violence of a sexual violence situation.
• Children and youth who are fleeing the violence of a sexual violence situation.

Homelessness and School

Homeless children
Homeless children are children who lack a fixed, regular, and adequate nighttime residence.

Homeless children are children who lack a fixed, regular, and adequate nighttime residence.

Homeless children are children who lack a fixed, regular, and adequate nighttime residence.

Homeless children are children who lack a fixed, regular, and adequate nighttime residence.

Homeless children are children who lack a fixed, regular, and adequate nighttime residence.

Barriers

Obstacles to enrollment – they may be there:

- School enrollment record
- Proof of residence or guardianship
- Other records needed for enrollment

Other barriers:

- Transcription
- Need School Supplies, Clothing
- Religious Restrictions
- Under Identification
- Unemployment and Lack of income
- Smoking, Drugs, Mental Health Issues

"It was difficult because I didn't have a legal guardian and my guardians weren't in the school system. Took me forever to get into another school." — Michael, a 16-year-old male student

Student Enrollment

To be given to all new students enrolling

The form should be at the top of the papers because if they meet the McKinney Vento requirements it affects other paperwork.

[If something other than permanent housing is checked student is marked homeless for the remainder of the school year and MUST be enrolled IMMEDIATELY]

Removing Barriers

One intent of the McKinney Vento Act is to remove barriers to educational success and success for children and youth experiencing homelessness.

According to the Act, state educational agencies (SEAs) must ensure and take steps to ensure any law, regulation, policy, or policy that may act as a barrier to the identification of or the enrollment, attendance, or success of children or homeless children and youth (42 USC § 114102)

Immediate Enrollment

- Students should be enrolled while homelessness is being determined
- If determined not homeless, then the applicant must be given an offer explaining the reason
- The applicant can appeal this decision. The SEA should follow the policies that apply in place to address other forms of appeal

Identifying Questions

Do NOT use the term homeless

Homeless eligibility can be handled in such a way that it does not violate privacy or independent housing arrangements.

Be up to the local school, enrollment staff, and/or administration to be sensitive and discreet.

Where did you stay last night?

Where do you plan to stay tonight?

Other questions:

Is the transportation intended to be temporary or long-term?

Was the move urgent to avoid being on the street during dangerous weather?

Unaccompanied youth enrollment

Enroll student immediately

After enrollment

Discuss with the youth many options for placement in the Independent Center for Housing & Services located at 1000 E. 10th St.

Find youth housing opportunities, a school counselor or other appropriate adult should assist with the student to get more information about the youth's needs, home situation and provide opportunities of returning to your home.

The school should contact the school support office.

• <http://www.nv.gov/igshub/000001589/Policy/How%20you%20can%20help%20a%20youth%20enroll>

School of Origin

- Students can continue attending their school of origin the entire time they are homeless.
- If they become permanently housed, they can also continue at their school of origin until the end of the academic school year.
- If a student is sent to a school other than the school of origin, or the school designated by the parent/guardian, the DOE must provide the parent or guardian with a written explanation of its decision and the right to appeal.

Schools Matter...



According to the report titled by State legislator

"Students spend a significant portion of their day in school -- and as a result, schools can offer these students a safe and consistent place to study and access to caring adults who can help them navigate some of the challenges they face. In an otherwise chaotic time of homelessness, schools can be pillars of stability."



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Student Residency Questionnaire

Student ID#	First Name	Last Name	Birth Date	School	Grade

Check Yes or No to statements 1-5 below:	YES	NO
1. My family lives in an emergency or transitional shelter or FEMA (Federal Emergency Management Agency) housing.		
2. My family is sharing the housing of others due to loss of housing, economic hardship, or a similar reason, we are doubling up.		
3. My family is living in a car, temporary RV park, or campground due to lack of alternative accommodations; a public space, abandoned building; substandard housing, bus or train station, public or private space not designed for human beings, or a similar setting.		
4. My family lives in a hotel or motel.		
5. I am an unaccompanied youth (not in the physical custody of a parent or guardian).		

**IF YOU ANSWERED "NO" to all of the questions above
STOP HERE.**

If you answered "YES" to any question above, COMPLETE front and back.

Parent/Guardian Name (first, last)	Parent Phone	Emergency	Email Address
Current Address	City	State	Zip

Please list all children living with you from Pre-K through high school. If needed, use an additional sheet.

Student ID #	First Name	Last Name	Birth Date	School	Grade

I declare, under penalty of perjury under the laws of this state, that the information provided here is true and correct.

Signature of Parent/Guardian or Unaccompanied Youth

Date



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Student Residency Questionnaire (continued)

Parent/Guardian Name (First, last)

I would like referral assistance with the following (check if applicable):

Medical	Dental	Counseling	Homeless Center	School Transportation	School Supplies	Other
---------	--------	------------	--------------------	--------------------------	--------------------	-------

ADMINISTRATIVE USE ONLY







Notes:

McKinney Vento/In transition Students	
All Families	Every time a student registers or has a change of address have them fill out the residency form
If all boxes are check NO on the form	Discard form
If one or more are checked YES	Scan the form to Steve and Jess to make the determination. We would also like to meet with the family right away if possible to fill out a needs assessment.
	A free lunch form needs to be signed by Steve and sent to Roxane
	Check the student in power school
	Fill out the shared excel spreadsheet in One Drive
	Call if you have questions
Tips for working with families	
	Do not use the term homeless... use in transition or McKinney Vento
	We need to enroll while the determination is being made, so if they check the box start getting enrollment ready and start them in school as quickly as possible
	Make sure the family feels welcome
	Offer to help them fill out forms...may have difficulty reading or focusing
	If you suspect the kidnapping or unsafe situation alert your principal, law enforcement or child protection. Student can still be enrolled even if we suspect kidnapping as we let these agencies make this determination while the student is safe at school.

[illegible]

Training Materials for School Staff

The power point presentation and Kahoot are included in this section. The presentation provides an explanation of the definition of homelessness and why it is important. A Pre and Post Assessment was created on Kahoot to be utilized during the training session. The pre assessment contains basic questions regarding the McKinney Vento Act and the number of students identified at our school. The post assessment contains hypothetical situations and how they would respond. The materials are designed specifically for the school I am working in, but can be modified to conform to the needs of your school district.

<input type="checkbox"/>		McKinney Vento by jessicagilrsrud 1 hour ago  Quiz 3 questions  Private	Play ▶ 0	Favorite ★ 0	Share ↗ 0
<input type="checkbox"/>		McKinney-Vento WPS by jessicagilrsrud 2 hours ago <i>(Duplicated from sueliu)</i>  Quiz 4 questions  Private	Play ▶ 1	Favorite ★ 0	Share ↗ 0



Introduction

- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act
- Overview of the McKinney-Vento Act




Google's definition

home-less-ness
(noun) - n:

1. the state of having no home

2. the state of having no home

3. the state of having no home

4. the state of having no home

5. the state of having no home

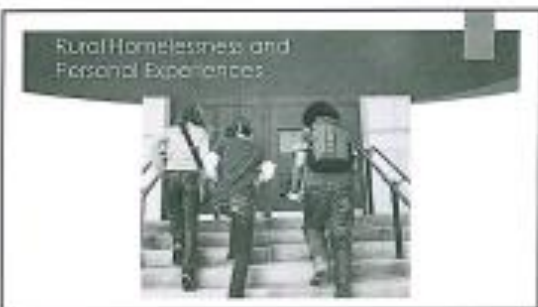
6. the state of having no home

7. the state of having no home

8. the state of having no home

9. the state of having no home

10. the state of having no home



Supporting Students

Video

<https://www.youtube.com/watch?v=HmGdJd8p8s0>



The McKinney Vento Act

Doubled lip

Forced to stay with friends or family members

Unstable living arrangements

- Lack of immediate funding
- Restored situation
- Model Group
- Governmental support
- Domestic Violence

[illegible]

54% of America's business leaders believe **soft** skills are **critical** to success in the workplace

TANGIBLE	INTANGIBLE
physical assets	non-physical assets
concrete assets	abstract assets
measurable assets	unmeasurable assets

For more information, contact your local insurance broker or contact us at 1-800-848-2222.

HIDDEN IN PLAIN SIGHT

All School Staff Members

■ "It's the teachers. It's the fact that they are in the morning. But for the strongest communication bond with the students... Fostering that strong relationship is fundamental. When a teacher really knows their students, they know when something is wrong."

— JOURNAL OF THE

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"I think I should have advised against others...I don't think that the club that I'm going through is appropriate for a 19-year-old to go through. The standards I could set in. But a community, every day at the school."
—Michelle Williams

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© 2000 Blackwell Science Ltd, *Journal of Internal Medicine* 247: 399–405

Reliability

Resilience is optimized when protective factors are strengthened at all socioecological levels, including individual, family, and community levels (Bonges & Mychasiuk, 2009).

Video:
Fargo's Silent Secret

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"I just go to school to be a doctor. I don't care about the things for them clubs like to party, and disengage themselves from school to be successful in school. In graduate school, I realized that they have a right to choose to be in school or to get out and have fun. I have to do a different school in the school year, there are the small things during year in school to be the way, but in this age, I believe we're reaching change so that we students don't do any attitude that forced to go to school. I believe."

— 88 —

www.sagepub.com

[illegible]

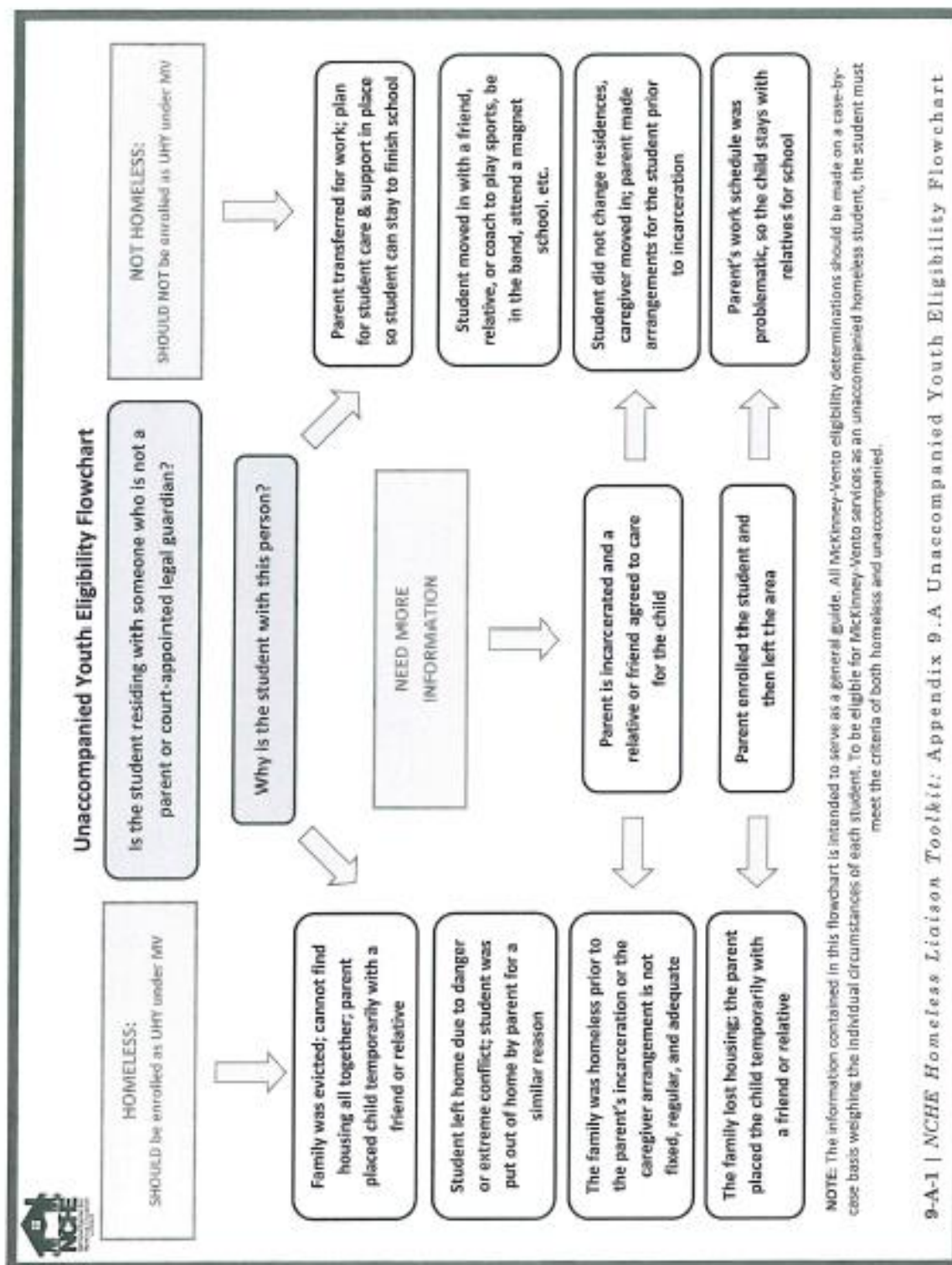
Additional Resources

Included in this section are checklists, resources in Wahpeton, needs assessment and additional forms regarding homelessness.

School Selection Checklist for Decision Making

(Adapted from the Texas Homeless Education Office)

School of Origin Considerations	Local Attendance Area School Considerations
<input type="checkbox"/> Continuity of Instruction <i>Student is best served due to circumstances that look to his or her past.</i>	<input type="checkbox"/> Continuity of Instruction <i>Student is best served due to circumstances that look to his or her future.</i>
<input type="checkbox"/> Age and Grade Placement of the Student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.</i>	<input type="checkbox"/> Age and Grade Placement of the Student <i>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.</i>
<input type="checkbox"/> Academic Strength <i>The child's academic performance is weak and the child would fall further behind if he/she transferred to another school.</i>	<input type="checkbox"/> Academic Strength <i>The child's academic performance is strong and at grade level; the child would likely recover academically from a school transfer.</i>
<input type="checkbox"/> Social and Emotional State <i>The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave.</i>	<input type="checkbox"/> Social and Emotional State <i>The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.</i>
<input type="checkbox"/> Distance of the Commute and Its Impact <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i>	<input type="checkbox"/> Distance of the Commute and Its Impact <i>A shorter commute may help the student's concentration, attitude, or readiness for school. The local attendance area school can meet all of the necessary educational and special needs of the student.</i>
<input type="checkbox"/> Personal Safety of the Student <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/> Personal Safety of the Student <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/> Student's Need for Special Instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be better met at the school of origin.</i>	<input type="checkbox"/> Student's Need for Special Instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met at the local attendance area school.</i>
<input type="checkbox"/> Length of Anticipated Stay <i>The student's current living situation is outside of the school of origin's attendance zone, but the living situation continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i>	<input type="checkbox"/> Length of Anticipated Stay <i>The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from the developing relationships with peers in school who live in the local community.</i>





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Student/Family Needs Assessment Form
McKinsey-Vento

Student:		School:		Date:	
Current living arrangement: (shelter, motel, relatives, friends, etc.)				Income:	
Prior living arrangement:					
Primary Contact Information:			Emergency/Alternate Contact Information:		
Name:			Name:		
Mailing Address:			Mailing Address:		
Cell # _____			Cell # _____		
Home # _____			Home # _____		
Work # _____			Work # _____		
Email:			Email:		
Relationship:			Relationship:		
Employer:			Employer:		
Others living in residence & relationship to student:					
Name	Age	Relationship	List of schools in district		
1.					
2.					
3.					
4.					
5.					
Additional:					
Family status: <input type="checkbox"/> Couple, married <input type="checkbox"/> Couple, unmarried <input type="checkbox"/> Single parent <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Relatives <input type="checkbox"/> Friends Comments:					
Emotional Concerns for your child: <input type="checkbox"/> sad <input type="checkbox"/> anxious <input type="checkbox"/> nervous <input type="checkbox"/> sleepiness <input type="checkbox"/> bedwetting <input type="checkbox"/> refusal to obey <input type="checkbox"/> tantrums <input type="checkbox"/> stealing <input type="checkbox"/> lying <input type="checkbox"/> shyness <input type="checkbox"/> running away <input type="checkbox"/> fighting <input type="checkbox"/> hurting pets <input type="checkbox"/> Difficulty: <input type="checkbox"/> concentrating <input type="checkbox"/> sleeping Comments:					
Agency involvement: Child: <input type="checkbox"/> DSS <input type="checkbox"/> Juvenile Court <input type="checkbox"/> Behavior/Mental Health <input type="checkbox"/> Health Dept. <input type="checkbox"/> Other _____ Parent: <input type="checkbox"/> DSS <input type="checkbox"/> Court <input type="checkbox"/> Mental Health <input type="checkbox"/> Health Dept. <input type="checkbox"/> Other _____ Benefits received: <input type="checkbox"/> WFFA <input type="checkbox"/> SSI <input type="checkbox"/> Food Stamps <input type="checkbox"/> Other _____					



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Stressful events:		Description/Comments:
Parents: <input type="checkbox"/> separated <input type="checkbox"/> divorced <input type="checkbox"/> other		
Change(s): <input type="checkbox"/> school <input type="checkbox"/> job <input type="checkbox"/> residence <input type="checkbox"/> finance <input type="checkbox"/> other		
Family: <input type="checkbox"/> illness <input type="checkbox"/> accident <input type="checkbox"/> death <input type="checkbox"/> loss of pet <input type="checkbox"/> other		
Health status:		
Problems: <input type="checkbox"/> hearing <input type="checkbox"/> vision <input type="checkbox"/> speech <input type="checkbox"/> dental <input type="checkbox"/> other		
Conditions: <input type="checkbox"/> asthma <input type="checkbox"/> diabetes <input type="checkbox"/> seizures <input type="checkbox"/> lead poisoning <input type="checkbox"/> sickle cell <input type="checkbox"/> physical disability		
Diagnosis: <input type="checkbox"/> ADHD <input type="checkbox"/> BI-Polar <input type="checkbox"/> depression <input type="checkbox"/> ODD <input type="checkbox"/> OCD <input type="checkbox"/> self-injurious <input type="checkbox"/> other		
Medication(s):		
Contact information, provider for: Healthcare:		
Mental Health:		Dental:
Insurance: <input type="checkbox"/> Medicaid <input type="checkbox"/> Health Choice <input type="checkbox"/> other		
Environment:		
Check if Concerns or need assistance.		
	X	Comments
Overall		
Housing		
Stability		
Income/Employment		
Financial Management		
Food/Nutrition		
Personal Hygiene		
Transportation		
Learning Environment		
Highest needs: <input type="checkbox"/> housing <input type="checkbox"/> transportation <input type="checkbox"/> educational <input type="checkbox"/> financial <input type="checkbox"/> insurance <input type="checkbox"/> family/relationship <input type="checkbox"/> vocational		
<input type="checkbox"/> physical health <input type="checkbox"/> dental health <input type="checkbox"/> recovery <input type="checkbox"/> spirituality <input type="checkbox"/> other		
Comments:		
Resources, personal & social (support system):		
Student support services requested/needed: <input type="checkbox"/> free lunch <input type="checkbox"/> school supplies <input type="checkbox"/> food <input type="checkbox"/> hygiene items		
<input type="checkbox"/> emergency clothing/uniform/shoes Assistance obtaining: <input type="checkbox"/> school records <input type="checkbox"/> immunizations		
<input type="checkbox"/> medical records <input type="checkbox"/> other		
Referrals made:		
School: <input type="checkbox"/> counselor <input type="checkbox"/> social worker <input type="checkbox"/> nurse <input type="checkbox"/> crisis intervention <input type="checkbox"/> CEC <input type="checkbox"/> 504 <input type="checkbox"/> ESL <input type="checkbox"/> other		
Academic: <input type="checkbox"/> educational needs, services, testing <input type="checkbox"/> tutor <input type="checkbox"/> mentor <input type="checkbox"/> enrichment <input type="checkbox"/> other		
Provider: <input type="checkbox"/> mental health <input type="checkbox"/> healthcare <input type="checkbox"/> dental <input type="checkbox"/> other		
Agency: <input type="checkbox"/> Health Dept. <input type="checkbox"/> DSS <input type="checkbox"/> domestic violence <input type="checkbox"/> substance abuse <input type="checkbox"/> counseling <input type="checkbox"/> parenting classes		
<input type="checkbox"/> housing assistance <input type="checkbox"/> food stamps <input type="checkbox"/> Medicaid <input type="checkbox"/> WPPA <input type="checkbox"/> transportation <input type="checkbox"/> employment <input type="checkbox"/> afterschool care		
<input type="checkbox"/> daycare <input type="checkbox"/> other		
Comments:		
Resources provided: <input type="checkbox"/> information about what families need to know about the legal rights under McKinney-Vento Law <input type="checkbox"/> Resources for children and youth experiencing homelessness <input type="checkbox"/> Contact numbers, information for support personnel <input type="checkbox"/> Other, describe:		

Counseling Resources

St. Francis Hope Unit
2400 St. Francis Drive, Breckenridge, MN
(218)643-0499

Sanford Health- Wahpeton
Ariane Getz, PSYD
Child and Adolescent Psychology
(701) 642-7000

Solutions Counseling Services
Pam Thompson
415 Nebraska Ave, Breckenridge, MN
(218)643-9330

Three Rivers Crisis Center
Domestic Violence and Sexual Abuse
509 Dakota Ave Wahpeton, ND
Local line: 701-642-2115
Toll Free: 1800-627-3659
(24 hour crisis line)

Prairie St. John's
Free needs assessment or referral (24 hours)
501 4th Street South, Fargo, ND
(701)476-7216 or (877)33-9565

NDSU Family Therapy Center
212 Ceres Hall, NDSU
(701)231-8534

MSUM Community Outreach Center
Lommen Hall 113, MSUM, 1104 7th Ave
South Moorhead MN
(218)477-2513

Southeast Human Service Center
Sliding Fee Scale
2624 9th Ave S Fargo, ND
(701)298-4500

Lakeland Mental Health Services
21333 County Hwy 1
Fergus Falls, MN
(218)736-6987

Tischer Therapeutic Services
115 5th St. N Breckenridge, MN 56520
(218)651-0212

FARGO
Suicide Line
(701) 232-HELP
(701) 232-4357

**Mental Health Association
in North Dakota**

24 hours / 7 days
2-1-1
1-800-472-2911

The Richland/Wilkin Collaborative to end
Childhood Hunger
The Food Backpack Program for Kids



Dear Parent,

All of the children of your school have been invited to participate in the 2017-2018 Food Backpack program. This program is a partnership with several community agencies to address hunger and unmet nutritional needs of children in our area. Research has shown the impact of unmet nutritional needs to social, academic, behavioral and physical health.

The Backpack program will provide a bag of kid-friendly, shelf stable food for your child to take home and eat over the weekend. This bag will be placed discreetly into their school backpack. They will receive foods like cereal, pudding, soup, fruit juice, granola bars, and other items. With your approval, we will send a bag of food home with your child every Friday during the school year. If you have more than one child in elementary in the school district, each child can receive food for the weekend. Parents are responsible for checking items in the bag for any potential food allergies.

This program is funded through grants and private donations so there is no charge. Participation is voluntary. If you do not have a need in your home for hunger assistance, your child and family may participate by making monetary or food donations.

We respect your privacy and the information that you share to participate in this program will be kept confidential. The sign up forms are maintained at the School District office.

Please indicate below if you would like your child/children to receive the food and sign:

_____ Yes, I would like my child to receive food from the Backpack Program. Please complete information below.

Child's Name

Grade

Teacher's Name

Please list any known food allergies below and attach the Physician's note determining the allergies: Parents are responsible for checking items in the bag for any potential food allergies.

Please inform your child they will be receiving the food. Please instruct your child not to open the food bag on the bus.

Parent/Guardian Signature: _____ Date: _____

Address: _____ City: _____ State: _____

Zip: _____

Phone: _____ Email: _____

Please return this form to the School Office or send with your child to school. If you have any questions please contact Colette, United Way, at 701 642-1250, colette@unitedwayrw.org



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