

2018 McKinney-Vento Baseline Grantee Meeting

RESOURCES: Table of Contents

Ballston Spa (Cathy Roy; croy@bscsd.org)

- Description of Scottie's Pantry – a food pantry located in the high school (*PDF*)

Eastern Suffolk BOCES (Julia Schnurman; jschnurm@esboces.org)

- Summer Enrichment Program letter (*Word*)
- Summer Career Exploration Program permission letter (*Word*)
- Parental consent form for transportation (*Word*)

Fulton CSD (Geri Geitner; ggeitner@fulton.cnyric.org)

- Parent University 2018 Google site (*PDF of website homepage*)

Genesee Valley (ESPERANZA) (Chris Norton; cnorton@gvboces.org)

- MOU between the Oswego Regional Migrant Education Tutorial & Support Services Program and The Genesee Valley Educational Partnership ESPERANZA Project (*Word*)

Greece CSD: Jackie Gigliotta (jacqueline.Gigliotta@greececsd.org)

- Example intake form (*Word*)

Hudson CSD (Tara McSherry-Wolfe and Kim Lybolt; mcsberryt@hudsoncsd.org and lyboltk@hudsoncsd.org)

- Food resource list for families (*Word*)
- Picture of MV Liaison office which is meant to foster a safe and supportive environment (*photo*)

Lansingburgh CSD (Darwin Carr; dcarr@lansingburgh.org)

- Flyer for a Basketball club serving students in temporary housing (*PDF*)

Liberty CSD (Debra Fuchs Nadeau and Kathleen Bressler; dfuchsnadeau@libertyk12.org and kbressler@Libertyk12.org)

- Presentation about the A.S.K. (Academic Support for Kids) tutoring program (*PPT*)

Longwood CSD (Lisa Hernandez; lisa.hernandez@longwoodcsd.org)

- "3 Mindful Breathing Activities for Classroom Transitions" from MindfulSchools.org (*Website*)

Marcus Whitman CSD (Vicky Gashlin; vgashlin@mwcsd.org)

- Calm-down corners and calm-down boxes - description and pictures (*Word*)

Middletown CSD (Catherine Navilio; catherine.navilio@ecsdm.org)

- Poverty simulation brochure (PDF)

Monroe 2 BOCES (Liz Beairst; lbeirst@monroe2boces.org)

- Sample student/family intake and referral form (Word)

Mt. Vernon CSD (Lillian Reynolds; lreynolds@mtvernoncsd.org)

- Digital Book/Resource on McKinney-Vento (PDF: Note- only 3 pages included here. For full book, contact Arija or Lillian)
- Proposal for "Assistance with Dignity" Fund (Word)

Nassau BOCES (Regina Farinaccio; RFarinaccio@nasboces.org)

- McKinney-Vento Afterschool Program in Freeport and Uniondale (Word)
- My Journey to the US informational brochure (PDF)

Newburgh Enlarged CSD (Bill Morgan; wmorgan@necsd.net)

- Information about the district's hygiene supply pantry (PDF)

New Rochelle CSD: (Denise Reyes and Rhonda Jones;
dreyes@nred.org and rjones@nred.org)

- Parent Empowerment session agenda (Word)

New York City Dept. of Education (Bak Harris and Kathy Marshall-Polite;
bharris6@schools.nyc.gov and kp polite@schools.nyc.gov)

- Meeting agenda focused on improved relationships between Guidance Counselors and Parent Coordinators in order to best support students in temporary housing (PDF)
- "What Can School Do to Build Resilience in Their Students?" (PDF of an article)
- "What You Need for a Caring Classroom" (PDF of an article)
- TED Talk by Brian Stevenson called "[We need to talk about an injustice](#)" (video)

North Rose Wolcott CSD (Jay Roscup; jroscup@lyonscsd.org)

- Spartan Heart of Gold worksheet (Word)

Orange-Ulster BOCES (Elizabeth Russell; elizabeth.russell@ouboces.org):

- Explanation of Bibliotherapy (PDF)

Oswego CSD (Carrie Plasse; cplasse@oswego.org)

- 2 examples of MOUs from an effective partnership (PDF)

Phoenix CSD (Kathie Palladino; KPalladino@PhoenixCSD.org)

- OCO Contract – Homeless and Trauma Informed Activities (Word)

Port Chester Rye CSD (Kathy Sutherland; ksutherland@pcschoools.lhric.org)

- One pager about a parent education program called EPIC (Every Person Influences Children) (Word)

Rochester CSD (Elizabeth Reyes; elizabeth.reyes@rcsdk12.org)

- MOU (contract) between Rochester CSD and Monroe County Continuum of Care (PDF)
- Parent Circle Plan and agenda (PDF)

Saratoga CSD (Diane Davis; d_davis@saratogaschools.org)

- McKinney-Vento training for district staff (PPT)

Schenectady CSD (Stacy Padua; paduas@schenectady.k12.ny.us)

- Schenectady Community Action Program (SCAP) – this program is located with school buildings and provides walk-in case management assisting with Social Service advocacy, housing, community referrals, etc. (PDF)

South Colonie CSD (DeNeen Bogdanowicz and William Boardman; bogdanowiczd@scolonie.org and boardmanw@scolonie.org)

- Sample student/family intake form (Adobe File)
- Mindfulness in Schools training presentation (PDF copy of PPT presentation)

Southern Westchester BOCES (Maria McGinty; mmcginty@swboces.org)

- Information about the Southern Westchester BOCES Literacy Lab (Word)

St. Lawrence-Lewis BOCES: Katie Lynch and Roberta Stillin-Dowman; (klynch@sllboces.org and rstillin@sllboces.org)

- Poverty webinar (PDF of a PPT)
- Trauma-Sensitive Schools Training for MV District Support Leaders in Canton (PDF of a PPT)

Syracuse CSD (Deb Montroy; dmontroy@scsd.us)

- A “BAG” spreadsheet – data on Behavior, Attendance and Grades for each student identified as McKinney Vento (Excel Sheet)

Troy CSD (Juli Currey and Barbara Paulsen; curreyj@troy.k12.ny.us and paulsenb@troycsd.org):

- Pictures of “safe rooms” at Troy Middle School (PDF)

Utica CSD (Sandy Paddock and Bernadette Leone; spaddock@uticaschools.org and bleone@uticaschools.org)

- A “check and connect” form used with students and mentors (PDF)
- Excel workbook for tracking data on students in temporary housing (Excel)

Valley Stream CSD (Barbara Gravel; barbara.gravel@valleycentralschools.org)

- A tri-fold, 2-sided brochure for a “Backpack Snack Attack” program (PDF)

White Plains CSD (Cindi Lembo, and Michelle Bartley; cindilembo@wpcsd.k12.ny.us, and michellebartley@wpcsd.k12.ny.us)

- Infinite Campus screen prints for data collection for temporarily housed students (PDF)
- Jackson Model Meeting template (Word)



Scottie's Pantry



Ballston Spa High School

Est. January 2016

The USDA defines "food insecurity" as the lack of access, at times, to enough food for all household members.

Please consider donating any of the following items for our students:

Granola bars
Easy mac – cups or packets
Applesauce – cups or pouches
Juice – boxes or pouches
Fruit cups
Cereal bars
Trail mix
Dinty Moore heat and eat meals
Chef Boyardee heat and eat meals
Hormel Compleats
Tuna or Chicken creations
Any heat and eat meals
Beef jerky
Snack size packs of crackers, chips, pretzels
Single size servings of cereal
Pop tarts
Peanut butter crackers/cheese and crackers
Bottled water
Powdered drink mixes (single serve)

We can also use unopened hygiene items:

Toothpaste, toothbrushes, mouthwash
Hand sanitizers
Lip balms
Single size tissues
Q-tips
Shampoo, conditioner
Men's and women's deodorant
Body washes
Bar soap
Feminine hygiene supplies
Single serve laundry detergent

The most recent government statistics on poverty collected show that in 2015, 42.2 million Americans lived in food-insecure households, including more than 13 million children.

We will also accept financial donations and any coupons you might find in your Sunday paper.



Households with teenage children experience higher rates of food insecurity than do households with only younger children. Among households with teenagers, over 20 percent were food insecure.

Scottie's Pantry

Scottie's Pantry started in January 2016 to help the students at Ballston Spa High School who were in need. Initially, staff donated an abundance of food and personal care items to stock the pantry. They continue to be our largest regular supporters; they are constantly replenishing our pantry. Donations have also been made from Ballston Spa Presbyterian Church, the Robotics Club, individual board members, the Interact Club, IB students and Ballston Spa Fitness.

In less than two years, Scottie's Pantry has grown and has served over 200 students and their families. Students from both the high school and middle school can access the pantry by talking with their guidance counselor, social worker, teacher or administrator.

Because Scottie's Pantry is conveniently located in the District Homeless Liaison's office in the high school, all families in the district who need assistance have access to the food pantry.



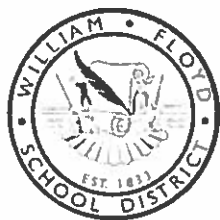
Our Plan

Originally, Scottie's Pantry planned on having an impact just on our high school students. However, our reach has grown tremendously. We have helped all students in the district: from supplying snacks during after school homework help clubs, to sending home extra snacks and food before extended vacations, to feeding entire families living in hotels and tents.



According to the United States Dept. of Agriculture (USDA), **13.1 million children under 18 in the United States** live in households where they are unable to consistently access enough nutritious food necessary for a healthy life.

Eastern Suffolk BOCES



William Floyd Union Free School District

of the MASTICS - MORICHES - SHIRLEY

Our rich history builds a promising future!

Kevin Coster
Superintendent of Schools

May 201

Dear Parent/Guardian of _____

It is with great enthusiasm that the William Floyd School District, in conjunction with Eastern Suffolk BOCES, invites Jaden to participate in a *free* two- week Summer Enrichment Program.

The program will focus on literacy, math, and character education and will have a small component of art, music and games. Snacks, drinks and a hot lunch will be provided!

The Enrichment Program is being offered to all students entering 1st – 6th grade. The program will run from **July 9th – July 20th, Monday-Friday, from 8:30am-11:30am**. The Enrichment Program will be held at the William Floyd High School. **Transportation to and from school will be provided for all participants.**

There are **50** slots available in this program and participation will be based on a **first come first service basis**.

If you are interested in having _____ participate, please fill out the enclosed form and return to the building **Attendance Aide** no later than **May 25th, 2018**.

All forms are due by May 25th. You will be notified the following week if _____ was granted a seat in the program.

We look forward to seeing you!

Sincerely,

Emilie Larson, LCSW

Homeless Liaison Social Worker
631-874-1889



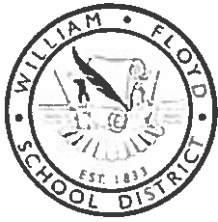
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240 Mastic Beach Road, Mastic Beach, New York 11951-1028/(631)874-1653/(631)874-1222(Fax)

www.wfsd.k12.ny.us

E.S. BOCES 4 pages



William Floyd Union Free School District

of the MASTICS - MORICHES - SHIRLEY

Our rich history builds a promising future!

Kevin Coster
Superintendent of Schools

I, _____, would like _____
(parent/guardian's name) (child's name)

to participate in the Summer Career Exploration Program at ESBOCES - Gary D. Bixhorn Technical Center in Bellport, which will run from July 1st - July 22nd, Monday-Friday 8:30-12:00pm. I understand that transportation will be provided to and from the program and that submitting this form *does not* guarantee my child's participation as the program is determined by a first come first serve basis and there are only 15 total spots available. I understand I will be notified during the week of May 30th if my child is participating in the program and what program he/she will be participating in.

Below are _____ top three program choices:
(child's name)

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

My child will be attending: _____ school in September 2016 and be in _____ grade.

My address is: _____

I can be reached (best phone number): _____

My child has the following allergies/medical conditions to be aware of: _____

(parent/guardian's signature)

Date



BOARD OF EDUCATION

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240 Mastic Beach Road, Mastic Beach, New York 11951-1028/(631)874-1653/(631)874-1222(Fax)

www.wfsd.k12.ny.us

SCHOOL DISTRICT LETTERHEAD | 2018



Date: _____

I, _____ as parent/guardian of the following child(ren):

<i>Name</i>	<i>Birthdate</i>

confirm that I am residing permanently at _____
Address

In accordance with McKinney-Vento Homeless Assistance Act regulations, I will be continuing enrollment in the _____ District for the 2017-2018 school year.

I am _____ I am not _____ requesting transportation for the remainder of th schoolyear.

I am aware that the _____ District will be seeking reimbursement for the educational services for my child(ren) listed above and will be providing the _____ School District with information pertaining to the educational services my child(ren) receive.

This consent will remain in effect until my child(ren) are no longer enrolled in the _____ School District.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

FULTON

2 pages

MAKING CONNECTIONS: A DAY OF FAMILY FUN AND LEARNING.



SATURDAY,

MARCH 24, 2018

9:00 AM - 2:00 PM

G. RAY BODLEY HIGH
SCHOOL

6 WILLIAM GILLARD DRIVE
FULTON, NY

9:00 - 9:30 Registration, Breakfast and Opening Remarks

9:45-10:15 Session One

10:30-11:00 Session Two

11:15-11:45 Session Three

12:00 - 12:30 Session Four

12:30 - 1:00 Student Performances and a Panel Discussion
of Resilience

1:00 - 2:00 Lunch and Door Prizes

9:00-1:00

Supervised Children's Activities for children ages 4-12

9:00-1:00 Community Resource Fair

Register by clicking on our registration page above
or call 315-593-5916

Transportation is available for families
Call 315-593-5916 for more information

Breakfast and Lunch will be served!



SCREENING OF THE AWARD
WINNING FILM

RESILIENCE

FIRST SHOWING 9:45 am

SECOND SHOWING 11:15 am

THIS EVENT IS FREE TO ALL PARTICIPANTS!

For more information please call 315-593-5916

What is Parent University?

- Parent University is an initiative of the Fulton City School District Community School Partnership. This day of fun and learning is open to all residents of our school district. The objective of the day is to connect students and families to both our school and the wide variety of community resources available in our area. Educational sessions are offered, along with fun activities for children and families. A community resource fair is one component, as are physicals, immunizations and registration for kindergarten and Universal Pre-kindergarten. All of this is available for the day at one location. In addition, we screened the film *Resilience*, as part of our school-district wide effort to raise awareness of and implement strategies to address the impact of trauma in our community.
- Accommodations are made to address the specific needs of participants, including those in temporary housing. Supervised child care, transportation to and from the event, breakfast and lunch are provided to all.
- For a complete list of activities and services, please refer to:
<https://sites.google.com/fulton.cnyric.org/parentuniverstiy2018/home>

What were the outcomes?

- Each year attendance and offerings have expanded. In 2018:
 - 122 families attended
 - 43 children participated in the children's activities
 - 35 community agencies/programs were represented at the resource fair
 - 24 children registered for UPK or Kindergarten
 - 12 children received physicals and/or immunizations
 - 20 families took part in a nutrition session (make and take meal) and left with a dinner to cook at home, meaning they had 3 full meals for their whole family that day at no cost!

GENESEE VALLEY (ESPERANZA)

2 pages

Memorandum of Understanding between The Oswego Regional Migrant Education Tutorial & Support Services Program and The Genesee Valley Educational Partnership *ESPERANZA* Project

This Agreement expresses the responsibilities of the Genesee Valley Educational Partnership *ESPERANZA* Project and the Oswego County BOCES (METS) with respect to implementation and evaluation of a New York State Education Department of Education Homeless Children and Youth Program (CFDA 84.196), *ESPERANZA* (Homeless Outreach Plus Education), designed to intensify educational services to migrant children experiencing homelessness as defined by the McKinney-Vento Homeless Assistance Act. The obligations of the parties hereby are subject to the terms and conditions of this Memorandum of Understanding.

The following are the Measureable Outcomes for the *ESPERANZA* Project, to be achieved in cooperation with the METS:

- 90% of homeless migrant students will earn promotion to the next grade.
- *ESPERANZA* students will close the gap in ELA and Math achievement with their “non-homeless” peers by 2% from the base year of 2014-15.
- 75% of *ESPERANZA* students in grade 9-12 will stay in school.
- K-12 attendance for *ESPERANZA* students will average 90%.
- 85% of school-age homeless migrant students will be enrolled in school within 2 days of the first attempted enrollment
- Minimum of 82% of these identified homeless migrant children will be served.
- 75% of homeless migrant pre-school aged children will be referred to a pre-school program, if one exists in their area.
- At least 66% of referred *ESPERANZA* preschoolers enroll in a pre-school program.

1. The METS will:

- Submit to the Genesee Valley Educational Partnership *ESPERANZA* Project any information needed for compilation of program performance and evaluation reports, including the Migrant Homeless Service Records Form Report by **May 25, 2018** and the Migrant Homeless Student Intake/Report Form (**google doc**) for each identified *ESPERANZA* student.
- Provide on-site supervision and support.
- Provide services to migrant/homeless eligible families.
- Provide assigned Advocate(s) with office space and supplies, access to telephone, duplication and printing, as necessary.
- Provide on-site staff with access to computer, typewriters, fax machine as needed for program implementation.
- Make available on-site clerical support to the project.
- Provide the Advocate(s) with family enrollment information, i.e., family needs assessment and developmental screening information, and other pertinent educational data.
- Provide the Advocate(s) with METS staff development trainings.
- Provide migrant homeless families with access to the METS parent activities and trainings.
- Designate, at no cost to the project, a METS Homeless Liaison to attend scheduled quarterly staff/coordination meetings in conjunction with the Migrant Education Program Consortium.
- Provide support services, i.e., food, clothing and other needed items as available and appropriate to families.
- Provide access to the METS resource collection, including the Homeless Migrant Student Enrollment/Intake Form.
- Provide books, tapes and other educational materials, as available, to migrant homeless families.
- Facilitate for referrals as needed.
- Provide access to the Genesee Valley Educational Partnership *ESPERANZA* Project, for the purpose of audit or examination, to any books, records, documents or papers which may be related to or pertinent to the project.
- Ensure that billings and claims are sent to the *ESPERANZA* Project within 30 days of due date.

School Year

GENERAL INFORMATION

District Attending: _____ LEA Code _____

School Attending: _____

District Temporarily Residing: _____

MCKINNEY-VENTO (MV) ELIGIBLE STUDENTS

Date of Intake:	ENTER GRADE	Grade Pre-K thru 12	Gender	Female <input type="checkbox"/>	Male <input type="checkbox"/>	Refugee <input type="checkbox"/>	Migrant <input type="checkbox"/>	English Language Learner <input type="checkbox"/>	Rec'd Title I Part A Services <input type="checkbox"/>	Race/Ethnicity Check One	Asian or Pacific Islander <input type="checkbox"/>	Black, Not Of Hispanic Origin <input type="checkbox"/>	Hispanic <input type="checkbox"/>	Amer. Indian or Alaskan Native <input type="checkbox"/>	White, Not of Hispanic Origin <input type="checkbox"/>	Multiple Races <input type="checkbox"/>
Student Name:																
Date of Birth:																
Current Address:																
Parent/guardian's name:																
Contact Numbers:																

MV ELIGIBILITY STATUS

Housing Status Check the appropriate status for the identified homeless student in your school. <input type="checkbox"/> Living with Family <input type="checkbox"/> Separated from Family <input type="checkbox"/> Awaiting Foster Care OR 1 st six months of NEW Foster Care <input type="checkbox"/> Runaway Youth (AGE: ___) <input type="checkbox"/> Unaccompanied Youth (AGE: ___) <input type="checkbox"/> Youth Denied Housing by Family (Kicked out of home or abandoned, possibly due to pregnancy, LGBT issues, family conflicts, parental mental health, or alcohol and other drug abuse) <input type="checkbox"/> Other Specify: _____	Living Arrangements <input type="checkbox"/> In a shelter <input type="checkbox"/> Transitional housing/shelter program <input type="checkbox"/> Doubled-up <input type="checkbox"/> With friend (and w/o parent) <input type="checkbox"/> In a hotel/motel <input type="checkbox"/> Unsheltered (On the street, in a car, park, campground, abandoned building) <input type="checkbox"/> Foster Home <input type="checkbox"/> Unknown <input type="checkbox"/> Other Specify: _____				Did this student <input type="checkbox"/> Stay in school of origin within district? <input type="checkbox"/> Attend school of origin across LEA boundaries? <input type="checkbox"/> Attend school of current location (out of district)?		District Programs this Student is Enrolled In Check all that apply. Report for Pre-K through 12 Only <input type="checkbox"/> Special Education <input type="checkbox"/> English Lang. Learner (ELL) <input type="checkbox"/> Gifted/Talented <input type="checkbox"/> Vocational Education <input type="checkbox"/> Student Attending Alternative School		Student Mobility # of Other Schools Student Previously Attended this year <input type="checkbox"/> Yes <input type="checkbox"/> No	
--	--	--	--	--	--	--	---	--	--	--

MV STUDENT TRANSPORTATION INFORMATION

Was transportation to the school of origin provided to this student?

- Yes No

If yes, Was School of Origin: Within District Outside District

If no, please explain:

School of Origin is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

School of Residence is a school within the local attendance area where the child or youth is temporarily residing. This may be a PSA, charter school, or other LEA.

BARRIERS FOR MV STUDENT

Indicate specific barriers this homeless student experienced at point of identification.

Eligibility Questioned	School of Origin Selection	Transportation	Immunization/Medical Records	Other Specify

Indicate any other barriers encountered when attempting to provide services to this MV student:

Indicate if there were any unmet needs of this MV student in your school.

NEEDS ASSESSMENT

Have the parents/guardian/youth been made aware of their rights as a child covered under the McKinney Vento Act? Yes No

Students are entitled to attend their home school, regardless of the current living situation; with transportation to be provided by the schools if needed. Is help needed with this? Yes No

Free or reduced breakfast/lunches? Yes No

Backpacks and/or school supplies? Yes No

Medical insurance? Yes No Describe: _____

Do you feel your child needs a special education evaluation? Yes No

Does your child need extra help/tutoring in school? Yes No

Has your child been in any school activities in the past? Yes No Describe: _____

Would you like your child to involved with these or other activities? Yes No

Do you need help finding other services? Yes No

ADDITIONAL NOTES: Please add student/family needs below

Describe: _____

Place a check ALL services the enrolled student will be receiving:

- Transportation Free breakfast/lunch program
- School Supplies Special Education Services/IEP
- Vocational/Technical Education
- LEP/Bilingual Clothing/Shoes
- Tutoring Vision/glasses referral
- Mentoring Afterschool programs
- Preschool Enrollment
- Counseling Medical/Dental referral
- Medicaid/DHS services Housing Referral
- Missing Enrollment Records: Other Specify:
 - Birth certificate
 - Immunizations/medical records
 - Prior academic records
 - Guardianship

Person completing/Phone #/email _____

Date _____

HUDSON CSD
3 pages

Food Services in Columbia County, New York:

Catholic Charities

431 East Allen St, Hudson, NY 12534
(518) 828-9668

Food Pantry: Monday- 9:00am-12:00pm
Wednesday- 12:00pm-5:00pm

Requirements:

- Fill out application at the Catholic Charities Office
- Social Security number
- DSS Statement for individuals in household

In case of emergency, individuals can receive this service without these requirements. However, the agency will ask for these requirements to be brought in as soon as possible.

Chatham Area Silent Pantry

Tracey Memorial Village Hall, 77 Main St., Chatham, NY 12037
Phone: 518-392-7794

Food Pantry: Monday- 10:00am-12:00pm
Tuesday- 10:00am-12:00pm
Thursday- 5:00pm-6:00pm
Friday- 10:00am-12:00pm

Church of St. Joseph Food Pantry

2824 Atlantic Ave., Stottville, NY 12172
(518) 799-5411

Food Pantry: *Held once a month*

Schedule for 2018: Friday, April 20th, 4:00pm-5:00pm
Friday, May 18th, 4:00pm-5:00pm
Friday, June 15th, 4:00pm-5:00pm
Friday, July 20th, 4:00pm-5:00pm
Friday, August 17th, 4:00pm-5:00pm
Friday, September 21st, 4:00pm-5:00pm
Friday, October 19th, 4:00pm-5:00pm
Friday, November 16th, 4:00pm-5:00pm
Friday, December 14th, 4:00pm-5:00pm

no documentation needed

Columbia County Domestic Violence Shelter

6 W Court St., Hudson, NY 12534

(518) 822-0849

Food pantry: Monday, Thursday, & Friday - 2:00pm-4:00pm

Requirements:

-Must be a Greene County resident

-Identification for individuals in household

-Income for individuals in household

****Individuals can receive this service without these requirements. If this is the case, a letter will be sent in the mail asking for these documentations.****

Columbia Opportunities Inc.

540 Columbia St. Hudson, NY 12534

(518) 828-4611

Food pantry: Monday-Friday, 8:30am-4:30pm

Requirements: ?

Elizaville Food Pantry

740 County Route 2, Elizaville, NY 12523

(845) 756-5602

Food Pantry: Wednesday - 9:00am-11:00am

Requirements: ?

The First Presbyterian Church of Hudson

369 Warren St., Hudson, NY 12534

(518) 828-4275

Food Services: ?

Germantown Community Cupboard

Reformed Church of Germantown 20 Church Ave., Germantown, NY 12526

518-537-6388

Food Pantry: Wednesday- 2:00pm-6:00pm

Requirements: ?

Ghent Food Pantry

Ghent Town Hall 2306 Route 66 Ghent, NY 12075

518-392-4644

Food Pantry: Monday-Thursday- 9:00am-12:00pm

Requirements:

-Must live in the Chatham District

-A piece of identification

Hudson Daycare Center Inc.

10 Warren St, Hudson, NY 12534

(518) 828-9657

Food Services: ?

Requirements: ?

Hudson Department of Youth

18 S 3rd St, Hudson, NY 12534

(518) 828-0017

Food Service: ?

Salvation Army

40 South 3rd Street, Hudson, NY 12534

(518) 822-1602

Food Pantry: Tuesday, Thursday, & Saturday- 8:00am-10:00am

Requirements:

-Bring your own bags

-Identification for individuals in the household

Lunch: Tuesday-Friday - 11:30-12:30

no requirements needed

Dinner: Monday & Wednesday - 5:00pm-6:00pm

no requirements needed

St. Luke's Lutheran Church

1010 Kinderhook St., Valatie, NY, 12184

(518) 758-6526

Hot Meal: January-March, Tuesday- 5:30pm-6:30pm

no requirements needed

Zion Community Pantry

Bliss Towers 41 North 2nd Street, Hudson, NY 12534

(518) 828-9809

?Brenda's cell: (518) 610-1980?

Food Pantry: 2nd & 4th Tuesday of the month, 5:30-6:30

2nd Friday of the month, 12:00pm-2:00pm

Requirements: ?

HUDSON CSD



LANSINGBURGH CSD



LANSINGBURGH CENTRAL SCHOOL DISTRICT

At Troy
576 Fifth Avenue
Troy, New York 12182
www.lansingburgh.org

Cynthia B. DeDominick
Superintendent of Schools
(518) 233-6850, Ext. 33400
(518) 235-7436 (Fax)

Darwin Carr
Dean of Students

Dear Parents/Guardians,

The Lansingburgh School District is offering a **FREE** Spring Basketball League at our Rensselaer Park Elementary School. This event will be for our boys and girls who are in 3rd, 4th & 5th grade that are in our Lansingburgh McKinney-Vento Act.

The dates that your child will be able to have this experience is March 13th through May 31st. Our league will meet every Tuesday or Thursday from 3:15 PM to 4:15 PM. Lansingburgh District will provide transportation to the student's household for this event.

Please fill out the permission slip below if you are interested in participating in the program. Then return it to your child's classroom teacher.

Thank you,

Mr. Carr
Varsity Girls Basketball Coach @ LCSD

=====Cut here and save upper portion for your information=====

____ Yes, I grant permission for my child _____ to attend this FREE Spring Basketball League on March 13th through May 31st.

In case of a medical emergency, I wish to authorize a licensed medical provider to make all healthcare decisions concerning my child.

It is important for the licensed medical provider to be aware of the following information in making emergency decisions.

- > My child suffers from _____
- > My child is allergic to _____
- > My child is on the following medication(s) _____

Parent/Guardian Signature _____ Date _____

Home # _____ Work # _____ Cell # _____

Other Emergency Phone #'s _____

Academic Support for Kids

A.S.K

Tutoring

Free
Targeted
Individual
Group
After school
During the school day

Individual

- ▶ Offered at middle school and high school level
- ▶ Regent prep
- ▶ Tutor as academic case manager
- ▶ During school hours for students with after school jobs (during study hall) - tutors for day program must be from outside the district
- ▶ Tutor network with guidance, student services and classroom teachers

Group

- ▶ Offered at elementary level
- ▶ Espark - year round
- ▶ ELA and Math - 4 week programs
Teacher led - same grade level

Some individual tutoring has occurred at the elementary level....



Dear Parent and/or Guardian

This is to inform you that (insert child's name) is entitled to free after school tutoring as part of the McKinney-Vento grant program.

Your daughter's teacher has indicated that (insert child's name) would benefit from assistance with site words and math facts. We would like to work with her in these areas to strengthen her skills and increase her academic success.

(Insert teacher's name) is the teacher/tutor that will be working with your daughter. If you agree to this service, there will also be a high school senior assisting.

The tutoring will take place after school at the elementary school. The days are to be worked out between the teacher/tutor and the family to ensure that the service fits into everyone's schedule. The teacher/tutor will meet with your child's classroom teacher to determine how many days a week to offer the tutoring.

If you have any questions regarding this program contact Debra Fuchs-Nordeau, McKinney-Vento coordinator at 292-5400 ext. 2309 or by email dfuchs@liberty12.org

I am very excited about this program and hope you will be too!

Who's On First?



Keeping track of things.....

- Google sheets for tutors schedules
- Attendance data
- Progress Reports and Report Cards
- Reading program benchmarks
- NWEA
- State Tests (Regents, 3-8 testing)

For additional information
regarding the Liberty Central
School program contact:

Dr. Kathleen Bressler - Director, Student Services/McKinney Venlo Liaison
Dr. Debra Fuchs Nadeau - McKinney Venlo grant coordinator 845-292-5400
ext. 2309 or dfuchsnadeau@libertyk12.org



3 Mindful Breathing Activities for Classroom Transitions

Written by [Betsy Hanger \(https://www.mindfulschools.org/author/betsy/\)](https://www.mindfulschools.org/author/betsy/)

January 18, 2018

Posted in [Inspiration \(https://www.mindfulschools.org/category/inspiration/\)](https://www.mindfulschools.org/category/inspiration/)

As we move back into our classrooms, it's a good time to return to the basics of mindful breathing and explore ways to keep the practice interesting. Here are three activities to create short moments of mindfulness for your students, especially in transitions between activities. Children can love these playful moments of quiet.

1. SLOW DOWN, LOOK AROUND

Ask your students to stand without making a sound. (This can be a fun game in and of itself.)

Invite them:

"Close your eyes or look down at your hands as you feel yourself standing. Take three mindful breaths." (Leave some silence for them to enjoy.) "Feel your feet on the floor, feel the anchor of your breath. Now lift your eyes and slowly scan the room without speaking. Now we're ready to move on..."

2. ANCHOR HAND

<https://www.mindfulschools.org/wp/wp-content/uploads/2018/01/Mindful-Breathing-Owen-Color-Crop.jpeg>

<https://www.mindfulschools.org/wp/wp-content/uploads/2018/01/Mindful-Breathing-Owen-Color-Crop.jpeg>



Students who don't like to close their eyes can still feel successful with this activity. Have them use their hands as an object of focus, seeing and feeling the touch of one finger on their outstretched hand. This is great while waiting in a line, waiting for materials to be passed out. Get suggestions from your students for when it might be helpful for them.

Invite your students:

“Hold up the hand you don’t write with (the non-dominant hand), spread your fingers out wide. Use the index finger of the hand you use to write with, and tune in to the tempo of your breath. Now trace each outspread finger in time with a full cycle of breath. Feel your tracing finger move up as you inhale, keep looking as your finger moves down the other side, and you exhale. When you get to the end of your hand, your thumb or little finger, just reverse and keep on breathing and looking.”

3. SPHERE BREATHING

Students love this when they’re backstage before going on to perform, or on the bench waiting for their turn in kickball.

Invite them:

“Pretend you’re holding a large balloon in both hands, with relaxed elbows. When you inhale, gently pull your fingers apart so there’s plenty of space between your fingers. Feel that long cool inhale. As you exhale, slowly bring your fingers back to gently touch. After a few cycles of breath, close your eyes and notice if you can bring your fingers back precisely. This fun game can be challenging: each time might feel different. Stay curious!”

Learn more about the research-backed Mindful Schools K-12 Curriculum in the [Mindful Educator Essentials](https://www.mindfulschools.org/training/mindful-educator-essentials/) (<https://www.mindfulschools.org/training/mindful-educator-essentials/>) course.

© 2010-2018 Mindful Schools | 1260 45th Street, Suite B | Emeryville, CA 94608 | support@mindfulschools.org
(<mailto:support@mindfulschools.org>) | p:(510) 858-5350 | f: (510) 858-0856

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Example of Calming Corners throughout MWCSO. We have a 'calm down box' located in every classroom for students to use as needed.



Calming corners look slightly different in every classroom based on the set up of that room. Teachers have been given the freedom of identifying the location within their room for the calm down corner. Every classroom throughout MWCSO has the same calm down box with the same contents so that they are consistent for students as they transition from building to building and classroom to classroom.

Contents of our 'Calm Down Box'

- Notebook and pen for journaling
- Paper and crayons for drawing
- Calm down strategies cube with strategies for the students to try (write in a journal, tense your body then relax, think of a peaceful place, count backwards from 10, exercise, use an I-message to express your feeling)
- Putty filled egg
- Two different types of stress balls
- 4 spikey balls that are firmer than stress balls
- Fidget spinner
- Orbeez filled disk
- Twistable fidget toy

MIDDLE TOWN CSD
2 pages



How the Poverty Simulation Works

The Community Action Poverty Simulation breaks down stereotypes by allowing participants to step into the real life situations of others.

Poverty is often portrayed as a stand alone issue but this simulation allows individuals to walk a month in the shoes of someone who is facing poverty and realize how complex and interconnected issues of poverty really are.

- A single parent with limited resources and no transportation must find a way to get to work and get their child to daycare.
- An elderly person must find a way to pay for both utilities and medication.
- A young adult must care for siblings while their parent is incarcerated
- An elderly couple must raise their grandchildren and deal with their own health and employment issues.

After the experience, individuals then have the opportunity to discuss what they've learned with their peers.

The Community Action Poverty Simulation is a tool that helps participants rethink the challenges that millions of low income individuals must face each and every day. More importantly, this tool helps people identify areas of change that can directly impact the effects of poverty on individuals, families and communities



Missouri Community Action Network
2014 William St.
Jefferson City, MO 65109
Phone: (573) 634-2969

www.povertysimulation.org

The Community Action Poverty Simulation is a profoundly moving experience. It moves people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it moves people to make a difference.

The Community Action Poverty Simulation is the first step to get people and communities moving.

Some examples of groups who have used the Community Action Poverty Simulation experience include:

- Customer Service Groups
- Health Care Professionals
- Educators
- Clergy and Congregations
- Social Service Providers
- Elected Officials
- Management Staff
- College Students
- Community Organizations
- Corporations

The Community Action

POVERTY SIMULATION®

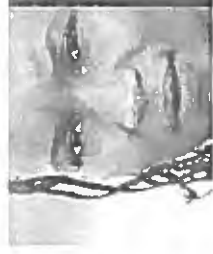


RETHINK POVERTY.





"I really felt the stress of being poor and overwhelmed."



Living a Month in Poverty...

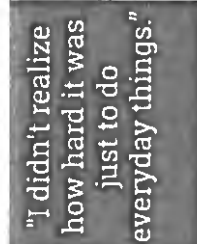
The simulation involves participants who take on the roles of members of up to 26 families, all facing a variety of challenging, but typical, circumstances.

To start the simulation exercise, each family is given a card explaining its unique circumstances. It is then the families' task to provide food, shelter, and other basic necessities by accessing various community resources during the course of four 15-minute "weeks."

In addition, about 20 volunteers - preferably people who have experienced poverty - play the roles of resource providers in the community. This allows individuals who have first hand knowledge of poverty bring their perceptions to the exercise.

The Community Action Poverty Simulation is conducted in a large room. Participants are seated in family groups and community resources are located at tables around the perimeter of the room. The facilitator opens the simulation with an orientation to the activity, goes over ground rules, and answers participant questions during the exercise.

The activity lasts about three hours. This time frame includes an introduction and briefing by the facilitator, the simulation exercise, and a guided debriefing in which participants and volunteers share their observations and insights from the activity.



"I didn't realize how hard it was just to do everyday things."

What is Included in a Community Action Poverty Simulation Kit?

Community Action Poverty Simulation kits can be purchased from Missouri Community Action Network, a nonprofit statewide association which owns the copyright. Each kit is all-inclusive and reusable.

Each kit contains:

A Director's Manual containing instructions for the facilitator on how to run a simulation, a sample invitation letter and news release, a script for the opening of the simulation and an outline for the debriefing exercise. The director's manual contains everything you need to know about running a simulation.

Family Packets for 26 separate families which will accommodate up to 88 participants. The Family Packets include items such as money, transportation passes, identification cards, and a scenario which explains the family's situation. Examples include:

- Grandparents Raising Grandchildren
- Working Parents
- Single Parent Households
- Elderly Adults
- Young Adult Caring for Underage Siblings

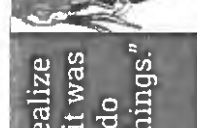
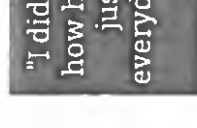
15 Community Resources include:

- U Trust Us National Bank
- Quik Cash
- Community Action Agency
- Interfaith Services
- Food A Rama
- Sweeney's Mortgage and Realty Company
- Big Daves Pawnshop
- Realville Police Department
- Friendly Utility Company
- Illegal Activities Person
- Department of Social Services
- Realville School
- Building Blocks Daycare
- General Employer
- Community Healthcare

Accessories such as printed signage, calculators, badges, dolls to represent young children in the simulation, cards, clipboards, and more.

A Compact Disc which contains pdf files of all the materials so that any which are lost can be reprinted with ease. In addition, there is a kit rebuild list to make it faster to put your kit back together once it's been used.

RETHINK POVERTY.



McKinney Vento - Intake Referral Summary

(NOTE: Spacing on this form has been reduced to fit on one page. Original copy had spaces b/w each question.)

Student Name: _____ **D.O.B.:** _____ **Grade:** _____
Home District: _____
District Contact Person Name and Number/Email: _____
Date of Referral: _____

Additional School Contact Names, Numbers/Emails, if applicable:

Parent/Guardian/Youth/Other Primary contact name/number/email:

Desired Outcomes:

Background Summary, Relevant Information, and Reason for Referral:

Signature of McKinney- Vento Liaison _____ **Date** _____

*Mandatory referral attachments: Referral *must* include most recent student report card and student attendance report

Date Referral Received:

Action steps for McKinney-Vento Social Worker

1. Contact Family to schedule intake assessment
*Document all attempts made to contact. Include dates/times, phone numbers/addresses used
2. Intake Assessment to conduct needs assessment and determine needs for support
*Intake conducted on (Date) _____ at (Location)
3. Family/Youth Desired Outcomes
4. Education to parents regarding rights/resources
*Specify type of information needed by family
5. Connection with appropriate community support
*Specify community supports needed by student/family

Chronology and Brief Summary of Contacts:

Completed by: _____ **Title:** _____ **Date:** _____
Contact Info: _____

Copies:
Supervisor
Home District Contact

Mt. Vernon
3 pages



MOUNT VERNON CITY SCHOOL DISTRICT

Guide for
McKinney Vento
Students



MOUNT VERNON CITY SCHOOL DISTRICT

914-665-5000

STUDENT SERVICES NUMBERS

ARTS, GIFTED & TALENTED	914-665-7547
BUILDINGS & GROUNDS	914-665-5189
BUSINESS OFFICE	914-358-2310
CURRICULUM & INSTRUCTION	914-358-2340
DISTRICT CLERK	914-665-5235
HUMAN RESOURCES	914-358-2350
MAIN MEDICAL	914-665-5186
OFFICE OF THE SUPERINTENDENT	914-358-2400
PURCHASING	914-358-2330
STUDENT SUPPORT SERVICES	914-358-2380
SAFETY & SECURITY	914-358-2414
SCHOOL IMPROVEMENT	914-665-5227
SPECIAL EDUCATION	914-358-2390
TECHNOLOGY	914-358-2360
TRANSPORTATION & FOOD SERVICE	914-665-5195

SCHOOL NUMBERS

ELEMENTARY SCHOOLS

COLUMBUS ELEMENTARY SCHOOL	914-358-2700
GRAHAM SCHOOL (K-8)	914-358-2800
GRIMES ELEMENTARY SCHOOL	914-665-5020
HAMILTON ELEMENTARY SCHOOL	914-665-5050
HOLMES ELEMENTARY SCHOOL	914-665-5110
LINCOLN ELEMENTARY SCHOOL	914-665-5039
REBECCA TURNER ELEMENTARY SCHOOL	914-665-5100
PARKER ELEMENTARY SCHOOL	914-665-5040
PENNINGTON SCHOOL (K-8)	914-665-5105
TRAPHAGEN ELEMENTARY SCHOOL	914-665-5060
WILLIAMS ELEMENTARY SCHOOL	914-665-5070

MIDDLE SCHOOLS

A.B. DAVIS MIDDLE SCHOOL	914-665-5120
BENJAMIN TURNER MIDDLE SCHOOL	914-665-5150

HIGH SCHOOLS

MOUNT VERNON HIGH SCHOOL	914-665-5300
MANDELA ZOLLIFFER HIGH SCHOOL	914-358-3720
THORNTON HIGH SCHOOL	914-358-2740

GUIDE FOR MCKINNEY VENTO STUDENTS

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PROPOSAL

Assistance with Dignity Fund

Mt. Vernon City School District Homeless Program

The Assistance with Dignity Fund is a 501 (c) 3 organization designed to provide emergency food, clothing, fees and to respond to fire victims of students who are enrolled in the Mt. Vernon City School District.

The Mt. Vernon City School District's Homeless population has increased exponentially over the past (7) seven years from 290 homeless students in 2009/2010, to 933 for the 2017/2018 school year. The flood of issues and concerns of such a large number of students has caused a tremendous strain on the district's resources.

A Citywide and a Mt. Vernon City School District wide appeal will be made requesting a contribution of at least \$10 per month through payroll deductions to fund this initiative. When donations are received, gift cards will be purchased in \$20.00 increments as opposed to purchasing the items for families, which would alleviate some of the shame of being in need. At the end of each year, all donors would then receive a charitable donation letter, generated from the accounting department, for tax purposes.

In the case of homeless students who are in special programs such as; the School for the Performing and Visual Arts or on a sporting team, fees are required that some families cannot afford. The lack of funding may prevent these students from participating - this fund will restore their dignity.

Respectfully submitted for approval by:

Dr. Lillian F. Reynolds, District Homeless Student Liaison

Sharlaine Holness, District Food Service Director

Nassau BOCES McKinney-Vento Afterschool Program in Freeport and Uniondale

Regina Farinaccio

Many of the homeless children we work with are immigrants. They have left their countries of origin after difficult decisions – reunification with their birth parents, death of grandparent in their country, danger of gangs, for example – and made a difficult journey to get to New York. After they arrive, they have new challenges. It may seem to the children that things are worse in their new home than they were in the country where they were born. Many people working in the school do not know the stories of these children. The attitudes of these adults can make such a difference to the children. We hope that learning about the backgrounds of this population would help them be more understanding.

We used a board game with our administrators, program staff and children. The game is called *My Journey to the United States/Mis Paso a los Estados Unidos*. We were looking for a concrete way to help adults understand the issues that some of our students are dealing with and what their lives are like. This game was created by an experienced social worker who developed programs for Hispanic students.

For staff, we presented “Understanding the Challenges of Immigrants.” We played the game together. It was surprising to learn that very few of the participants knew what it was like for many students to make their journey to the United States. This led to some good discussions.

School counselors are using the game with new arrivals in the schools. We hope that it will be used with parents, too.

PowerPoint Presentations (Workshops)

For Teachers & School Personnel

"Understanding the Challenges of the Undocumented Latino Youth and What You Can Do to Help"

For Mental Health Workers

"Therapeutic Implications When Working with Latino Immigrant Youth and Their Families"

&

"How to Conduct Newcomer Support Groups for Latino Immigrant Youth"

For Immigrant Parents

"Para La Familia de Inmigrantes - Como Reunir a Su Familia Después de Años de Separación"
(How to Reunite the Family After Years of Separation)

Contact Vilma E. Matos of Latino Immigrant Consultation Services to schedule a presentation or for further information. Cost of services varies depending on length and location of presentation. Available to present at conferences

THE PRESENTER Vilma E. Matos, LCSW-R Latino Immigrant Consultant



Ms. Matos is a retired bilingual school social worker from the Huntington School District where for 16 years she spearheaded programs for Latino students and their parents. She developed a "Newcomer" support group with a curriculum to address the social and emotional needs of immigrant youth. Her goal has always been to address their emotional needs so they are better prepared to meet their academic demands. Currently, Ms. Matos conducts enlightening PowerPoint presentations to schools, community agencies and conferences on best practices when working with immigrant youth. She also designed a unique board game, My Journey to the United States - Mis Pasos a los Estados Unidos© so others can intervene with this population.

She is a board member of the Suffolk County Association of Mental Health and Wellness as well as the serving as Second Vice President for the National Association of Puerto Rican Hispanic Social Workers. She has been honored numerous times for her dedicated work and advocacy for initiating culturally relevant treatment modalities for underserved Latinos. In March 2015 The National Association of Social Workers - Suffolk County Chapter presented her with the "2015 Social Worker of the Year Award" and in May 2015, the Suffolk County Human Rights Commission honored Ms. Matos with the "Elizabeth Quanill Memorial Award for Volunteerism."

A Holistic Approach to Addressing the Educational & Mental Health Needs of Latino Immigrant Students



If we educate school personnel on the issues impacting immigrant youth as well as offering them best cultural practices, then ENL students have an increased chance of adjusting and meeting academic success during their transition to a new school, country, culture and community. See how a three pronged approach may help in this process.



LATINO IMMIGRANT CONSULTANT
Number 1 2011-2012

VILMA E. MATOS, LCSW-R
631 807-2822
ELLGAMESINC@GMAIL.COM
WWW.ELLGAMES.COM

MASSAU

BOCETJ

2 pages

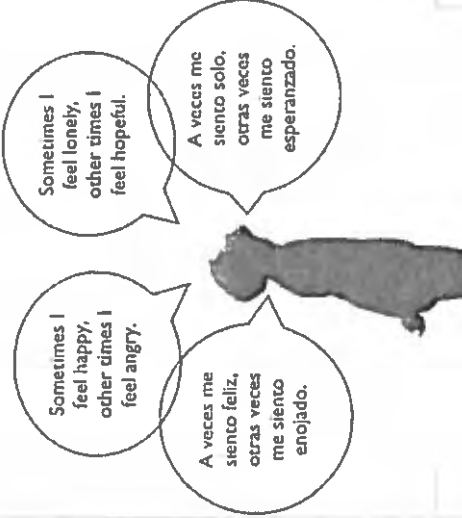
Professional Development for School Personnel

- Increases knowledge of the actual traumatic journey immigrant youth endure to cross the border to the United States and the emotional and psychological impact it has on their lives.
- Learn the factors contributing to the exodus of youth from Central America.
- Enhances your understanding of the stressors recent immigrant youth experience at school and home.
- Learn what teachers can do to help ENL students adjust to a new school which can facilitate learning.
- Learn how to lay the foundation for a strong relationship with immigrant students.
- Learn the difference between BIC and CALP to better understanding academic learning for an ENL student.
- Gain insight into the cultural differences that can make or break a teacher/student relationship.
- Provides an overview on how to assess the emotional/psychological status of immigrant youth and when to seek professional intervention and referral.



Support Groups for Immigrant Youth

- Newcomer Support Groups are known to be an effective modality in helping a unique population with unique needs.
- Immigrant youth response well when they realize others are experiencing the same feelings of sadness, resentment, joys, adjustments, hopefulness, insecurities, etc..
- Help them understand their challenges of home, school and community and how to overcome them.
- Learn interactive group activities to help them process the changes and challenges.
- Learn how to incorporate a new innovative board game, My Journey to the United States – Mis Pasos a los Estados Unidos® as part of the group activities.



Workshops for Immigrant Parents

- Helps parents understand the changes and feelings their immigrant children experience upon the family's reunification.
- Enlightens parents on their child's feelings of abandonment after the child was left behind in their native country and the ramifications of such.
- Teaches parents skills on reuniting the family after years of separation (The Do's & Don'ts)
- Helps parents understand the acculturation process that may occur once their children acclimate to the United States.
- Encourages the parents on the importance of being involved in their children's education.
- Teaches discipline skills that discourages corporal punishment and enhances better parent and children communication.
- Helps establish rules and routines for a more cohesive home environment.



Newburgh Enlarged City School District Hygiene Pantry

The Hygiene Pantry is designed to provide students living in temporary housing with hygiene products.

History of the Hygiene Pantry

The Hygiene Pantry started in December of 2015, facilitated through Team Newburgh a community organization. With the donations we have received, we were able to open up our first hygiene pantry at one of our high school campuses and one middle school. As of date, we are able to serve all of our high school campuses and our middle schools, including our two K-8 buildings.

NECSD Goal for 2017- 2018 Hygiene Pantry drive: To set up pantries in elementary schools.

How to start up a hygiene pantry in your school or district.

- 1) Connect with community agencies and or members to start a drive.
- 2) Have a conversation with different stakeholders i.e. schools, district offices, community agencies to see what the needs are in your school and or district.

Important questions/ items to consider

- When is the best time of year for the drive to be held?
 - What hygiene products are needed?
 - Where should we establish a hygiene pantry?
 - Who will facilitate this drive? It is highly recommend that a team be set up to facilitate the drive.
- 3) Create a Needs Assessment to help you decide what products are needed in your school/ or school(s) (See example of Needs Assessment).
 - 4) Create a flyer to be distributed to the community (See example).
 - 5) Find a location(s) to serve as a drop off. It is recommended that a drop off box should be created for your drop off location(s).
 - 6) Find a place in your community or school / district to store the hygiene products before they are distributed to the designated pantries.
 - 7) Find a location in the school for the hygiene Pantry to be housed. In the Newburgh Enlarged City School District we house our hygiene pantries within our health offices.
 - 8) Set up a time to count up the hygiene products and send them to the designated pantries.
 - 9) Remember to thank those who participated in the drive.

Contact Information: William Morgan, Homeless Liaison
wmorgan@necsd.net
(845) 568-6846



Name of School: _____

Please return this Needs Assessment no later than Wednesday, January 10, 2018 to Bill Morgan, Homeless Liaison through scanned e-mail to wmorgan@necsd.net or interoffice mail to Bill Morgan at the BOE.

Personal Hygiene Needs Assessment 2018

Please indicate the need for the items below by putting an "X" in the column next to the item.

<u>Product</u>	<u>Low Need</u>	<u>Medium Need</u>	<u>High Need</u>	<u>Not Needed at this time</u>
Feminine Hygiene Products				
Detergent Pods				
Bar Soap				
Body Wash				
Men's Deodorant				
Women's Deodorant				
Chap Stick				
Shampoo				
Conditioner				
Combs/ Brushes				
Toothbrushes				
Toothpaste				
Elementary Aged Underwear				
Elementary Aged Sweat Pants				
Socks				
Other:				
Other:				



Name of School: _____

Personal Hygiene Needs Assessment 2018

Please indicate any other need(s) you may have:

Our Health office is in need of McKinney-Vento Awareness posters. Yes or no



Number of English posters requested: _____

Number of Spanish posters requested: _____

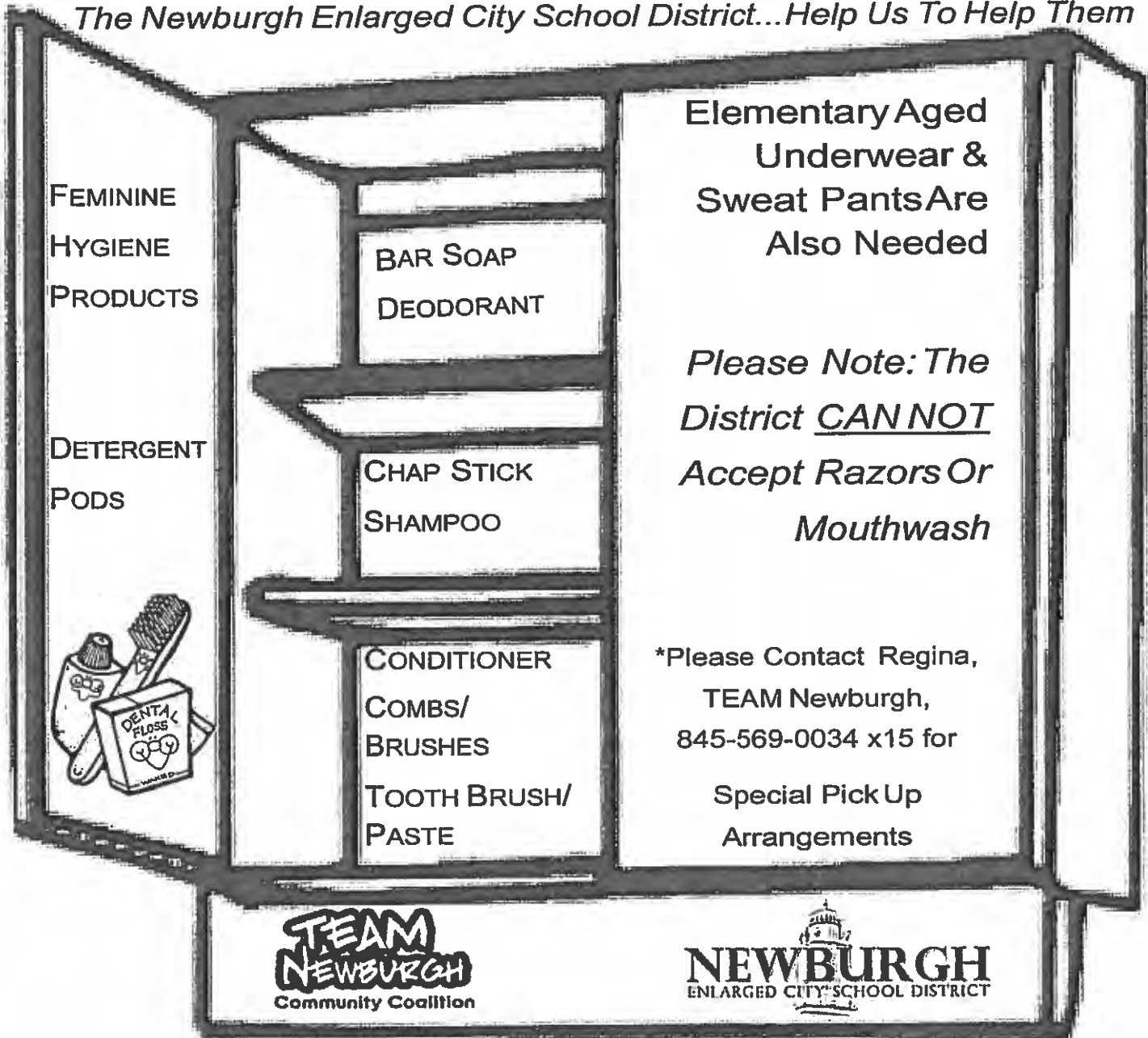
If you are the Food Backpack Program Coordinator in your building, please indicate if your building is need of additional bags of food.

_____ Yes, my building is in need of additional bags of food. Number of bags needed: _____

_____ No, my building is not in need of additional bags of food at this time.

TEAM Newburgh Hygiene Drive For Youth In Need In The Newburgh Enlarged City School District

*There Are Currently Over 745 Youth Considered Homeless Enrolled In
The Newburgh Enlarged City School District...Help Us To Help Them*



Drop Off: St. Francis Church Hall O'Connor Hall, 145 Benkard Avenue, Newburgh

Mondays: Feb. 12th, and March 12th, 9:00 am - 10:00 am / **Fridays:** Feb. 9th and March 2nd and 9th from 2:30pm - 4:00 pm

if the NECS D is delayed or closed there will be no drop off that day

Drop Off: St. Francis Church Entrance, 145 Benkard Avenue, Newburgh

Saturdays: Feb. 10th, 17th & 24th & March 3rd & 10th, 3:30 pm - 5:30 pm

Sundays: Feb. 11th, 18th & 25th, & March 4th & 11th, 8:00 am - 1:00 pm.

NECSD Personal Hygiene Needs Assessment 2018

<u>Product</u>	<u>Low Need</u>	<u>Medium Need</u>	<u>High Need</u>	<u>Not Needed at this time</u>
Feminine Hygiene Products	HOH	NWS, GARDNERTOWN	BALMVILLE, NFA MAIN, NFA North, NFA WEST, VAILS GATE, SMS	GAMS, HMS, FOSTERTOWN, MEADOW HILL, TEMPLE HILL
Detergent Pods	NWS, TEMPLE HILL	BALMVILLE, HOH, MEADOW HILL	NFA MAIN, NFA WEST	GAMS, GARDNERTOWN, HMS, FOSTERTOWN, NFA NORTH, VAILS GATE, SMS
Bar Soap	MEADOW HILL	NFA NORTH	BALMVILLE, SMS, NFA WEST, TEMPLE HILL	GARDERTOWN, FOSTERTOWN, HOH, HMS, GAMS, NFA MAIN, NWS, VAILS GATE
Body Wash	HOH, MEADOW HILL	GARDERTOWN, NFA NORTH	BALMVILLE, GAMS, NFA WEST, TEMPLE HILL	FOSTERTOWN, HMS, NFA MAIN, NWS, SMS, VAILS GATE
Men's Deodorant	FOSTERTOWN, GARDERTOWN, MEADOW HILL	HMS, HOH, VAILS GATE, TEMPLE HILL	BALMVILLE, GAMS, NFA MAIN, NFA NORTH, NFA WEST	NWS, SMS
Women's Deodorant	GARDNERTOWN, MEADOW HILL, TEMPLE HILL	HMS, HOH, NWS, TEMPLE HILL	BALMVILLE, GAMS, NFA MAIN, NFA NORTH, NFA WEST, SMS, VAILS GATE,	FOSTERTOWN
Chap Stick		GARDERTOWN	BALMVILLE, HMS, HOH, FOSTERTOWN, GAMS, NFA MAIN, NFA NORTH, NFA WEST, NWS, SMS, TEMPLE HILL, VAILS GATE	MEADOW HILL
Shampoo	FOSTERTOWN, NFA NORTH, HOH	BALMVILLE	GAMS, NFA WEST, TEMPLE HILL	GARDERTOWN, HMS, FOSTERTOWN, MEADOW HILL, NFA MAIN, NWS, SMS
Conditioner	MEADOW HILL, NFA NORTH, HOH	BALMVILLE	GAMS, GARDNERTOWN, HOH, NFA WEST, TEMPLE HILL	GARDNERTOWN, HMS, FOSTERTOWN, MEADOW HILL, NFA MAIN, NWS, SMS
Combs/ Brushes	NFA NORTH	HMS, NWS, TEMPLE HILL	BALMVILLE, GAMS, GARDNERTOWN, VAILS GATE, NFA WEST	FOSTERTOWN, MEADOW HILL, NFA MAIN, SMS
Toothbrushes	HMS, TEMPLE HILL	HOH	BALMVILLE, GAMS, GARDNERTOWN, MEADOW HILL, NFA NORTH, WEST, VAILS GATE	FOSTERTOWN, NFA MAIN, NWS, SMS

Audience: Parents

Date: March 23, 2018

Subject: Summer Programs/Scholarships/Youth Employment

Topic: Gearing up for Summer -Never too early to start thinking about it and preparing for it.

Duration Time: 60-90 minutes

Materials Needed:

- Camp Brochures
- Camp Applications
- Scholarship/Campership Applications
- Middle School Drop in programs
- Youth employment open positions
- Youth employment applications
- Working papers applications

Aim: To introduce the opportunities for school aged youth and teenagers that are available for the upcoming 2018 summer. Provide parents with the materials required to apply for camps, scholarships, youth employment and working papers. Assist with online applications and references.

Objectives:

1. Be able to identify the various programs available to students within the community and understand scholarship opportunities available.
2. Understand the application process, provide the applications.
3. Be able to identify youth employment opportunities for their children.
4. Understand the process of obtaining working papers for their children if needed.

Procedure:

1. Begin by reviewing camp options for the 2018 summer.
2. Introduce campership and scholarship information.
3. Explain how having knowledge and registering and applying early will more likely guarantee a slot for summer.
4. Explain the online procedure for applying for camp.
5. Have parents take copies of applications for the programs they are interested in.

6. Offer help with completing and applying for camperships/scholarships.
7. Provide information regarding youth employment applications and working papers.
8. Provide information on obtaining references, guiding their child on how to interview successfully.

Assessment:

- Parents will demonstrate their understanding of the information provided regarding summer camps and scholarships.
- Demonstrate their knowledge of the process to apply for camps and scholarships.
- Demonstrate understanding of the procedure for teens to apply for youth employment and how to obtain working papers.
- Parents will be able to answer questions about the materials being shared and the necessary steps that have to be taken to take advantage of the opportunities available to them.

Upcoming Sessions:

Trauma Sensitivity

Extra Help/Targeted Tutoring-Helping your child succeed

Attendance Matters



"NURTURING WHAT MATTERS MOST"

- 1) Improving the cross functionality between Guidance Counselors and Parent Coordinators to support Students in Temporary Housing
- 2) Improving our schools as responsive environments

AGENDA

March 7, 2017

8:00am – 3:00pm

8:00 a.m. – 9:00 a.m. –

Arrival and Breakfast

9:00 a.m. – 9:15 a.m. –

Welcome

9:15 a.m. – 9:45 a.m. –

Video - Rita Pierson

- o Debrief video and discuss

Resilience Review

- **What's in my Wallet?**
- **Why do we need resilience?**

9:45 a.m. – 12:00 p.m. –

Fostering Resilience in Students and Adults

- **Article Reading – "The Nature of Resilience"**

http://www.bbbswnc.org/wp-content/uploads/2014/09/fostering_resilience.pdf

(Using the Four A's Protocol)

- **Engaging the Resiliency Wheel**

12:00 p.m. – 1:00 pm. –

Lunch Break

1:00 p.m. – 2:30 p.m. –

Student Needs and Misbehavior

- **Infractions and misbehaviors**
- **4 A's/4 C's Activities**
 - o Grouping misbehaviors by needs
- **The Goals of Misbehavior**
 - o Why do students misbehave

2:30 p.m. – 2:45 p.m.

Next Steps

- **Planning a Workshop at your school for staff and parents**

2:45p.m. – 3:00 p.m. –

Survey/Evaluation (Exit slip)

WHAT CAN SCHOOLS DO TO BUILD RESILIENCE IN THEIR STUDENTS?

Author: Child Trends | October 30, 2013

After each school shooting, violent classroom episode, or student suicide—all too common today—there is talk about resilience in schools. Why is it that some students bounce back from adversity and others do not? Coping and functioning well despite adversity or trauma is resilience.

Schools are recognizing the importance of students' social and emotional well-being as well as a supportive school climate, more generally, in promoting positive academic and behavioral outcomes. In fact, at the September convening of the U.S. Department of Education Safe and Supportive Schools federal grantees in Washington, states presented data indicating improvements in both academic achievement as well as in student behaviors from three years ago—the point at which the federal grants began that enabled many high poverty school districts in 11 states to implement school climate surveys and programs. Numerous studies show that programs and practices that build resilience are particularly effective in improving the academic performance of low achieving students.

There are a variety of models of resilience out there, each with their research base, and many have interventions to go along with them. Many school districts are asking, "How can we sort through all of these models and interventions to choose the right one for our students?" Child Trends' researchers offered help to 11 states who have received federal Safe and Supportive School grants, by synthesizing the research and resources available on resilience in schools.

Common Components of Resilience

While each model has its favorite components of resilience, we looked across the various models and found that the following components kept re-appearing.

Individual Behaviors, Attitudes, and Competencies

- Physical health supports resilience, including getting enough sleep, eating well, exercising, and enjoying good health.
- Social and emotional competencies that promote resilience include stress management; a sense of control over one's life; positive relationship to self, including self-efficacy, self-regulation, and self-esteem; hopefulness and goal-setting with the motivation and perseverance needed to reach those goals; and social competence.
- Cognitive competencies that help include insightfulness and general skills such as problem-solving, information processing, and intellectual ability.

Family, School, and Community Support

- A positive and supportive family, including warmth, stability, cohesiveness, a positive parenting style, and high expectations.
- Presence of a caring adult outside the family, such as a teacher, counselor, coach, or mentor
- Belonging to groups and institutions, like schools, clubs, organizations, and religious communities.

Strategies that Build Resilience in Schools

- Promote positive social connections between staff and students, among students, and between schools and home.
- Nurture positive qualities, such as empathy, optimism, or forgiveness, and give students a chance to use them.
- Notice and reinforce qualities that are key to resilience.
- Avoid focusing on failure or negative behaviors.
- Teach by example, which is an effective approach; train staff to develop the same qualities.
- Apply restorative justice techniques can help schools by giving students a structured opportunity to work difficulties out by encouraging reflection and empathy.
- Foster feelings of competence and self-efficacy.
- Set high expectations for students; teach them to set realistic, achievable goals, and also how to reach out for help when needed.

Strategies to Help Students Recover from a Traumatic Event

In addition, here are strategies that schools can use to help students recover from a traumatic event:

- Supportive relationships are key to recovery: Make sure students have time to talk with caring adults and have the opportunity to express their feelings and ask questions.
- Schools can provide supports to parents by sponsoring parent meetings.
- Stay flexible! Children's responses to a traumatic event will be varied not just in intensity, but also in recovery time; it is important for schools to avoid a one-size-fits-all response to recovery.
- After a traumatic event, students may feel nervous, anxious, or unsafe so try to reassure students that they are safe, and keep to familiar routines.
- School administrators can provide extra support to teachers, such as training, time to unwind and ways to connect with other teachers for support.

Laura Lippman, Senior Program Area Director, Education

Hannah Schmitz, Research Assistant, Education

NYC Dept. of Ed.
3 pages

What You Need for a Caring Classroom

Daniel Goleman and Peter Senge outline three kinds of empathy kids need for success at work and in life.

By Mindful Staff | August 31, 2015

mindful
mindful.org

What You Need for a Caring Classroom

It's not just enough to know how other people think or feel—we also need to be concerned about them, ready to help. Daniel Goleman and Peter Senge outline three kinds of empathy kids need for success at work and in life.

EMOTIONAL EMPATHY
The “chemistry” in our connections to people—being able to sense, from moment-to-moment, how a person feels.

EMPATHIC CONCERN
It's the foundation for a “caring classroom”—like the Good Samaritan, we tune in and stop to help. Likewise, a teacher embodies and models kindness and concern for her students, and encourages the same attitude among students. In this atmosphere, kids thrive, both cognitively and emotionally.

COGNITIVE EMPATHY
Understanding how people see the world and think about it.

SOURCE
Triple Focus: A New Approach to Education
by Daniel Goleman and Peter M. Senge (2014)
From More Than Sound (morethansound.net)

By Daniel Goleman and Peter M. Senge

More than three decades of research shows that telling our kids they are smart and praising achievement is not the way to get results. A new article in *Scientific American*, "The Secret to Raising Smart Kids," suggests that "focusing on 'process,' rather than intelligence or talent, produces high achievers in school and in life." This process consists of personal effort and effective strategies. One process we are talking about today is building empathy into the classroom setting, and how developing emotional intelligence is key to success inside and outside of the classroom.

Empathy and Academic Success

The key to compassion is being predisposed to help—and that can be learned.

There is an active school movement in character education and teaching ethics. But I don't think it's enough to have children just learn *about* ethical virtuosity, because we need to embody our ethical beliefs by acting on them. This begins with empathy.

There are three main kinds of empathy, each involving distinct sets of brain circuits. The first is *cognitive empathy*: understanding how other people see the world and how they think about it, and understanding their perspectives and mental models. This lets us put what we have to say in ways the other person will best understand.

The second is *emotional empathy*, a brain-to-brain linkage that gives us an instant inner sense of how the other person feels—sensing their emotions from moment to moment. This allows "chemistry" in our connections with people.

Those two are very important of course; they're key to getting along with other people, but they're not necessarily sufficient for caring. The third is called, technically, *empathic concern*—which naturally leads to empathic action. Unlike the other two kinds of empathy, this variety is based in the ancient mammalian circuitry for caring and for parenting, and it nurtures those qualities.

That last type of empathy offers the foundation for what's been called a "caring classroom," where the teacher embodies and models kindness and concern for her students, and encourages the same attitude among the students. Such a classroom culture provides the best atmosphere for learning, both cognitively and emotionally.

Learning in general happens best in a warm, supportive atmosphere, in which there exists a feeling of safety, of being supported and cared about, of closeness and connection. In such a space children's brains more readily reach the state of optimal cognitive efficiency—and of caring about others.

Such an atmosphere has particular importance for those children at most risk of going off track in their lives because of early experiences of deprivation, abuse, or neglect. Studies of such high-

risk kids who have ended up thriving in their lives—who are resilient—find that usually the one person who turned their life around was a caring adult.

If you ask them what made the difference, very often they'll tell you it was that teacher who really saw them, who really understood them, who really cared about them and saw their potential. Such caring and genuine concern is important not just in the classroom but also throughout the school.

Administrators need to care about teachers so that the teachers feel they have a secure base. When you have a secure base, your mind operates at its best. You can function optimally. You can take smart risks. You can innovate and be creative, feel enthused, motivated, and tune in to other people. Compassion comes more easily.

The more upset we are, the more self-focused we become. We tune out the people around us, tune out the systems around us, and we just think about ourselves. Being able to manage your inner life lets you tune in to others with genuine care, and function at your best. It's true for teachers, for parents, for administrators, and for kids.

Several research centers have been piloting programs that cultivate an attitude of kindness and concern, Stanford and Emory Universities among them. The Mind and Life Institute has created a network of educators and researchers (from these and other institutions) to distill the active ingredients from this research and adapt it into a curriculum for younger students. They plan to start with the first or second grade, and then roll out developmentally appropriate versions for each successive grade level.

For instance, one of the guided reflections a teacher in such a program might lead students through is all the ways other kids are “just like me.” The children would be instructed to consider their common hurts and hopes, their fears and anger, their kindness, and their need to be loved. Such a widened view of how others feel and see the world acts as an antidote to a one-dimensional view of other children that can lead to negative stereotyping or bullying.

One appeal: these are empirically tested methods, and so this program in cultivating compassion should be state of the art. Helping children cultivate their capacity for caring and concern—for empathic action—will likely be the next major step for SEL.

From The Triple Focus: A New Approach to Education. Copyright 2014 Daniel Goleman and Peter Senge. Reprinted with permission from More Than Sound.

This post was originally published on mindful.org in December 2014.

North Rose Wolcott
(Lyons CSD)



Spartan Heart of Gold

Student Name:

Contact Person:



Spartan Heart of Gold

Student Name:

Contact Person:



Spartan Heart of Gold

Student Name:

Contact Person:



BIBLIOTHERAPY



WHAT IS BIBLIOTHERAPY?

Bibliotherapy is an approach to healing through literature. Using picture books, early readers, chapter books, poetry, fiction or non-fiction, we can help students who are experiencing homelessness and/or students who have experienced trauma feel less isolated and promote resiliency. Reading books about families who have experienced a crisis such as divorce, death, alcoholism, an incarcerated parent, or any other traumatic event is a window for children into the lives of others to whom they can connect and learn.

HOW DO WE USE BIBLIOTHERAPY AT OU BOCES WITHIN THE MCKINNEY-VENTO GRANT?

We see reading skills and a love of books as life-long resiliency building tools. Therefore, we have structured lunchtime bibliotherapy sessions ("Lunch Bunch Book Clubs") for students experiencing homelessness and their friends/classmates. In these sessions, we explore how characters face challenges and build resiliency. As an added bonus, we have documented that participants have improved their reading skills.

HOW CAN YOU USE BIBLIOTHERAPY?

Teachers: Teachers know their students. Books are a way to help students without being intrusive. It is like handing the child a friend to whom they can relate.

Students: Reading books with characters who have been confronted with hardship and have come through successfully can be the key to strength for a child.

Parents: Books can be a way to discuss topics which may be uncomfortable without support. Perhaps it is easier to discuss the character in a book than oneself.

For More Information:

Please contact Elizabeth Russell, OU BOCES, at Elizabeth.russell@ouboces.org

BIBLIOTHERAPY RESOURCES

For Teachers and Support Staff:

- The Novel Cure, From Abandonment to Zesltlessness: 751 Books to Cure What Ails You by Ella Berthoud and Susan Elderkin
- "Read a Novel: It is Just What the Doctor Ordered" Sarah Begley
- <http://time.com/4547332/reading-benefits/>
- Learned Optimism by Martin Seligman



Suggested Titles for Students:

- Wonder R.J. Palacio
 - The Running Dream Wendelin Van Draanan
 - A Terrible Thing Happened Margaret Holmes
 - A Day's Work Eve Bunting
 - The Boys in the Boat Daniel James Brown
 - George Alex Gino
 - Simon and the Homosapien Agenda Becky Albertalli
 - The War That Saved My Life Kimberly Brubaker Bradley
 - Maddie's Fridge Lois Brandt
 - Those Shoes Maribeth Boelts
 - Crenshaw Katherine Applegate
 - Maniac McGee Jerry Spinelli
- Physical Deformity
 - Car Accident/Amputation
 - Childhood Trauma
 - Poverty/Immigration
 - Abandonment
 - Transgender
 - Homosexuality
 - Child Abuse
 - Hunger
 - Poverty
 - Possible Homelessness
 - Loss of Parents



Oswego City School District

120 East First Street
Oswego, NY 13126
Phone 315-341-2012
Fax 315-341-2915

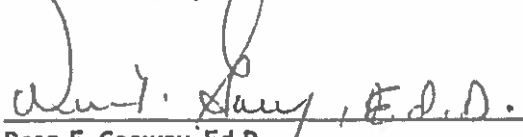
CONTRACT

NAME OF CONTRACTOR:	Noel LaPoint, PsyD 106 West Utica Street Oswego, NY 13126 (315) 326-0015 noellapoint@gmail.com
SERVICES CONTRACTED:	Chronic Stress and Trauma Clinician 84 Hours at \$90/hr for the 2017-2018 School Year
CONTRACTED WITH:	Oswego City School District
DATES OF SERVICES:	July 2017 – June 30, 2018
SERVICES PROVIDED:	The Chronic Stress and Trauma Clinician will work collaboratively with the School-based Homeless Advocate to assess, identify and treat students who are McKinney-Vento eligible. The Clinician will perform counseling, evaluations, and professional development for all schools in the district. The Clinician will arrange and execute professional development and trainings for faculty, staff, students and parents, while working to maintain liaisons with community agencies.




Noel LaPoint, PsyD

6/27/17
Date



Dean F. Goewey, Ed.D.
Superintendent

7/5/17
Date



Carrie Plasse
Executive Director of Elementary Education & Accountability

7/3/17
Date

CONTRACT FOR SERVICES

BETWEEN
OSWEGO CITY SCHOOL DISTRICT
AND
OSWEGO COUNTY OPPORTUNITIES, INC

THIS AGREEMENT EXECUTED AS OF THE 1ST DAY OF SEPTEMBER, 2017, WITNESSETH THAT:

WHEREAS, THE OSWEGO CITY SCHOOL DISTRICT (HEREINAFTER CALLED THE CONTRACTOR) RECEIVED A GRANT THAT EXTENDS THEIR RUNAWAY/HOMELESS YOUTH ADVOCATE (RHY ADVOCATE) THAT IS CURRENTLY FUNDED 2.5 DAYS A WEEK THROUGH MCKINNEY-VENTO FUNDING TO PROMOTE THE ENROLLMENT, ATTENDANCE, AND ACADEMIC SUCCESS OF CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS IN THE OSWEGO CITY SCHOOL DISTRICT; AND

WHEREAS, OSWEGO COUNTY OPPORTUNITIES (HEREINAFTER CALLED THE PROVIDER) PROVIDES A VARIETY OF HUMAN SERVICE PROGRAMS TO INDIVIDUALS AND FAMILIES, PARTICULARLY SERVICES RELATED TO ASSISTING RUNAWAY AND HOMELESS YOUTH MAINTAIN PROPER HEALTH, NUTRITION AND SELF-SUFFICIENCY; AND

WHEREAS, THE CONTRACTOR AND PROVIDER WILL WORK TOGETHER TO PROVIDE SERVICES TO RUNAWAY AND HOMELESS YOUTH;

NOW, THEREFORE,

A. THE PROVIDER AGREES TO:

1. ALL TERMS AS STATED ON SCHEDULE A ATTACHED.
2. MAINTAIN PROGRAM RECORDS THAT SUBSTANTIATE AND SUPPORT PROGRESS TOWARDS PERFORMANCE OUTCOMES AND INDICATORS
3. PROVIDE THE CONTRACTOR ACCESS TO PROGRAM AND FISCAL RECORDS FOR EVALUATION/MONITORING PURPOSES
4. FOLLOW GENERALLY ACCEPTED ACCOUNTING PRINCIPLES AND ASSURE THE PROPER RECORDING AND DOCUMENTATION OF EXPENSES FOR THIS PROJECT ARE MAINTAINED.
5. INDEMNIFY THE CONTRACTOR AGAINST ANY AND ALL CLAIMS ARISING OUT OF THE AGENCY'S PERFORMANCE OF WORK SPECIFICALLY RELATED TO THE RHY SERVICE ACTIVITIES PROVIDED.
4. ATTEST THAT NEITHER THEY NOR ANY OF ITS PRINCIPAL EMPLOYEES ARE LISTED ON THE GENERAL SERVICES ADMINISTRATION'S LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NON-PROCUREMENT PROGRAMS.
5. MAINTAIN PROPERTY AND GENERAL LIABILITY INSURANCE IN A MINIMUM AMOUNT OF ONE MILLION DOLLARS (\$1,000,000.00), ONE MILLION DOLLARS (\$1,000,000.00) WORKMEN'S COMPENSATION, E&O INSURANCE OF ONE MILLION DOLLARS (\$1,000,000.00) AND EXCESS INSURANCE OF ONE MILLION DOLLARS (\$1,000,000.00) FOR THE DURATION OF THIS AGREEMENT.

B. THE CONTRACTOR AGREES TO:

1. ALL TERMS AS STATED ON SCHEDULE A ATTACHED.
2. REIMBURSE AGENCY FOR WORK SATISFACTORILY PERFORMED.
3. REIMBURSE AGENCY WITHIN 30 DAYS OF RECEIPT OF PAYMENT VOUCHER FOR A TOTAL ANNUAL REIMBURSEMENT OF UP TO \$ 63,650.00

C. GENERAL:

1. SHOULD ANY PART, TERM OR PROVISION OF THIS AGREEMENT BE DECIDED BY A COURT OF COMPETENT JURISDICTION TO BE INVALID, UNENFORCEABLE, ILLEGAL OR IN CONFLICT WITH ANY LAW, THE VALIDITY, LEGALITY AND ENFORCEABILITY OF THE REMAINING PORTIONS SHALL NOT BE AFFECTED OR IMPAIRED.
2. THIS AGREEMENT CONTAINS ALL THE TERMS AND CONDITIONS AGREED UPON BY THE PARTIES. NO WAIVER, ALTERATIONS, OR MODIFICATION OF THE AGREEMENT SHALL BE BINDING UNLESS IN WRITING AND SIGNED BY THE DULY AUTHORIZED REPRESENTATIVE OF THE PARTIES SOUGHT TO BE BOUND.
3. NEITHER PARTY MAY ASSIGN ITS RIGHTS OR OBLIGATIONS UNDER THIS AGREEMENT WITHOUT THE PRIOR WRITTEN CONSENT OF THE NON-ASSIGNING PARTY, WHICH CONSENT SHALL NOT BE UNREASONABLY WITHHELD.
4. THIS CONTRACT CONSTITUTES AND EXPRESSES THE ENTIRE UNDERSTANDING BETWEEN THE PROVIDER AND THE CONTRACTOR WITH RESPECT TO THE SUBJECT WRITTEN HEREOF AND SUPERSEDES ALL PRIOR AND CONTEMPORANEOUS AGREEMENTS AND UNDERSTANDINGS, INDUCEMENTS OR CONDITIONS, WHETHER EXPRESSED OR IMPLIED, ORAL OR WRITTEN. THIS CONTRACT MAY ONLY BE AMENDED BY A WRITTEN INSTRUMENT SIGNED BY THE PROVIDER AND THE CONTRACTOR.
5. THIS CONTRACT MAY BE TERMINATED BEFORE THE CONTRACT END DATE:
 - a. IF FUNDING FROM OSWEGO CITY SCHOOL DISTRICT IS TERMINATED; AND/OR;
 - b. IF THE PROVIDER FAILS TO COMPLY WITH THE REQUIREMENTS IDENTIFIED IN ATTACHED SCHEDULE A; AND/OR
 - c. BY WRITTEN, MUTUAL CONSENT OF BOTH PARTIES; OR
 - d. BY EITHER PARTY WITH 90 DAYS NOTICE.
6. THIS CONTRACT IS IN EFFECT FROM SEPTEMBER 1, 2017 TO AUGUST 31, 2018 AND MAY BE RENEWED BASED ON AVAILABLE FUNDING. IF THE CONTRACT IS RENEWED BEYOND THE ORIGINAL CONTRACT END DATE OF AUGUST 31, 2018, AN ADDENDUM TO THE ORIGINAL CONTRACT WILL BE SIGNED BY BOTH PARTIES DEFINING:
 - a. THE EFFECTIVE DATES OF THE NEW CONTRACT;
 - b. NEW SCHEDULE FOR SUBMITTING PAYMENT VOUCHERS AND REPORTS BY THE PROVIDER;
AND
 - c. ANY OTHER AMENDMENTS OR CHANGES TO THE ORIGINAL CONTRACT.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE SIGNED THEIR NAMES AS OF THE DATE BELOW WRITTEN.

CONTRACTOR: OSWEGO CITY SCHOOL DISTRICT

AUTHORIZED BY:  , Ed.D.

PRINTED NAME: DR. DEAN F. GOEWY

TITLE: SUPERINTENDENT OF SCHOOLS

DATE: 6/13/17

PROVIDER: OSWEGO COUNTY OPPORTUNITIES, INC.

AUTHORIZED BY: 

PRINTED NAME: DIANE COOPER-CURRIER

TITLE: EXECUTIVE DIRECTOR

DATE: 6-29-17

SCHEDULE A

September 1, 2017 to August 31, 2018

Between: Oswego City School District, the Contractor, and Oswego County Opportunities, Inc.,
the Provider

For: Services to Runaway and Homeless Youth and District Personnel

Terms of Agreement:

I. The Provider Shall:

- A. Provide a Runaway Homeless Advocate for a total of 5 days per week, (8 hours each day, which includes a ½ hour lunch).
- B. Provide supportive counseling, assessment, crisis intervention, mediation, and academic support to students up to age 21 who are at risk of becoming or who are homeless as well as auxiliary services to their families who are also experiencing homelessness;
- C. Assist with connecting youth and families to needed community services and resources;
- D. Oversee the accomplishment of project goals and objectives as specified in the approved proposal;
- E. Submit statistical information to Contractor as needed and assist with annual project reports; and
- F. Submit monthly payment voucher to Oswego City School District for services rendered.

II. The Contractor Shall:

- A. Reimburse provider for services rendered at a rate of \$5,304.16 per month for a period of 12 months for a total of \$ 63,650.00;
- B. Provide coordination of grant;
- C. Gather required data for the completion of annual project reports;
- D. Provide safe, accessible space that is adequate for providing RHY Services as well as office space and furniture for the RHY Advocate; and
- E. Provide a phone line and internet connection for the RHY Advocate.

In our district and in our County, Oswego County, we are beginning to immerse ourselves in the effect Trauma has on the brain. With a 56% Free and Reduced Lunch Rate, in addition to over 100 students Homeless or Unaccompanied in a district of 1800, the influence of Trauma is having a meaningful effect on our students. Consequently our district, Phoenix CSD, have implemented the beginning stages of creating Trauma Informed Schools. The following are a few of the activities:

- Book Study with Administrators on “Fostering Resilient Learners” – We meet monthly and discuss two chapters at a time while brainstorming strategies for staff
- Book study with Elementary School and High School Integrated Co-Teachers on “Fostering Resilient Learners” – We meet monthly for each building discussing two chapters at time. Teachers share strategies and discuss ideas for implementing building wide.
- Weekly video clips, strategies and articles to the Elementary Staff on ACE’s and Trauma Informed Classrooms from the Assistant Principal.
- High School Principal sends out weekly newsletters with trauma informed classrooms strategies
- Superintendent and Director of Professional Development pursuing presenters on Trauma Informed Classrooms for Staff Orientation and Professional Development Days.
- Training for our Transportation Department on Trauma Sensitivity.
- District wide weekend backpack program for homeless students and their families.
- Contract with Oswego County Opportunities for Homeless caseworker 2 ½ days a week.

McKinney-Vento Resource share

Kathy Sutherland, MV Liaison, Port Chester School District

EPIC - Every Person Influences Children (epicforchildren.org) is a national organization that provides research based parent education programs for all developmental stages from toddlers to adolescents. EPIC's main headquarters are in Buffalo, with downstate offices in Rockland County. They provide facilitator training, ongoing support as well as program materials in English and Spanish at either of their locations or will send a trainer to do an onsite training. I found this program to be very affordable compared to others that are offered throughout the country.

I have sent our school-based social workers for facilitator training, which is done over two full days. The program has been delivered at all four of our elementary schools and our pre-k program. We have also started to deliver the program at the HS and MS with less parent participation. Offering this program is a good way to connect parents to the school and familiarize them with school services and programs such as McKinney-Vento.

Ready, Set, Parent! Their parent education program, was developed to make parenting a positive experience and prepare children for school success. EPIC offers "Ready, Set, Parent!" curriculums for parents of infants, young children and adolescents.

Some of the training modules that the program covers for school age children are:

- Promoting Literacy in Your Child
- Fostering Self-esteem
- Listening and Responding to Children
- Communicating with Teachers
- Promoting Nonviolent Solutions
- Resolving Conflicts
- Building Bridges between Parents and Child: A Substance Abuse Prevention Workshop
- Some of the training modules that the program covers for adolescents are:
 - Parenting Styles and Decision Making
 - Helping Your Young Adolescent Succeed in School
 - Substance Abuse Prevention
 - Structure and Limits: Preventing and Managing Problem Behavior
 - Dealing with Your Child's Emerging Sexuality
 - Promoting Nonviolent Solutions

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, effective on the date last executed by the parties hereto ("Effective Date"), and between the **Rochester City School District**, having its principal office at 131 West Broad Street, Rochester, New York 14614, (hereinafter referred to as the "District") and **Rochester/ Monroe County Homeless Continuum of Care**, (hereinafter referred to as "RMHCoC"), having its principal office at 30 Church Street, Rochester, New York 14614.

WHEREAS, the RMHCoC is dedicated to ending homelessness in Rochester and Monroe County; and

WHEREAS, the RMHCoC is designed to assist individuals and families experiencing homelessness and to provide services needed to help such individuals move into transitional and permanent housing, with the goal of long-term stability; and

WHEREAS, RMHCoC wishes to partner with the District to provide these services. Participating schools shall be determined by mutual agreement between the District and RMHCoC.

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the sufficiency of which is hereby acknowledged, the District and RMHCoC do hereby agree as follows:

I. TERM

The term of this Agreement is the later of January 22, 2018 or the effective date until January 29, 2018. Either party may terminate this Agreement at any time upon twenty (20) days written notice.

II. RMHCoC DUTIES AND OBLIGATIONS

RMHCoC shall provide the following:

- Assist homeless students and families with housing
- Provide data about temporarily sheltered, and unsheltered youth;
- Acquire any necessary consents for collection of data
- Conduct the Point in Time (PIT) count and simple survey

III. DISTRICT DUTIES AND OBLIGATIONS

The District shall provide the following:

- Provide assistance where applicable with data collection
- Provide aggregate data as available, to the RMHCoC regarding homeless students

IV. RELATIONSHIP OF PARTIES

No agency or employee of either Party shall be deemed an agent or employee of the other Party. Each Party will be solely and entirely responsible for the acts of its agents, subcontractors, or employees.

V. INDEPENDENT CONTRACTOR

RMHCoC for the purposes of carrying out its respective duties and responsibilities under this Agreement, shall be and perform at all times as an independent contractor. Neither Party will be under the direction or supervision of the other in the performance of its duties under this Agreement. Nothing herein shall be construed to create an employer/employee relationship between the Parties or between either Party and the employees or contractors of the other Party. Neither Party nor its employees or contractors shall be eligible for any employee benefits programs of the other Party nor shall they have any claim under this Agreement or otherwise against the other Party for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment benefits, or any other employee benefits of any kind.

VI. NO OTHER OBLIGATIONS CREATED

By entering into this Agreement, the Parties do not create any obligations, expressed or implied, other than those set forth herein, and this Agreement shall not create any rights in parties not signatory hereto.

VII. CONFIDENTIALITY AND NON-DISCLOSURE

For purposes of this Agreement, "Confidential Information" shall mean any information, in any form, oral, written, or electronic, about a current or former student of the District, including, but not limited to, "Education Records" and Personally Identifiable Information," as these terms are defined under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act of 1974, as amended, or as may be amended hereinafter ("FERPA"). Confidential Information SHALL include "Directory Information," as this term is defined under FERPA. Confidential Information shall include, without limitation, any information, in any form, oral, written, or electronic, about District student test data, test scores, grades, student records; District operations, activities, finances, passwords, databases, reports, processes, practices; former and current District consultants, personnel records, agreements, and any information protected under the Health Insurance Portability and Accountability Act of 1996, and any amendments thereto ("HIPAA"), or any other applicable Federal or State Law. Confidential Information shall not include information that is published, or otherwise in the public domain.

For purposes of this Agreement, "Disclosure" shall have the definition given the term under FERPA: "to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means." The definition of Disclosure shall include permitting access to, or the release, transfer, or other communication of any Confidential Information, by any means, including, without limitation, oral written or electronic.

The RMHCoC acknowledges and agrees that, in the course of its performance hereunder, it will obtain confidential information and records about the District, including, but not limited to, information about students, employees and District practices and procedures. The RMHCoC agrees that it shall comply with all applicable laws, including, but not limited to, the Family Education Rights and Privacy Act ("FERPA"), the Individuals with Disabilities Education Act ("IDEA"), the New York State Education Law and the Health Insurance Portability and Accountability Act ("HIPAA"). The Parties to this Agreement shall agree to use and disclose Protected Health Information in compliance with the Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") (45 C.F.R. Parts 160 and 164) under the Health Insurance Portability and Accountability Act of 1996. The definitions set forth in the Privacy Rule are incorporated by reference into this Agreement (45 C.F.R. §§ 160.103 and 164.501). The RMHCoC agrees to maintain the confidentiality of all such information,

and not to disclose any such information, at any time, to any individual or party not bound by this Agreement. Furthermore, pursuant to Rochester City School Board Policy, any data provided under this agreement is not intended for use or storage, in or by, any shared learning infrastructure, or data dashboard outside of the Rochester City School District.

The RMHCoC will take all reasonable measures to safeguard the confidential data received under this agreement. The RMHCoC will not share the data with unauthorized third parties or subcontractors, and upon investigation by the District, may be directed to return and/or securely destroy same. The RMHCoC will also promptly notify the District when they or their subcontractors become aware of any actual or suspected security or data breach relating to the data shared under this Agreement. All steps to mitigate and rectify the consequences of such a breach, including notification to impacted parties, shall be undertaken by the RMHCoC at its sole expense. The District will be entitled as a matter of right to seek injunctive relief to prevent a continuing breach of security or data protection violation without having to post a bond or other security and without having to prove the inadequacy of any other available remedies. Nothing will be deemed to limit or abridge any other remedy available to the District at law or in equity.

If in its possession, the RMHCoC shall destroy all confidential information when it is no longer needed for the purposes of this agreement, but, in any event, no later than three (3) years after the confidential information is provided by the District.

VIII. STUDENT DATA

RMHCoC agrees that it has not and will not request any data containing personally identifiable information as that term is defined under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act ("FERPA"). To the extent that the RMHCoC in the execution of its services under the Agreement requests data, they must have a legitimate reason for requesting said data, and any data so obtained will not contain any personally identifiable information, but may include aggregate publically available information.

Should RMHCoC request and receive any data which it has reason to believe contains personally identifiable information, RMHCoC will take all reasonable measures to safeguard said data and will promptly notify the District. RMHCoC will not share the data with third parties or subcontractors, and upon investigation by the District, may be directed to return and/or securely destroy same. The RMHCoC will also promptly notify the District when they or their subcontractors become aware of any actual or potential security or data breach relating to the information shared under this Agreement. All steps to mitigate and rectify the consequences of such a breach, including notification to impacted parties, shall be undertaken by the RMHCoC at its sole expense. The District will be entitled as a matter of right to seek injunctive relief to prevent a continuing breach of security, or data protection violation, without having to post a bond or other security and without having to prove the inadequacy of any other available remedies. Nothing will be deemed to limit or abridge any other remedy available to the District at law or in equity.

IX. LIABILITY AND INDEMNIFICATION

RMHCoC agrees to indemnify and save harmless against any liability, loss, damage, suit, charge, attorneys' fees and expenses of any kind or nature which the District may directly or indirectly incur or be required to pay by reason or in consequence of the negligent act or omission of the RMHCoC, its agents, employees, contractors or volunteers arising under this Agreement. Further, the RMHCoC covenants that if a claim or demand is asserted which might result in liability, it will give prompt notice thereof in writing to the District and will cooperate in the defense of such matter.

X. PROHIBITION OF ASSIGNMENT

The Parties are prohibited from assigning, transferring, conveying, subletting or otherwise disposing of this Agreement or any of its contents, or of any right, title or interest therein, or of the power to execute this Agreement, to any other person or corporation without the previous consent, in writing, of all the other Parties.

XI. DISPUTE RESOLUTION

This Agreement will be governed by the laws of the State of New York without regard for conflict of law principles. The State and Federal Courts located in Monroe County, New York shall be the exclusive forums for resolving all disputes arising from or relating to this Agreement. Without limiting the foregoing, the Parties agree to attempt to resolve any disputes through discussion and negotiation prior to commencing any legal action, but no liability will attach and action shall be dismissed for failure to comply with this subdivision.

XII. NOTICES

All notices required or permitted to be provided herein shall be furnished by hand delivery, overnight mail or certified mail return receipt requested and shall be effective upon receipt.

Notices shall be provided to the Parties at the following addresses:

To: Rochester City School District
131 West Broad Street
Rochester, New York 14614
Attention: General Counsel

To: Rochester/ Monroe County Homeless Continuum of Care
30 Church Street
Rochester, New York 14614
Attention: Amy D'Amico

XIII. COMPLIANCE WITH ALL LAWS

The Parties agree during the performance of the work required pursuant to this Agreement, the Parties, and all employees working under the Parties direction shall strictly comply with all local, state, or federal laws, ordinances, rules or regulations controlling or limiting in any way the performance of the work required by this Agreement. Furthermore, each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein, and this Agreement shall be read and enforced as though it were included herein. If, through mistake or otherwise, any such provision is not inserted, or is not properly inserted, then upon the application of either party this Agreement shall be forthwith physically amended to make such insertion or correction.

XIV. SEVERABILITY

If any provision of this Agreement is held invalid by a court of law, the remainder of this Agreement shall not be affected thereby if such remainder would then continue to conform to the laws of the State of New York.

XV. NO WAIVER

In the event that the terms and conditions of this Agreement are not strictly enforced by either Party, such non-enforcement shall not act as or be deemed to act as a waiver or modification of this Agreement, nor shall such non-enforcement prevent either party from enforcing each and every term of this Agreement thereafter.

XVI. GOVERNING LAW

This Agreement shall be governed by and under the laws of the State of New York. In the event that a dispute arises between the parties, venue for the resolution of such dispute shall be the County of Monroe, State of New York.

XVII. AUTHORITY TO CONTRACT

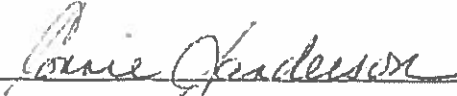
The RMHCoC represents and warrants that it has the authority and power to enter into this Agreement with the District.

XVIII. ENTIRE AGREEMENT

This Agreement sets for the entire agreement between the Parties with respect to the subject matter hereof, and no amendment, change or modification shall be effective unless in writing and signed by the Parties hereto.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement the day and year noted below.

**ROCHESTER/ MONROE COUNTY
HOMELESS CONTINUUM OF CARE**

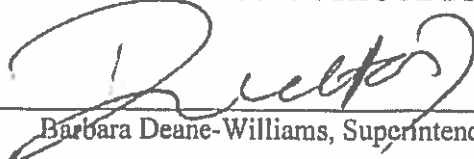
By: 

Print Name: Carrie Anderson

Title: Executive Director

Dated: 1/17/2018

ROCHESTER CITY SCHOOL DISTRICT

By: 
Barbara Deane-Williams, Superintendent

Dated: 1/19/18

Parent Circle Plan

Date & Location	1/10 Leadership Academy
Facilitator(s)	ROC Restorative etc.
Participants	Leadership Parents and Students

Type of Circle

Talking Understanding Healing Sentencing **Support**

Conflict Reintegration Celebration **Community-building**

Element		Rationale/ Notes
Opening	<p>Keeper: Welcome! Thank you so much for being here today! We are beginning our process of building a support structure for your young man to help him transcend the challenges he faces to enable his success in our school. This process is not a quick fix, so we will spend tonight talking about your young man's strengths and building a commitment to his positive vision for himself.</p> <p>Go over circle guidelines</p>	Circle guidelines in circle center
Check in Round	Tell us who you are and how you are connected to the student- share how you feel things have been going for them	
Round 1	<p>Take a card from the center of the circle- on one side list as many strengths as you can that you see in your young man</p> <p>On the other side- write one dream/hope you have for his future- or where do you see that young man in 5 years?</p> <p>If you would rather draw a picture- feel free!</p>	Cards- markers in circle center
Round 2	With the talking piece, have each participant read their card and then place it in the circle center	
Round 3	What can you commit to do to support this young man to become the positive vision we've talked about today? I'll write these commitments down as we share them.	Facilitator can write down each person's commitment (be sure to separate by student if you have more than one student in your circle)
Check out Round	Please share three words that describe how you are feeling at the end of this circle	
Closing	Read the following quote: "Be strong, be fearless, be beautiful. And believe that anything is possible when you have the right people there to support you"	