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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

Jessica Ann Gilsrud

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

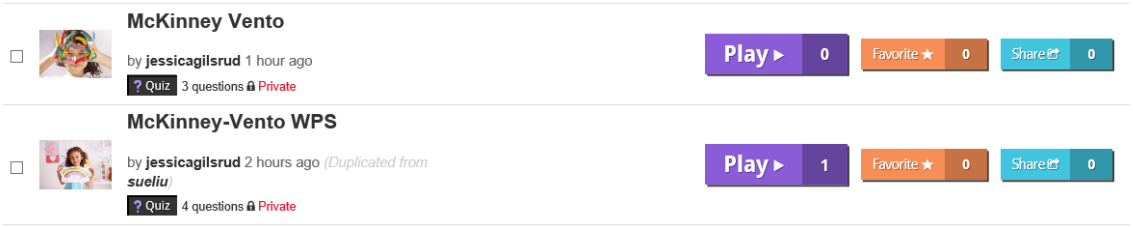
knowledgeable of the McKinney-Vento Homeless Assistance Act, which addresses the enrollment and transportation needs of students experiencing homelessness, as well as other barriers they may face.

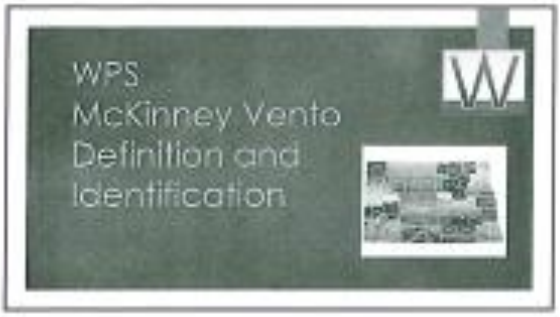
The ability to recognize safe people and environments is necessary for homeless students and has been found to sometimes be lacking. Assessing homeless students' ability and providing education about safety in either a group or individual lesson may be needed. Also, finding creative ways to develop a 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.

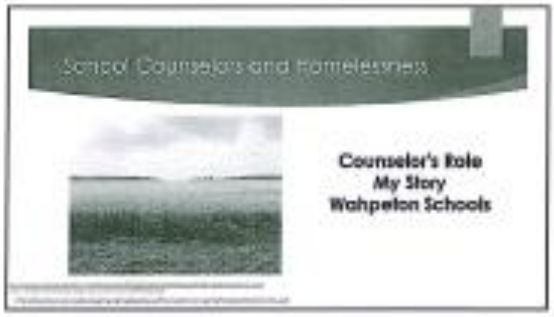
Homelessness is an important factor to consider for school counselors because it is not always straightforward to identify students that are homeless. School counselors are an important part of the team because they are a service to all students in the school and work closely with families and oftentimes 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 jessicagilsrud 1 hour ago
Quiz 3 questions Private
Play ▸ 0
Favorite ★ 0
Share 0
McKinney-Vento WPS
by jessicagilsrud 2 hours ago (Duplicated from sueliu)
Quiz 4 questions Private
Play ▸ 1
Favorite ★ 0
Share 0


WPS
McKinney Vento
Definition and
Identification


School Counselors and Homelessness
Counselor's Role
My Story
Wahpeton Schools

Google's definition
home·less·ness

Homeless Definition for Schools
The McKinney Vento Act

Doubled Up

Unaccompanied Homeless Youth

Why are people homeless
Lack of affordable housing
National Disasters
Mental Illness
Unaccompanied Youth
Domestic Violence

Affects of Homelessness

Homelessness and School

Social Emotional Needs

Importance of Intangibles and tangibles
Tangible
Intangible

Barriers

Removing Barriers

Staff Training

Identifying Questions
Do NOT use the term homeless

Student Enrollment
To be given to all new students enrolling
This 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 marked homeless for the remainder of the school year and MUST be enrolled IMMEDIATELY)

Immediate Enrollment

Unaccompanied youth enrollment

School of Origin

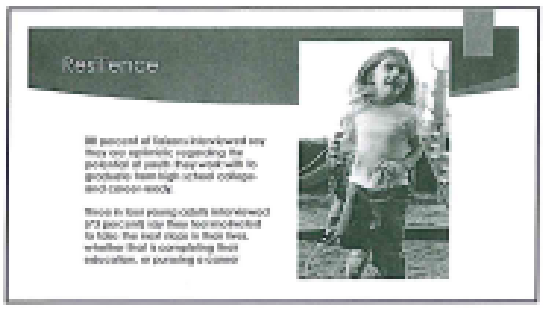
Crossing District or State Lines

Additional Forms and Information

List of resources

Importance of Identifying

Schools Matter...


Resilience

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]:

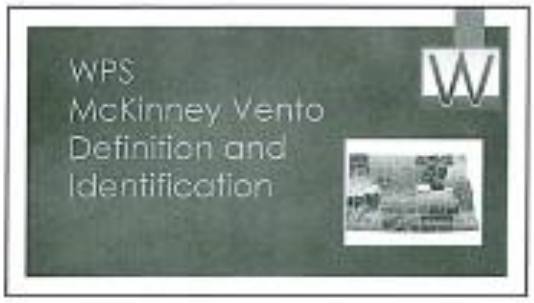
Medical	Dental	Counseling	Homeless Center	School Transportation	School Supplies	Other

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

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

Google's definition
home-less-ness

Homeless Definition for School
The McKinney Vento Act

Doubled Up

Unaccompanied Homeless Youth

Why are people homeless
Lack of affordable housing
National Disasters
Mental Illness
Unaccompanied Youth
Domestic Violence

Homelessness and School

Barriers

Removing Barriers

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 effects 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

unaccompanied youth enrollment

School of Origin

Crossing District or State Lines

What can School Counselors do?

What can School Counselors do?

What can school counselors do?

Importance of Identifying

List of resources

Resilience

AMERICAN SCHOOL COUNSELOR ASSOCIATION

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.

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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.

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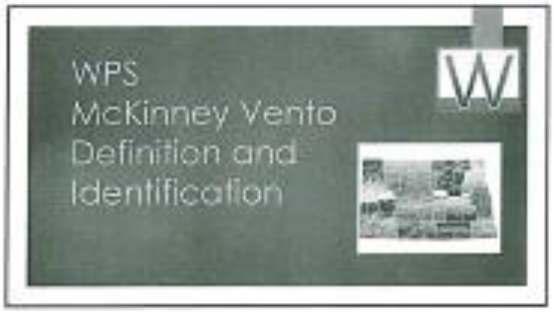
U.S. Department of Education. (2000). *Education for homeless children and youth program title VII, subtitle B of the McKinney-Vento Homeless Assistance Act: Report to congress, fiscal year 2000*. Retrieved from http://www.ed.gov/programs/homeless/resources.html

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
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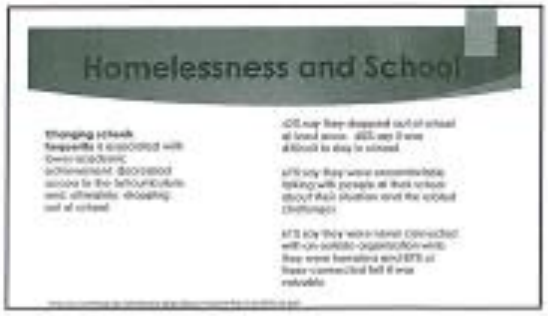
Doubled Up

Google's definition
home·less·ness

Unaccompanied Homeless Youth

Homeless Definition for School:
NCHE
The McKinney Vento Act


Homelessness and School

Barriers

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

Immediate Enrollment

Identifying Questions
Do NOT use the term homeless

unaccompanied youth enrollment

School of Origin

Schools Matter...

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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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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:

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.

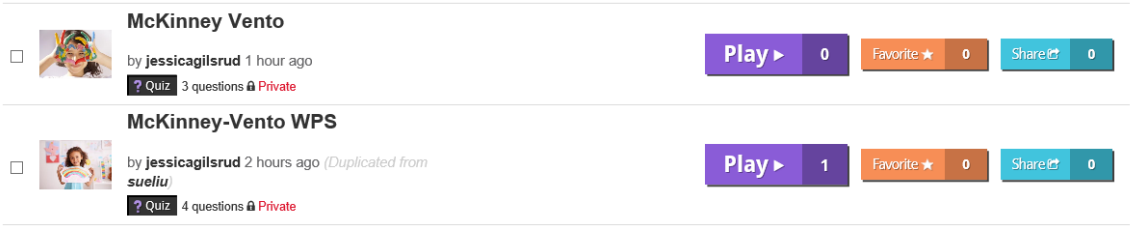
Tracking Spreadsheet for secretaries and homeless liaison

Wahpeton Public Schools
2017-18 McKinney Vento Students
Remember to use discretion. Families may be fleeing an unsafe situation and confidentiality is important during this process.
Aslo, we must immediately enroll a student even when we have questions as to the student's eligibility under McKinney-Vento.
Once the box for possible McKinney Vento status has been checked begin this process

Student Name	School	Date form to Homless Liason	Date of Enrollment	Lunch form to Steve to sign and send to Roxane	Date Needs Assessment Completed	McKinney Vento (Y/N)	Enter into Power School	Additional Information for STARS checkboxes (fends, Unaccompanied, and requires no services)

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.



McKinney Vento
WPS Staff Training

Introductions

McKinney Vento
KAHOOT

Google's definition

home·less·ness

Rural Homelessness and Personal Experiences

Supporting Students

Video

Homeless Definition for School's
The McKinney Vento Act

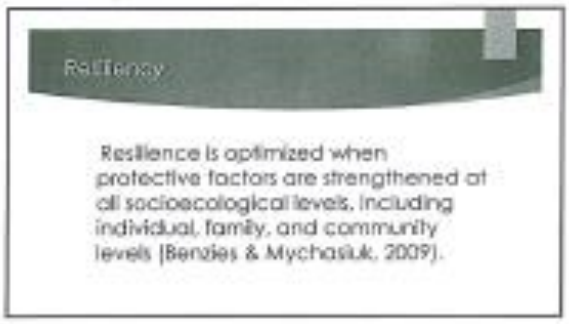
Doubled Up
Forced to stay with friends or family members
Unstable living arrangements

Why are people homeless

54%
TANGIBLE + INTANGIBLE
HIDDEN IN PLAIN SIGHT

All School Staff Members

Social Emotional Needs


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

Video-
Fargo's Silent Secret

Post Assessment
KAHOOT

Additional Resources

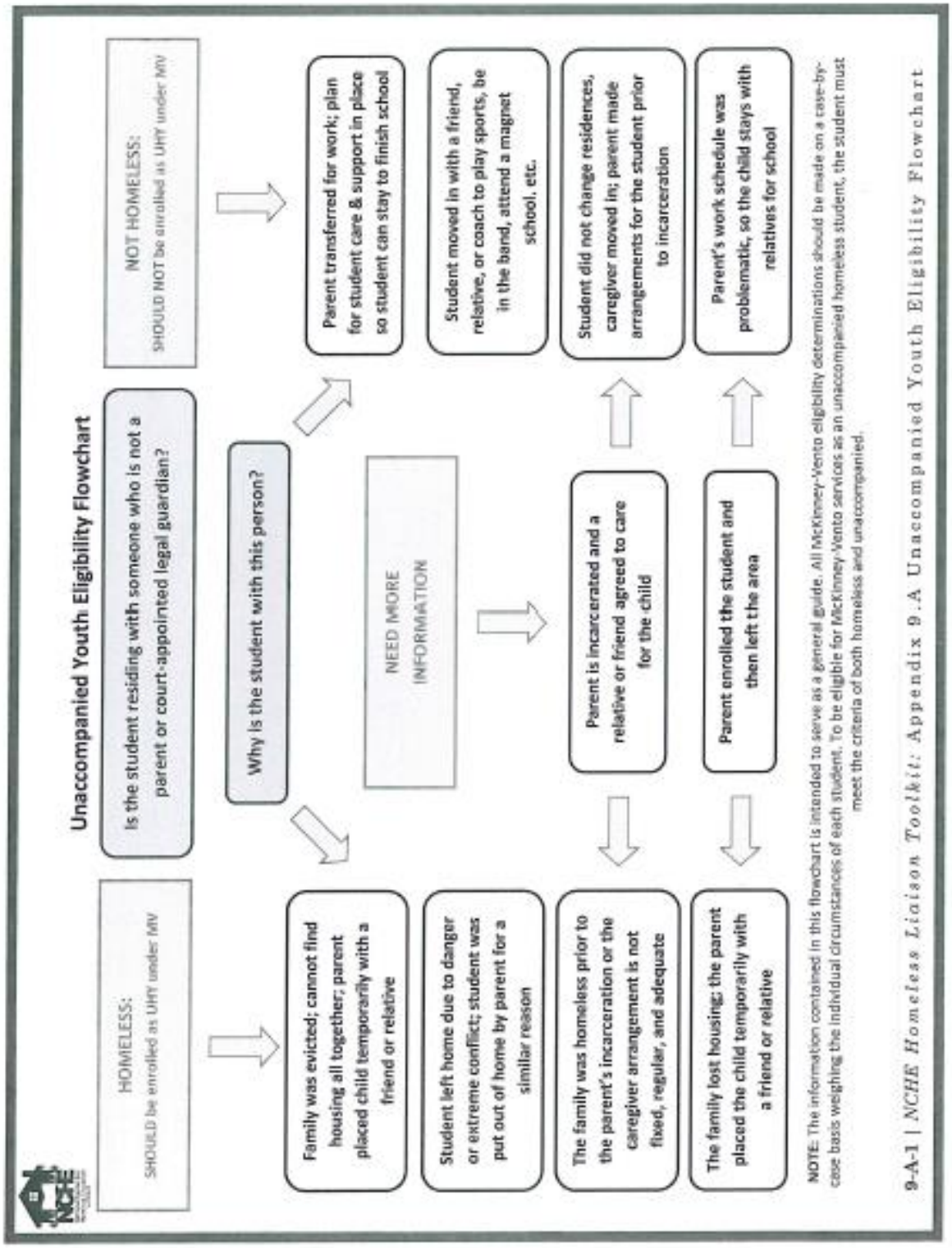
Included in this section are checklists, resources in Wahpeton, needs assessment and additional forms regarding homelessness.

School Selection Checklist for Decision Making

(Adapted from the Texas Homeless Education Office)

School of Origin Considerations	Local Attendance Area School Considerations
☐ Continuity of Instruction *Student is best served due to circumstances that look to his or her past.*	☐ Continuity of Instruction *Student is best served due to circumstances that look to his or her future.*
☐ Age and Grade Placement of the Student *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.*	☐ Age and Grade Placement of the Student *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.*
☐ Academic Strength *The child's academic performance is weak and the child would fall further behind if he/she transferred to another school.*	☐ Academic Strength *The child's academic performance is strong and at grade level; the child would likely recover academically from a school transfer.*
☐ Social and Emotional State *The child is suffering from the effects of mobility, has developed strong ties to the current school, and does not want to leave.*	☐ Social and Emotional State *The child seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.*
☐ Distance of the Commute and Its Impact *The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.*	☐ Distance of the Commute and Its Impact *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.*
☐ Personal Safety of the Student *The school of origin has advantages for the safety of the student.*	☐ Personal Safety of the Student *The local attendance area school has advantages for the safety of the student.*
☐ Student's Need for Special Instruction *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.*	☐ Student's Need for Special Instruction *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.*
☐ Length of Anticipated Stay *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.*	☐ Length of Anticipated Stay *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.*

6A-1 | *NCHE Homeless Liaison Toolkit:* Appendix 6.A School Selection Checklist for Decision-Making


Unaccompanied Youth Eligibility Flowchart
Is the student residing with someone who is not a parent or court-appointed legal guardian?
NOT HOMELESS:
SHOULD NOT be enrolled as UHY under MV
Parent transferred for work; plan for student care & support in place so student can stay to finish school
Student moved in with a friend, relative, or coach to play sports, be in the band, attend a magnet school, etc.
Student did not change residences, caregiver moved in; parent made arrangements for the student prior to incarceration
Parent's work schedule was problematic, so the child stays with relatives for school
Why is the student with this person?
NEED MORE INFORMATION
HOMELESS:
SHOULD be enrolled as UHY under MV
Family was evicted; cannot find housing all together; parent placed child temporarily with a friend or relative
Student left home due to danger or extreme conflict; student was put out of home by parent for a similar reason
The family was homeless prior to the parent's incarceration or the caregiver arrangement is not fixed, regular, and adequate
The family lost housing; the parent placed the child temporarily with a friend or relative
Parent is incarcerated and a relative or friend agreed to care for the child
Parent enrolled the student and then left the area
NOTE: The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.
9-A-1 | NCHE Homeless Liaison Toolkit: Appendix 9.A Unaccompanied Youth Eligibility Flowchart

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION
OFFICE OF FEDERAL TITLE PROGRAMS

Student/Family Needs Assessment Form
McKinney-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 # _____ Home # _____ Work # _____	Cell # _____ Home # _____ Work # _____	
Email:	Email:	
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: ☐ Couple, married ☐ Couple, unmarried ☐ Single parent ☐ Divorced ☐ Separated ☐ Relatives ☐ Friends
Comments:

Emotional Concerns for your child: ☐sad ☐anxious ☐nervous ☐sleepiness ☐bedwetting ☐refusal to obey ☐tantrums ☐stealing ☐lying ☐shyness ☐running away ☐fighting ☐ hurting pets ☐ **Difficulty:** ☐concentrating ☐sleeping **Comments:**

Agency Involvement:
Child: ☐DSS ☐Juvenile Court ☐Behavior/Mental Health ☐Health Dept. ☐Other _____
Parent: ☐DSS ☐Court ☐Mental Health ☐Health Dept. ☐Other _____
Benefits received: ☐WFFA ☐SSI ☐Food Stamps ☐Other

NORTH DAKOTA DEPARTMENT OF
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Stressful events: **Description/Comments:**
Parents: ☐separated ☐divorced ☐other
Change(s): ☐school ☐job ☐residence ☐finance ☐other
Family: ☐illness ☐accident ☐death ☐loss of pet ☐other

Health status:
Problems: ☐ hearing ☐vision ☐speech ☐dental ☐other
Conditions: ☐asthma ☐diabetes ☐seizures ☐lead poisoning ☐sickle cell ☐physical disability
Diagnosis: ☐ADHD ☐Bi-Polar ☐depression ☐ODD ☐OCD ☐self-injurious ☐other
Medication(s):

Contact information, provider for: Healthcare:
Mental Health: **Dental:**
Insurance: ☐Medicaid ☐Health Choice ☐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: ☐housing ☐transportation ☐educational ☐financial ☐insurance ☐family/relationship ☐vocational ☐physical health ☐dental health ☐recovery ☐spirituality ☐other
Comments:

Resources, personal & social (support system):

Student support services requested/needed: ☐free lunch ☐school supplies ☐food ☐hygiene items ☐emergency clothing/uniform/shoes Assistance obtaining: ☐school records ☐immunizations ☐medical records ☐other

Referrals made:
School: ☐counselor ☐social worker ☐nurse ☐crisis intervention ☐EC ☐504 ☐ESL ☐other
Academic: ☐educational needs, services, testing ☐tutor ☐mentor ☐enrichment ☐other
Provider: ☐mental health ☐healthcare ☐dental ☐other
Agency: ☐Health Dept. ☐DSS ☐domestic violence ☐substance abuse ☐counseling ☐parenting classes ☐housing assistance ☐food stamps ☐Medicaid ☐WFFA ☐transportation ☐employment ☐afterschool care ☐daycare ☐other
Comments:

Resources provided: ☐information about what families need to know about the legal rights under McKinney-Vento Law ☐Resources for children and youth experiencing homelessness ☐Contact numbers, information for support personnel ☐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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