

Supporting Students in Temporary Housing



McKinney-Vento Act: Supporting Students with Enrollment and School Selection

Presented By: NYS TEACHS
Thursday, October 12, 2023
9:30am –11:00 am



Webinar Format



- Today's session will be recorded.



- Your microphone will be automatically muted.



- Your camera will be automatically disabled.



- The in-webinar chat will only allow you to communicate with the panelists and the host.



For questions, please email Rita Danis at RDanis@measinc.com.

Housekeeping



- Poll questions will be launched periodically throughout the session.
- We won't be able to answer questions about specific situations in the chat, but we welcome you to call the Help Line to discuss these issues at 800-388-2014.
- The Help Line is open 24 hours a day. Specialists are available from 9:00am–5:00pm. If you leave a message, you will be called back by the next business day.
- Following today's webinar, the recorded session, attachments, and Q&As will be posted/accessible.

Who is in the Room?

Are you a...

- New McKinney-Vento Liaison (1st Year)
- McKinney-Vento Liaison (2-4 years)
- McKinney-Vento Liaison (5-9 years)
- McKinney-Vento Liaison (10+ years)
- Other School/District Staff



Which region are you from?

- * Western
- * Finger Lakes
- * Central
- * Southern Tier
- * Mohawk Valley
- * Capital
- * Hudson Valley
- * New York City
- * Long Island
- * North Country

Session Outcomes



By the end of today's webinar, participants will be able to:

- Describe the key provisions of **school enrollment**, as outlined in the McKinney-Vento Act.
- Explain **school selection** options to parents/youth based on best interest determinations.
- Acquire strategies to assist in the determination of school selection and the enrollment process.
- Use resources to support enrollment and school selection.

Today's Agenda



Welcome/Who is in the Room?



Creating Curiosity



School Selection: The Power of Choice



School of Origin vs School of Current Location/Residence



Enrollment Strategies



Summary, Survey, and Resources

Anticipation Guide

Directions: **To the left of each statement, mark whether you agree or disagree.** At the end of the session, return to this slide and mark whether you still agree or disagree, to the right of each statement.

Enrollment and School Selection

Anticipation Guide



Directions: Mark whether you **agree** or **disagree** with each statement **to the left of the statement**. At the end of the session, decide whether you still agree or disagree **to the right of the statement**.

BEFORE THE SESSION		Statement	AT THE END OF THE SESSION	
Agree	Disagree		Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	1. It is always in the best interest of the student to attend the school of origin.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2. Students can continue attending their school of origin the entire time they are homeless and until the end of the academic year in which they become permanently housed.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3. Students living in temporary housing must be provided transportation to and from their school of origin at the request of the parent or unaccompanied homeless youth.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4. Changing schools greatly impedes students' academic and social growth.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5. After determining that a student is living in a temporary housing situation, a housing questionnaire is provided to the parent/youth to be completed.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. When transitioning a student to a new school, the McKinney-Vento liaison should consider the timing of the school year.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7. When enrolling a student living in temporary housing, you should not share that information with other staff due to FERPA regulations.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8. A student experiencing homelessness must be immediately enrolled in school but waits until immunization records are received prior to attending classes.	<input type="checkbox"/>	<input type="checkbox"/>



The New York State
Technical Assistance Center
for Homeless Students

Anticipation Guide



BEFORE THE SESSION		Statement	AT THE END OF THE SESSION	
Agree	Disagree		Agree	Disagree
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<input type="checkbox"/>	<input type="checkbox"/>	4. Changing schools greatly impedes students' academic and social growth.	<input type="checkbox"/>	<input type="checkbox"/>

Anticipation Guide



BEFORE THE SESSION		Statement	AT THE END OF THE SESSION	
Agree	Disagree		Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	5. After determining that a student is living in a temporary housing situation, a housing questionnaire is provided to the parent/youth to be completed.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. When transitioning a student to a new school, the McKinney-Vento liaison should consider the timing of the school year.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7. When enrolling a student living in temporary housing, you should not share that information with other staff due to FERPA regulations.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8. A student experiencing homelessness must be immediately enrolled in school but waits until immunization records are received prior to attending classes.	<input type="checkbox"/>	<input type="checkbox"/>

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless.



Homelessness: Living Conditions

- Sharing the housing of others due to loss of housing, economic hardship or a similar reason
- Living in emergency or transitional shelters
- Living in motels, hotels, trailer parks, camping grounds due to the lack of alternative adequate accommodations
- Abandoned in hospitals
- Living in a public or private place not designed for sleeping
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, etc.
- Migratory children living in circumstances described above
- Unaccompanied youth living in circumstances described above

Education Law §3209(1)(a); 8 NYCRR §100.2(x)(1); see also 42 USC §11434A(2)(B)(i)

Eligibility Determination



Homelessness = lacking a fixed, regular and adequate nighttime residence.

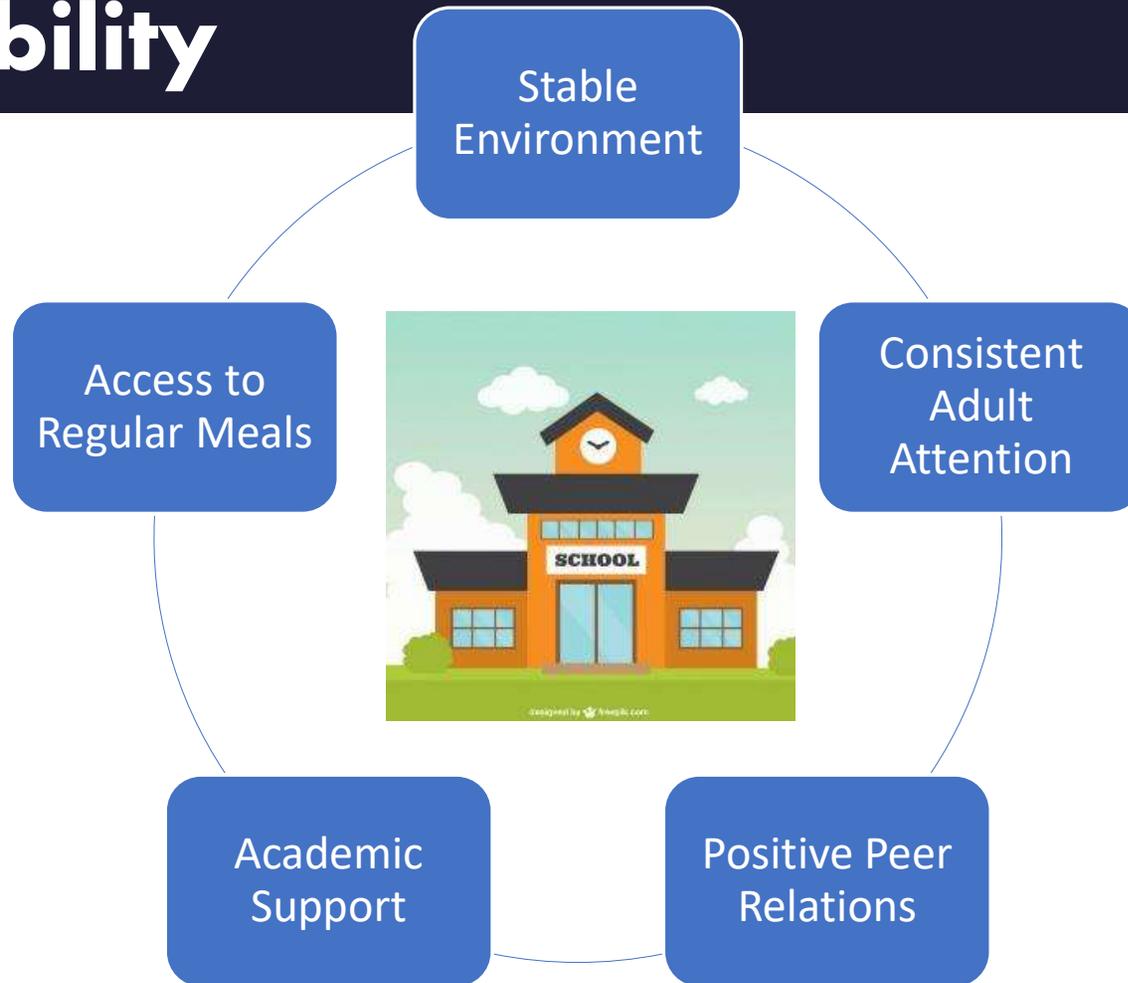


If any one of these criteria is missing, the student is eligible for McKinney-Vento benefits.



A student may be considered homeless for an unspecified length of time if housing is not fixed, regular and adequate.

School Stability





School Selection

Local education agencies (LEAs or school districts) must “presume that keeping homeless children and youth in the school of origin is in the child’s or youth’s best interest, to the extent feasible, except when doing so is contrary to the wishes of the parent or guardian (or in the case of an unaccompanied homeless youth) the youth.”

42 U.S.C. § 11432(g)(3)(B)(i), 2001

School Selection

- School of origin is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled 42 U.S.C. § 11432(g)(3)(G).
- Students can continue attending their school of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed 42 U.S.C. § 11432(g)(3)(A)(i)(II).
- If a student becomes homeless in between academic years, he or she can continue attending the school of origin for the following school year 42 U.S.C. § 11432(g)(3)(A)(i)(I).

A child or youth experiencing homelessness may enroll in any public school that non-homeless students who live in the attendance area in which the child or youth is living are eligible to attend (the local attendance area school) 42 U.S.C. § 11432(g)(3)(A)(ii).

School of Origin

The term "school district of origin" shall mean the school district within the state of New York in which the homeless child was attending a public school or preschool on a tuition-free basis **or was entitled to attend when circumstances arose which caused such child to become homeless**, which is different from the school district of current location.

School district of origin shall also mean the school district in the state of New York in which the child was residing when circumstances arose which caused such child to become homeless if such child was eligible to apply, register, or enroll in public preschool or kindergarten at the time such child became homeless, or the homeless child has a sibling who attends a school in the school district in which the child was residing when circumstances arose which caused such child to become homeless.

NYS Ed Law 3209 1(c)

School Selection: Determining Best Interest

In determining the best interest of the child or youth, the LEA shall:

- Keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;
- Provide a written explanation, including a statement regarding the right to appeal, to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian;
- Ensure that the homeless liaison assists the unaccompanied homeless youth in placement or enrollment decisions and provides notice to such youth of the right to appeal.

42 U.S.C. § 11432(g)(3)(B)

[Education for Homeless Children and Youth Non-Regulatory Guidance](#) (updated March 2017)

How Does an LEA Determine Best Interest?

- An LEA must consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youths, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth. [Section 722(g)(3)(B)(ii)].
- An LEA should also consider the school placement of siblings when making this determination.

Factors in Determining Best Interest and School Selection

Continuity of Instruction

Age & Grade of Student

Academic Strength

Social & Emotional State

Distance & Impact of Commute

Personal Safety

Need for Special instruction (i.e., special education, ELL)

Length of Anticipated Stay at Temporary Location

Questions to Consider to Determine Best Interest

- How permanent does the family's current living arrangement appear to be?
- How connected is the student to the current school?
- What are the academic needs of the child?
- How do the programs at the local school compare with the programs at the school located within the district of origin?
- How would the length of commute to and from the school district of origin impact the child?
- Would testing or a significant event at the school be affected by the timing of a school transfer?

McKinney- Vento Act: School Selection

Parents, guardians, or unaccompanied youth (“the designator”) in temporary housing may have choices for school enrollment.

They can choose:

- The school attended or was entitled to attend when circumstances arose which caused the child or youth to become homeless.
- The school last enrolled, even if the student was temporarily housed during that time, or
- The local school where the student is currently temporarily housed.
- District participation in a Regional Placement Plan (RPP).

N.Y. Education Law § 3209(1)(c)

Let's Talk About It

Why do you think school selection is an important benefit for students experiencing temporary housing?

Please respond in the chat. 😊



Importance of School Selection

- Impacts academic success, and social and emotional growth
- Maintains educational stability by allowing students experiencing homelessness to remain in school district of origin, when feasible



School Selection Scenario



A family with a 3rd and 4th grader were permanently housed and attended school in **District A**. A flood occurs in their home, and they move into a relative's home in **District B**. They are told that it will take six months to repair the damage, so they move into a motel in **District C** in the meantime. Where can the children attend school?

- The school attended when they were last permanently housed — **District A**.
- The school last entitled to attend, even if the student was temporarily housed during that time. **District B**
- The local school where the student is currently temporarily housed — **District C**

School Selection for Publicly-Funded Preschool



The school that a child attended when permanently housed or was entitled to attend when circumstances arose.



The school where the child was last enrolled.



The child's new local publicly-funded preschool.

N.Y. Education Law § 3209(1)(i)

Preschool Scenario



Pedro's mom was permanently housed in Freeport SD. She then became displaced and is now living in temporary housing in Hempstead SD. She wants to enroll Pedro in a preschool program. Where can she enroll him? There are three choices.

1. The school Pedro attended when permanently housed—Freeport SD, **or**
2. The school where the child was last enrolled—Freeport SD, **or**
3. The child's new local District administered preschool—Hempstead SD.

Check for Understanding



Check for Understanding #1



Tiffany is a 10th grader enrolled in Cohoes SD. Her mother kicks her out of the house and she goes to live with her cousin in Troy SD. She wants to attend the high school that her cousin attends. Can she attend school in the Troy SD?

- A. Yes
- B. No
- C. Not sure

Check for Understanding # 2



Angela was enrolled in a K-6 private school in District A. Over the winter break, the family has a fire and goes to live with the aunt temporarily in District B. The following year, the family has not returned to their residence.

Does Angela have the right to attend the public school in District A where she was residing prior to becoming homeless, even though she was never enrolled there?

- A.** Yes
- B.** No
- C.** Not sure

Check for Understanding #3



James and his mom were living in an apartment in Warwick. James attended the 4th grade in the Warwick SD. The landlord sold the apartment building, so they moved into his grandmother's house in the Goshen SD. Where can James attend school?

- A. Warwick SD
- B. Goshen SD
- C. Warwick SD or Goshen SD
- D. Whichever school district can provide transportation to school

What's in David's Best Interest?



David is an 11th grader enrolled in the Mamaroneck School District. Due to safety concerns, he was removed from his home and placed with his aunt in the Harrison School District. Which school should David attend?

- A.** School of Origin—Mamaroneck SD
- B.** Local School—Harrison SD
- C.** Whichever school David chooses

What's in Manuel's Best Interest?

Manuel is a kindergartener enrolled in a school in the Hempstead School District. There is a fire in his apartment, so his mom temporarily moves into her sister's house in the Brentwood School District. Brentwood is a 50-minute car ride without traffic. Her sister has a four-bedroom house and Manuel has his own bedroom. Where should Manuel go to school?

- A.** Continue enrollment in his Hempstead School.
- B.** Enroll in the local school in Brentwood School District.
- C.** Whichever school his mom selects.



School Selection: Step by Step Guide



Step 1

Explain the rights and significance of school selection.



Step 2

Help the parents/guardians consider their options.



Step 3

Ensure continuity of instruction.

School Selection

Step 1: Explain the Rights and Significance of School Selection

- Meet with the parent to discuss best interest and the school selection process.
- Demonstrate empathy and partnership in planning for the best interest of the child/youth.
- Highlight the importance of school stability and parent/guardian wishes.
- Express goals of academic success and support while experiencing living in temporary housing.

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Step 2: School Selection Checklist

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Enrollment and School Selection

School Selection Checklist



School of Origin Considerations (Check if Yes)	Local School Considerations (Check if Yes)
<input type="checkbox"/> Overall Continuity Has your child attended the school of origin for a long time?	<input type="checkbox"/> Overall Continuity Has your child attended the school of origin for only a brief time?
<input type="checkbox"/> Length of Anticipated Stay at Current Residence Do you expect that you and your child will have to move again very soon, or are you unsure how long you can stay?	<input type="checkbox"/> Length of anticipated stay at current residence Do you expect that you and your child will be able to stay where you are staying now for a while?
<input type="checkbox"/> Time of Year Is it late in the academic year?	<input type="checkbox"/> Time of Year Is it early in the academic year?
<input type="checkbox"/> Personal Safety of the Student Does the school of origin have advantages for the safety of your child?	<input type="checkbox"/> Personal Safety of the Student Does the local school have advantages for the safety of your child?
<input type="checkbox"/> Interaction with Peers Is maintaining school friends important to your child's emotional well-being, meaningful school experience, and participation?	<input type="checkbox"/> Interaction with Peers Would your child benefit from developing relationships with school peers who live closer to his/her new community?
<input type="checkbox"/> Academic Strength Is your child likely to fall far behind if he/she transfers to another school?	<input type="checkbox"/> Academic Strength Is your child likely to recover academically from a school transfer?

Step 2: School Selection Checklist

Enrollment and School

School Selection Checklist



School of Origin Considerations (Check if Yes)

Local School Considerations (Check if Yes)

Overall Continuity
Has your child attended the school of origin for a long time?

Overall Continuity
Has your child attended the school of origin for only a brief time?

Length of Anticipated Stay at Current Residence
Do you expect that you and your child will have to move again very soon, or are you unsure how long you can stay?

Length of Anticipated Stay at Current Residence
Do you expect that you and your child will be able to stay where you are staying now for a while?

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Step 2: School Selection Checklist

Time of Year
Is it late in the academic year?

Time of Year
Is it early in the academic year?

Personal Safety of the Student
Does the school of origin have advantages for the safety of your child?

Personal Safety of the Student
Does the local school have advantages for the safety of your child?

Interaction with Peers
Is maintaining school friends important to your child's emotional well-being, meaningful school experience, and participation?

Interaction with Peers
Would your child benefit from developing relationships with school peers who live closer to his/her new community?

Academic Strength
Is your child likely to fall far behind if he/she transfers to another school?

Academic Strength
Is your child likely to recover academically from a school transfer?

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Step 2: Factors in School Selection

- Time of Year
- Personal Safety of Student
- Interactions with Peers
- Academic Strength
- Social Emotional State
- Impact of the Commute on the Student's Education
- Student's Need for Special Education Instruction
- Participation in Extracurricular Activities

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*
<https://schoolhouseconnection.org/interview-checklists-for-supporting-school-selection/>

Step 3: Continuity or Transition

Staying in the School of Origin

- Transportation provided upon request
- Open communication
- Collaboration for academic success

OR

Transferring to a New School

- Immediate enrollment
- Collaboration between district liaisons

Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Check for Understanding #4



A father and his two children are living in the East Irondequoit SD. The father's company goes out of business, and he loses his job. Without an income, he chooses to move in temporarily with his brother in the Gates-Chili SD until he can find another job. Which of the following factors should be considered when determining which school the children should attend?

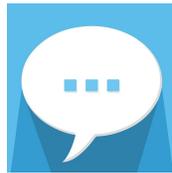
- A.** Length of time the family plans to remain with relatives
- B.** Distance between school of origin and where the family resides
- C.** Best Interest of the students
- D.** All of the above

Check for Understanding #2



A family living in Long Island City in Queens, NY has two children (1st and 3rd grader) that attend their zoned school. When the landlord decides to sell the house, the family moves into a two-bedroom apartment, belonging to their aunt in Flushing, NY.

Please put your answers in the chat.



What questions would you ask while discussing school selection with the family?

When the Local Attendance School is selected, try these Enrollment Strategies



Source: SchoolHouse Connection, *In Interview Checklist for Supporting School Selection: Parents*

Local Attendance School: Enrollment Strategies

The **sending school** may:

- Encourage parents to transition at a time that would minimize disruptions;
- Send school records immediately to new school;
- Collect samples of student work to share;
- Connect with liaison at receiving school to ensure immediate enrollment;
- Provide information on the new school. Highlight any special programs and/or activities that could benefit the child.

Local Attendance School: Enrollment Strategies

The **receiving school** may:

- Welcome the student;
- Provide orientation materials and a tour of the school;
- Review student's academic records and discuss needs with the parent/guardian;
- Connect the student with services needed such as free meals, transportation, and tutoring;
- Implement policies and practices to ensure students receive credit even if enrolling mid-semester.

Conversations With Parents/Youth

1. Explain the rights and the significance of school selection.
2. Assist the parent/guardian/youth in considering options.
3. Ensure the students continued instruction in their current school, or a smooth transition to a new school.





Enrollment

LEAs must review and revise laws, regulations, policies, and practices that may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, children and youths experiencing homelessness. These barriers must be addressed in order to ensure that students experiencing homelessness are afforded the same free, appropriate public education as provided to other children and youths [42 U.S.C. § 11431(2)]

[NCHE Brief: Enrolling Children and Youth Experiencing Homelessness in School](#)

Quick Poll

When parent(s) or an unaccompanied youth selects the school to attend, the selected school must immediately enroll the child or youth. How should the necessary immunizations or other required health records be obtained?

- A.** Parent provides the records within 5 days.
- B.** Liaison assists with obtaining the records.
- C.** School district waives this requirement for students eligible for M-V benefits.
- D.** Not Sure



Immediate Enrollment

The selected school must immediately enroll the student, even if the child or youth:

- Does not have records normally needed for enrollment.
- Has missed application or enrollment deadlines during any period of homelessness.
 - Enrolling school should contact last school attended for records.
 - Liaison must assist the child/youth in obtaining any necessary immunizations or other required health records.



Enrollment Checklist

McKinney-Vento Enrollment Checklist	
Student Name:	Date:
Parent Name:	Phone:
At the time of meeting with the liaison:	
<input type="checkbox"/> Ensure Housing Questionnaire is completed and determine whether the student is homeless.	
<input type="checkbox"/> Complete the STAC Form and if applicable mail to SED and the district of origin.	
<input type="checkbox"/> Determine District and School of Attendance → <input type="text"/>	
<input type="checkbox"/> Set a time for next meeting or phone call with the parent/youth.	
Determine Emergency Needs of Student and Family and Make Appropriate Referrals:	
<input type="checkbox"/> Clothing, shoes, coats, eyeglasses	<input type="checkbox"/> School Supplies
<input type="checkbox"/> Personal Care Items	<input type="checkbox"/> Interim Transportation
<input type="checkbox"/> Mental health services	
<input type="checkbox"/> Health care	<input type="checkbox"/> Dental services
<input type="checkbox"/> Housing - Shelter resources for families or youth	<input type="checkbox"/> Substances abuse services
<input type="checkbox"/> If young children in the family, referrals for pre-k, Head Start, Early Head Start, early intervention, or other early care and education programs	
Immediately following the meeting:	
Liaison to notify:	
<input type="checkbox"/> Building Principal ("Please be aware we have a new student who is temporarily housed. Please request all records, including immunization records, transcript, and special education records from the last school attended; and share information about the student's housing status in a sensitive manner with school staff/teachers working with student so that they have greater understanding of the challenges the student may be facing outside of school that may impact their learning.")	
<input type="checkbox"/> Transportation Director ("Please promptly arrange transportation and notify Building Secretary of busing arrangements")	
<input type="checkbox"/> Building Secretary ("Please notify the parent of the busing arrangements and update the student's housing status in the student management system")	
<input type="checkbox"/> School Nurse ("Please be aware we have a new student who is temporarily housed. The principal will request medical and immunization records from the last school the student attended.")	
<input type="checkbox"/> Guidance Counselor/Coordinator of Student Services and Title I ("Please schedule a home visit or meeting with the parent or youth to determine what supports and referrals are needed. Please also connect the student with existing Title I supports as the student is categorically eligible for Title I services and explore how Title I set-aside funds may be used to help the student.")	
<input type="checkbox"/> Food Service Director ("Please be aware we have a new student who is temporarily housed and categorically eligible for free school meals. Please inform the school-building staff so that the student can begin free school meals promptly.")	
<input type="checkbox"/> Director of Special Education , if student has an IEP or is suspected of having a disability ("Please ensure that comparable services to those on the student's IEP are promptly provided and any needed evaluations are completed on an expedited basis.")	
<input type="checkbox"/> Director of Services for English Language Learners (ELL) , if student is an ELL. ("Please ensure that the student receives appropriate ELL services.")	
<input type="checkbox"/> College Counselor , if student is in 11th or 12th grade ("Please meet with the student and ensure that student receives ongoing college counseling and college readiness supports ")	

Enrollment

- Ensure **Housing Questionnaire** is completed and determine eligibility for McKinney-Vento benefits.
- Complete the **STAC 202 form** and, if applicable, mail a copy to SED and the District of Origin.
- Determine district and school of attendance.
- Set a time for your next meeting or phone call with the parent/youth.
- Determine the emergency needs of student and family and make the appropriate referrals:
 - School Supplies
 - Personal Care Items
 - Housing Resources
 - Mental Health Care
 - Referral for Early Childhood Education
 - Clothing, Shoes, etc.
 - Transportation
 - Health Care
 - Dental Services

Housing Questionnaire

- Screening tool is required for all students
- Required at the time of enrollment and change of address

NOTE TO SCHOOLS/LEAS: Please assist students and families filling out this form. The form should be included at the top page of registration materials that the district shares with families. Do not simply include this form in the registration packet, because if the student qualifies as residing in temporary housing, the student is not required to submit proof of residency and other required documents that may be part of the registration packet.

HOUSING QUESTIONNAIRE

Name of LEA: _____

Name of School: _____

Name of Student: _____
Last First Middle

Gender: Male Female Date of Birth: ____/____/____ Grade: ____ ID#: _____
Month Day Year (preschool-12) (optional)

Address: _____ Phone: _____

The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificate. Students who are protected under the McKinney-Vento Act may also be entitled to free transportation and other services.

Where is the student currently living? (Please check one box.)

- In a shelter
- With another family or other person because of loss of housing or as a result of economic hardship (sometimes referred to as "doubled-up")
- In a hotel/motel
- In a car, park, bus, train, or campsite
- Other temporary living situation (Please describe): _____

STAC-202: Designation Form

Two purposes:

1. **Official Designation form** (*complete for every M-V student enrolled in your district and send a copy to the districts listed*)
2. **Eligibility form** for homeless tuition reimbursement

If DSS places a child or youth in a temporary housing facility or RHY facility, DSS must complete the designation form within two days and submit it to the designated school district.

Education Law §3209(2)(e); 8 NYCRR

STAC ID

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
STAC/Medicaid Unit
Room EB 25, Education Building
Albany, NY 12234

STAC-202
HOMELESS DESIGNATION
Rev. 11/2022

Designation of School District of Attendance for a Homeless Child

Submitted by: Local Dept of Social Services (DSS) Designated School District of Attendance (PSD)

PLEASE READ THE INSTRUCTIONS ON THE REVERSE BEFORE COMPLETING THIS FORM

1. NAME OF CHILD 2. DATE OF BIRTH 3. GENDER FEMALE
LAST NAME MO / DAY / YR MALE
FIRST NAME M.I. NON-BINARY

5. Racial/Ethnic Category of Child (See definitions on reverse side of last page.)
 American Ind or Alaskan Native Asian or Pacific Isl. Black Hispanic White

6. GRADE LEVEL FOR WHICH PLACEMENT IS SOUGHT

7. COMPLETE ADDRESS BEFORE CHILD/FAMILY BECAME HOMELESS

8. COMPLETE ADDRESS OF CURRENT LOCATION DATE CHILD/FAMILY PLACED IN TEMPORARY HOUSING
MONTH DAY YEAR

9. DATE DISTRICT OF ATTENDANCE CHOSEN
MONTH DAY YEAR

10. DATE PLACED IN PERMANENT HOUSING
MONTH DAY YEAR

11. Check the appropriate box if the designated school district of attendance (9A) is different from the district of attendance before becoming homeless (7A) and from the district of current location (8A).
 District participating in a Regional Placement Plan OR District where last enrolled (7B) if it is different from the district where last permanently housed (7A) and the district of current location (8A).

12. NAME OF PARENT OR PERSON IN PARENTAL RELATIONSHIP AREA CODE TELEPHONE NUMBER

13. SIGNATURE OF PERSON IN PARENTAL RELATIONSHIP TO CHILD DATE
IT HAS BEEN REPORTED TO ME THAT THIS CHILD IS UNDER THE AGE OF 21 YEARS AND IS THEREFORE ELIGIBLE FOR EDUCATIONAL SERVICES. THE CHILD HAS BEEN ADVISED OF HIS/HER RIGHT TO DESIGNATE THE SCHOOL DISTRICT OF ATTENDANCE.

14. PRINT NAME OF LOCAL DSS OR SCHOOL DISTRICT REPRESENTATIVE TITLE

15. SIGNATURE OF LOCAL DSS OR SCHOOL DISTRICT REPRESENTATIVE DATE

16. PLACEMENT COUNTY Local DSS use only AREA CODE TELEPHONE NUMBER

One of four school districts may be chosen to provide the education component: the school district of attendance before becoming homeless, the school district where last enrolled, the school district of current location or a school district participating in a Regional Placement Plan. This designation may be changed either prior to the end of the first semester of attendance or within 60 days of making this designation, whichever occurs later.

Communicate With School Staff

Who the McKinney-Vento Liaison notifies on an “as needed basis”:

- Building Principal
- Transportation Director
- Building Secretary
- School Nurse
- Guidance Counselor/
Coordinator of Student
Services/ Title 1 Coordinator
- Food Services Director
- Director of Special Education
- Director of Services for ELLs
- College Counselor

Student Privacy Rights Under FERPA

- Strategies used by school districts to identify McKinney-Vento students should be grounded in sensitivity and demonstrate a commitment to protecting student confidentiality.
- According to the McKinney-Vento Act, information about the living situation of a child or youth experiencing homelessness is not deemed to be directory information; rather it is considered a student education record and must be provided with the applicable confidentiality protections.
[42 U.S.C. § 11432(g)(3)(G)]

FERPA
Family Educational
Rights and Privacy Act



Role of McKinney-Vento Liaisons



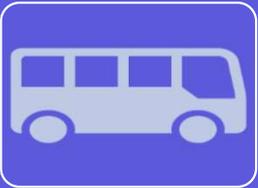
SCHOOL SELECTION

- Work with parents to select the school that will best meet the needs of the child/youth.
- Maintain attendance at school district of origin for the duration of homelessness, where feasible.
- Maintain school stability to support students' academic and social growth.
- Provide professional learning to school personnel on all aspects of school selection.

Role of McKinney-Vento Liaisons

ENROLLMENT

- Once identification has occurred, inform parents and unaccompanied youth of their McKinney-Vento rights immediately.
- Enroll the student in the school of origin or the school that is in the best interest of the student.
- Remove any barriers that would prevent child/youth from enrolling and participating fully in school classes and activities.
- Help parents, guardians, and unaccompanied homeless youth obtain required health records, needed immunizations, or health screenings.



Revisiting the Anticipation Guide

Directions: At the start of this session, you indicated whether you agreed or disagreed with each statement to the left of it. Now that we're at the end of the session, revisit each statement, and to the right of it, mark whether you still agree or disagree.

Enrollment and School Selection

Anticipation Guide



Directions: Mark whether you agree or disagree with each statement to the left of the statement. At the end of the session, decide whether you still agree or disagree to the right of the statement.

BEFORE THE SESSION		Statement	AT THE END OF THE SESSION	
Agree	Disagree		Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	1. It is always in the best interest of the student to attend the school of origin.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2. Students can continue attending their school of origin the entire time they are homeless and until the end of the academic year in which they become permanently housed.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3. Students living in temporary housing must be provided transportation to and from their school of origin at the request of the parent or unaccompanied homeless youth.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4. Changing schools greatly impedes students' academic and social growth.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5. After determining that a student is living in a temporary housing situation, a housing questionnaire is provided to the parent/youth to be completed.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. When transitioning a student to a new school, the McKinney-Vento liaison should consider the timing of the school year.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7. When enrolling a student living in temporary housing, you should not share that information with other staff due to FERPA regulations.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8. A student experiencing homelessness must be immediately enrolled in school but waits until immunization records are received prior to attending classes.	<input type="checkbox"/>	<input type="checkbox"/>



The New York State
Technical Assistance Center
for Homeless Students

Resources

More
Information



- [NCHE Brief: School Selection](#)
- [NCHE Brief: Guiding the Discussion on School Selection](#)
- [NCHE Brief: Enrolling Children and Youth Experiencing Homelessness in School](#)
- [Enrollment Checklist](#)
- [SchoolHouse Connection: Checklist for School Selection](#)

Technical and Educational Assistance Center

- **Help Line** (800-388-2014)
- **Website** (<https://nysteachs.org>)
- **Web-Based Trainings**

Next Webinar: *Role of Transportation in Supporting Students in Temporary Housing in New York City*
Thursday, October 19, 2023 9:30-11am

- **Outreach Materials**
<https://www.nysteachs.org/order-brochures/brochures-posters>
- **Tales from the Field** <https://www.nysteachs.org/>



NYSTEACHS.org

The New York State Technical Assistance
Center for Homeless Students

ENSURING EQUITY: BREAKING DOWN BARRIERS FOR STUDENTS IN TEMPORARY HOUSING



Keynote Speaker:

Dr. Eddie Fergus

Author; Professor at Rutgers University

CHOOSE FROM TWO DATES:

OCT. 25, 2023

OR

APR. 17, 2024

8:45AM - 1PM

BREAKFAST & REGISTRATION AT 8AM

Holiday Inn Saratoga Springs

232 Broadway, Saratoga Springs

8:45AM - 1PM

BREAKFAST & REGISTRATION AT 8AM

Mariott Syracuse Downtown

100 East Onondaga St, Syracuse