

# Navigating the School System

July 12th, 2023

10:00am – 12:00pm

Training Session 4 of 4





**Samie Iverson**  
Senior Manager of  
Education Strategy



**Joey Heilman**  
Senior Education  
Strategy Specialist



**Kayla Blau**  
Education & Housing  
Consultant

# Tribal Land Acknowledgement

*We would like to acknowledge  
the Indigenous people who have  
stewarded this land since time  
immemorial and who still  
inhabit the area today.*

*Building Changes is on the land  
of the Duwamish and Coast  
Salish People.*





Please update your name as it appears in pdEnroller for clock hour attendance.



Mute when not speaking, bio breaks as needed, and take care of yourself! Live transcript available.



Use the "reactions" buttons, raise your hand during Q&As, and add questions to the chat as they arise.



**Vision**

**Mission**

**Values**



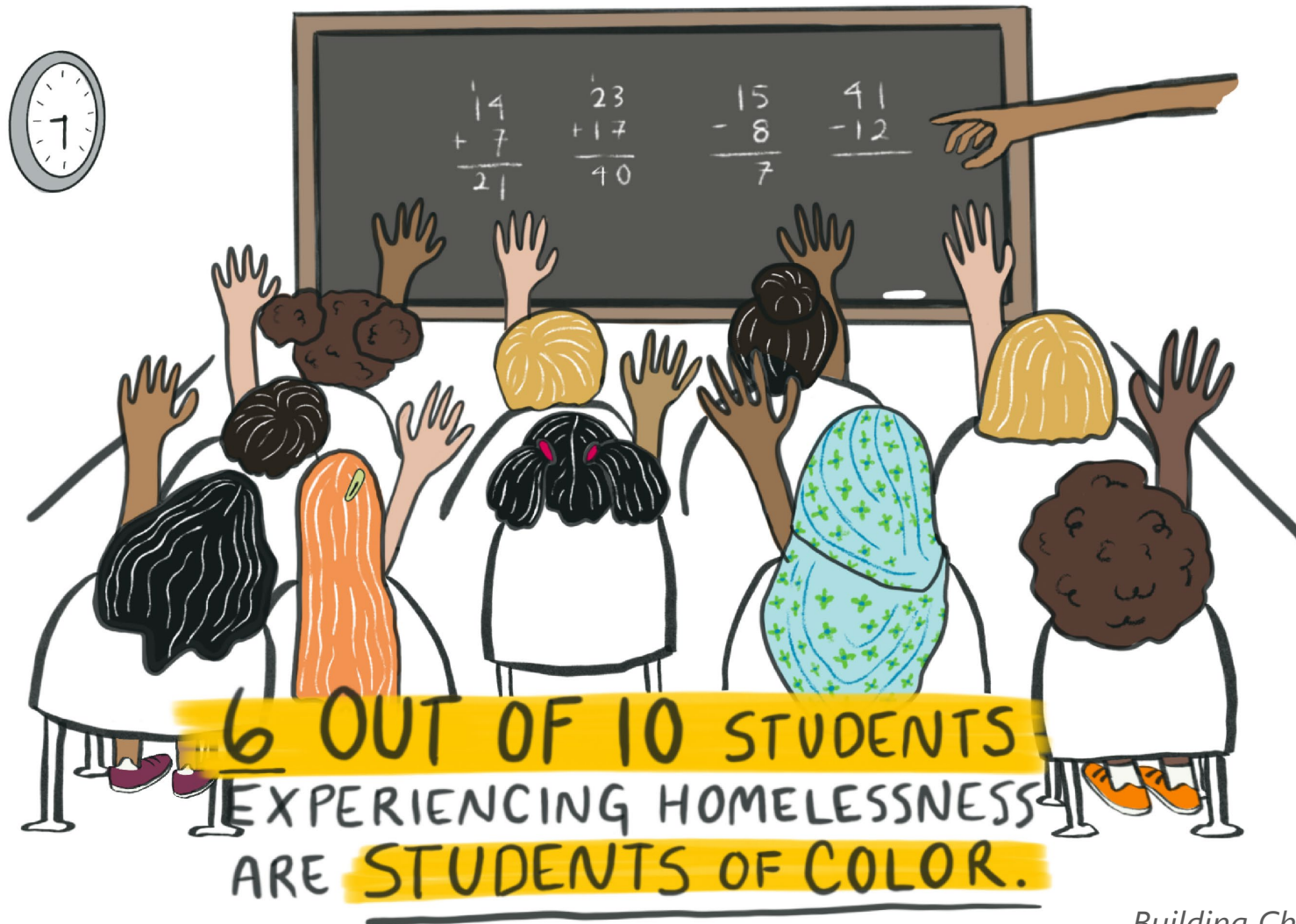
**BUILDING  
CHANGES**

*Communities thrive when people have safe and stable housing and can equitably access and use services.*

Building Changes advances equitable responses to homelessness in Washington State, with a focus on children, youth, and families and the systems that serve them.

- Equity
- Partnerships
- People
- Integrity





*Building Changes, 2019*



## BC's Education Team

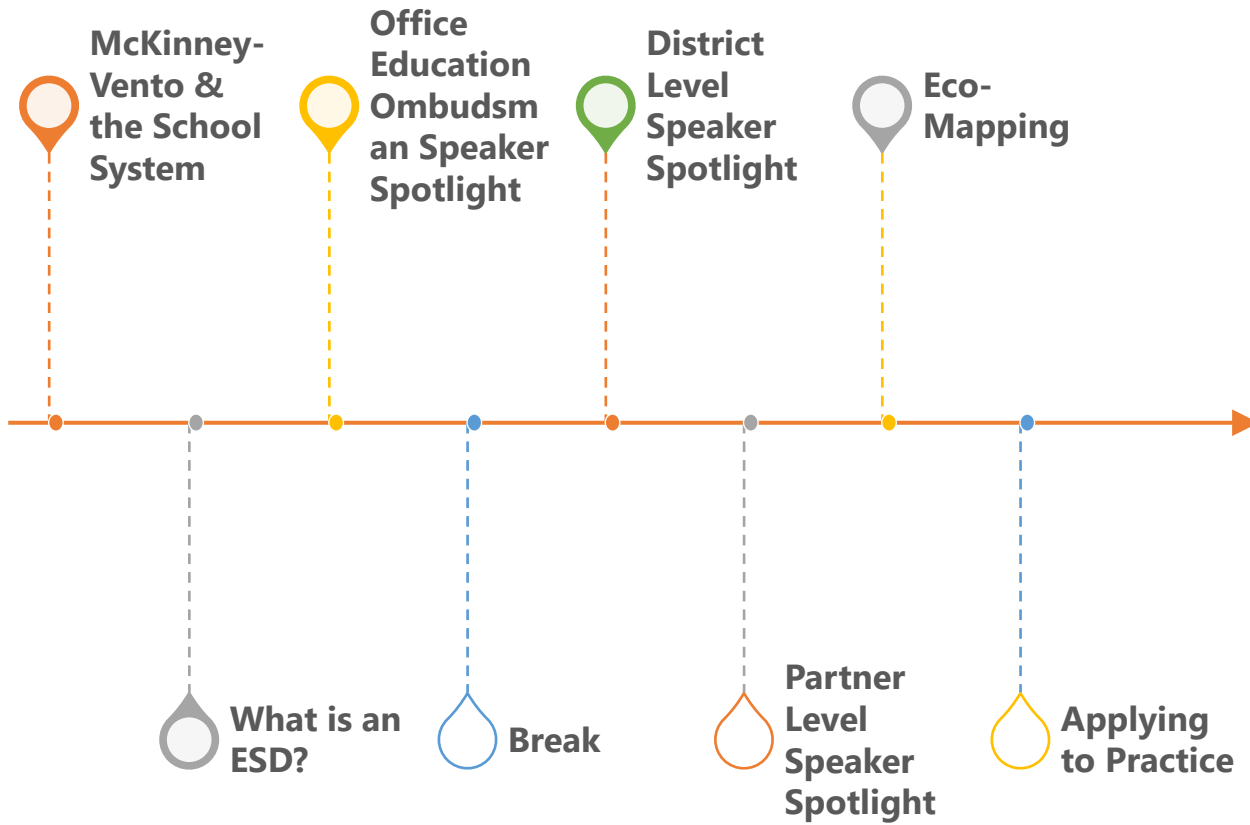
## Our Work with OSPI

Building Changes explores how school and housing systems interact with one another to serve students experiencing homelessness through our Education Team's work. We show up for students, encourage cross systems partnerships, and influence policies that shape on the ground practice.

OSPI and Building Changes have partnered, with the help of ARP funds, to provide training for McKinney-Vento school staff and community-based organizations serving students experiencing homelessness. We intend to offer 7 trainings (each one will occur 4 times) through September 2023. This partnership will offer content, tools, and peer networking opportunities to help those supporting students experiencing homelessness across our state.

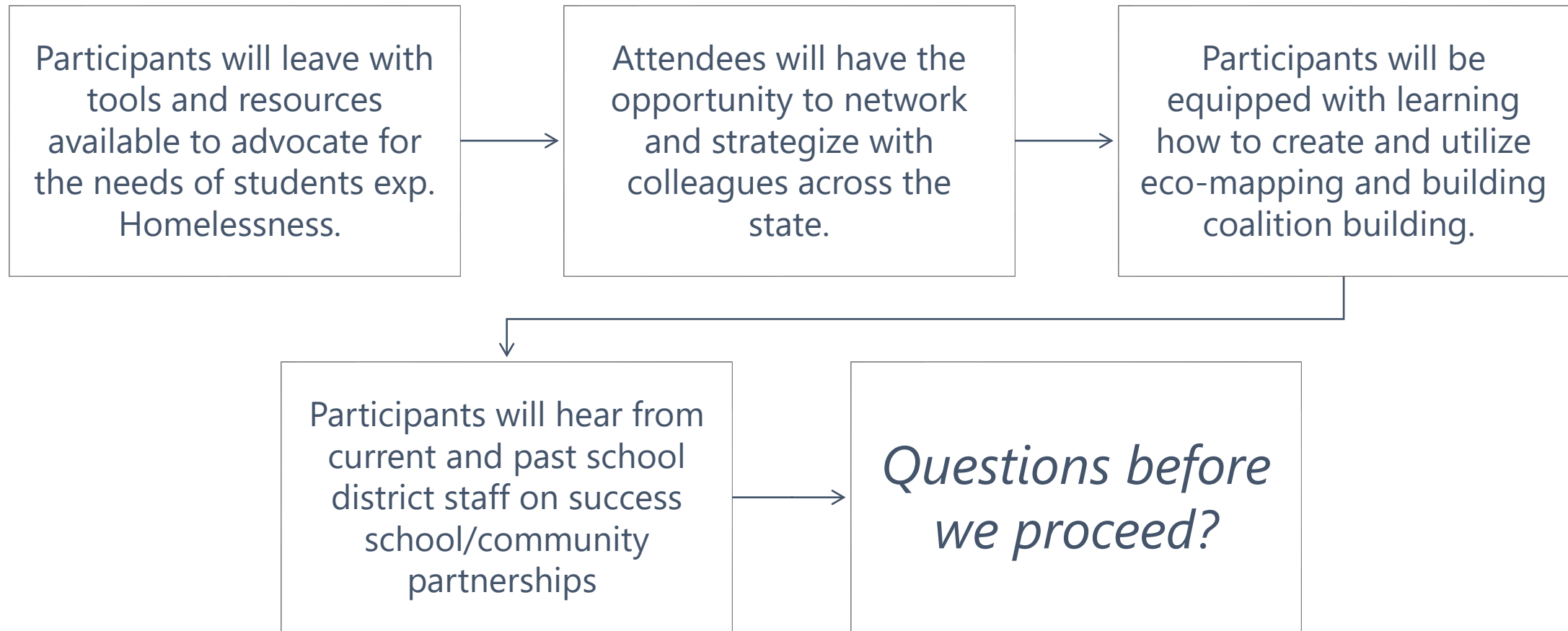


# Agenda

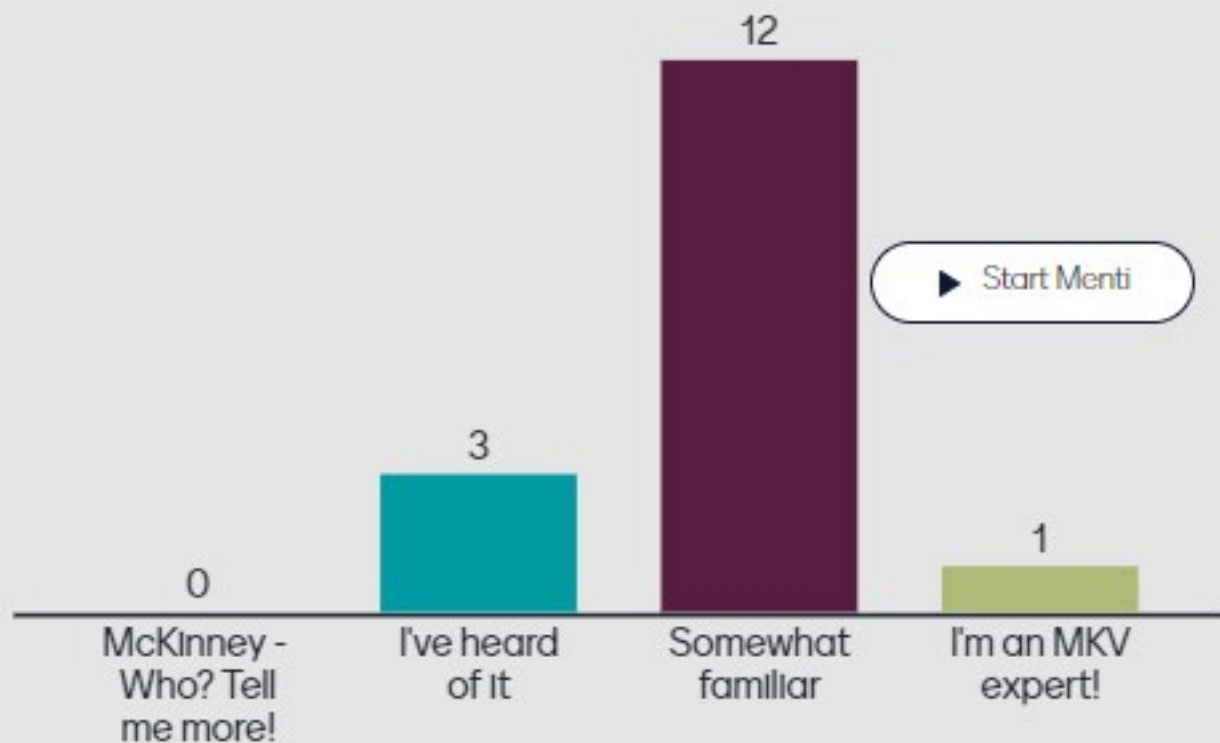




# Objectives



## How familiar are you with McKinney-Vento Services?



# What is McKinney-Vento?

The McKinney-Vento Homeless Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth.

The McKinney-Vento program (MKV) is designed to address the barriers that homeless children and youth have faced in enrolling, attending, and succeeding in school.

- *McKinney-Vento programs are built to meet the needs of their districts and look different in every community.*
- *This work is dynamic, unpredictable, and requires a wide range of skills.*
- *It takes a village to serve this student population.*
- *Staffing does not always match up with the need.*
- *This is an underfunded mandate.*

[Building ChangesMKVDeeper Dive Training Video](#)

# Who is eligible?

The McKinney-Vento Act defines homeless children as "***individuals who lack a fixed, regular, and adequate nighttime residence.***"

The act provides examples of children who would fall under this definition:



## **FIXED:**

Stationary, permanent, and not subject to change



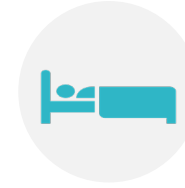
## **REGULAR:**

Used on a predictable, or consistent basis (e.g. nightly)



## **ADEQUATE:**

Sufficient for meeting both physical and psychological needs typically met in home environments



## **ASK:**

Can the student go to the same place (*FIXED*) every night (*REGULAR*) to sleep in a safe and sufficient space (*ADEQUATE*)

# Key Pieces of McKinney-Vento

School access

School stability

Support for  
academic success

Child-centered, best  
interest  
decision making

Critical role of the  
local  
homeless education  
liaison

Community  
partnership and  
collaboration across  
systems

- Every school building has its own culture, staff, and way to serve McKinney-Vento students.
- The needs of MKV students are unique and often requires additional creativity and advocacy.
- Resources are limited.
- Capacity and role limitations are real.

*Resource for more information - [NAEHCY FAQs](#)*

# McKinney-Vento Liaison

- This role ensures that students can enroll, attend classes, and fully participate in all school activities.

The MKV liaison understands the rights and services provided to children and youth experiencing homelessness through the McKinney Vento Act and other federal and state laws and programs.

# Building Points of Contact

- This role coordinates with the school district' McKinney-Vento liaison to identify and serve students experiencing homelessness.

They provide building-level supports to students and families experiencing homelessness. Additionally, they lead school efforts to identify students experiencing homelessness.

[McKinney-Vento Liaison Contact List](#)

# Unaccompanied Youth under McKinney-Vento

## *Definition:*

*A youth who meets the definition of homeless and is not in the physical custody of a parent or guardian*

- Schools must help unaccompanied youth choose and enroll in a school, after considering the youth's wishes, and inform the youth of his or her appeal rights.
  - The school where the youth seeks enrollment is presumed to be in their best interest
- Right to immediately enroll students even without a parent or guardian.
- Typically, unaccompanied youth enroll themselves.

# Right to Immediate Enrollment

**Enrollment** includes attending classes (online or hybrid) and participating fully in any school activities of the student's choice.

McKinney-Vento does not define "immediate", but the standard dictionary definition is "**without delay.**" Therefore, the student must begin attending classes and participating fully in school activities without delay.

**Immediate enrollment applies to publicly funded preschools, if there is space.** Some preschool programs hold slots open for McKinney-Vento children.

Children identified as McKinney-Vento eligible should be prioritized on waitlists.





# Connecting Students & Families to Homeless Support Services



Families can fill out a Student Housing Questionnaire form at school, district office, or over the phone with MKV staff.

MKV staff will provide an Eligibility Intake.

Identification, enrollment, transportation, provisions of support provided.

# *Navigating Schools:*

## Community Based Organizations as a part of the school team



Your involvement and proactivity when it comes to youth's education is instrumental in their success.



Leverage the resources available to your organization to build a team of support for the youth and their families.



Maintain open lines of communication with educators and supporters of your clients.

# School Leaders and Special Roles

## Principal/Administrator:

- Leader of the school. Focus on teaching and learning for student achievement and school safety. Assistant principals are partners and typically have specific responsibilities.

## School Counselors:

- Focus on students seeing academic, social/emotional and career success.

## Instructional Coaches:

- Coach teachers to develop and improve teaching strategies in the classroom. Review school wide academic testing data and helps determine what needs to be done.

## Academic Interventionist:

- A Math or Reading specialist who partner with the teacher to help kids not passing grade level tests. Kind of like an in-school tutor during the school day.

## ELL Teacher:

- Act like a cultural bridge and teach reading, speech and writing. Highlight's similarities and differences between two cultures so students learn faster.

## Family Support/School Social Worker:

- Assist families with accessing culturally appropriate school and community resources. Work together with school staff, parents and community members to improve students' academic achievement. Help to coordinate family, school and community events.
- Some schools may have specific family support roles such as: Housing Navigator, support specialist, Family Liaison, Partnership Coordinator, Family Engagement Specialist, etc.

## School Registrar (or Secretary/Office Manager)

- Assists with enrollment, maintains student records, works with administration and other student support staff.

# School Leaders and Special Roles Cont'd

## Occupational Therapists:

- Support students' ability to learn i.e.. can they pay attention, is the classroom overwhelming for them, how to help them focus on the teacher, etc. Observe and make suggestions but can provide direct supports in an IEP.

## Physical Therapist:

- Typically provides services through special education on an IEP but meant to support students' developmental concerns like movement, balance and other physical needs .

## Speech & Language Pathologist:

- Typically provides services through special education to teach kids how to speak, correct stuttering, swallowing, social and communication skills. Great to help identify Autism and other disorders.

## Resource Room Teachers:

- Special education teachers who create goals for individual learning plans to help kids who have academic, social/emotional & behavior troubles. Collaborate with district behavioral analysts and academic supports.

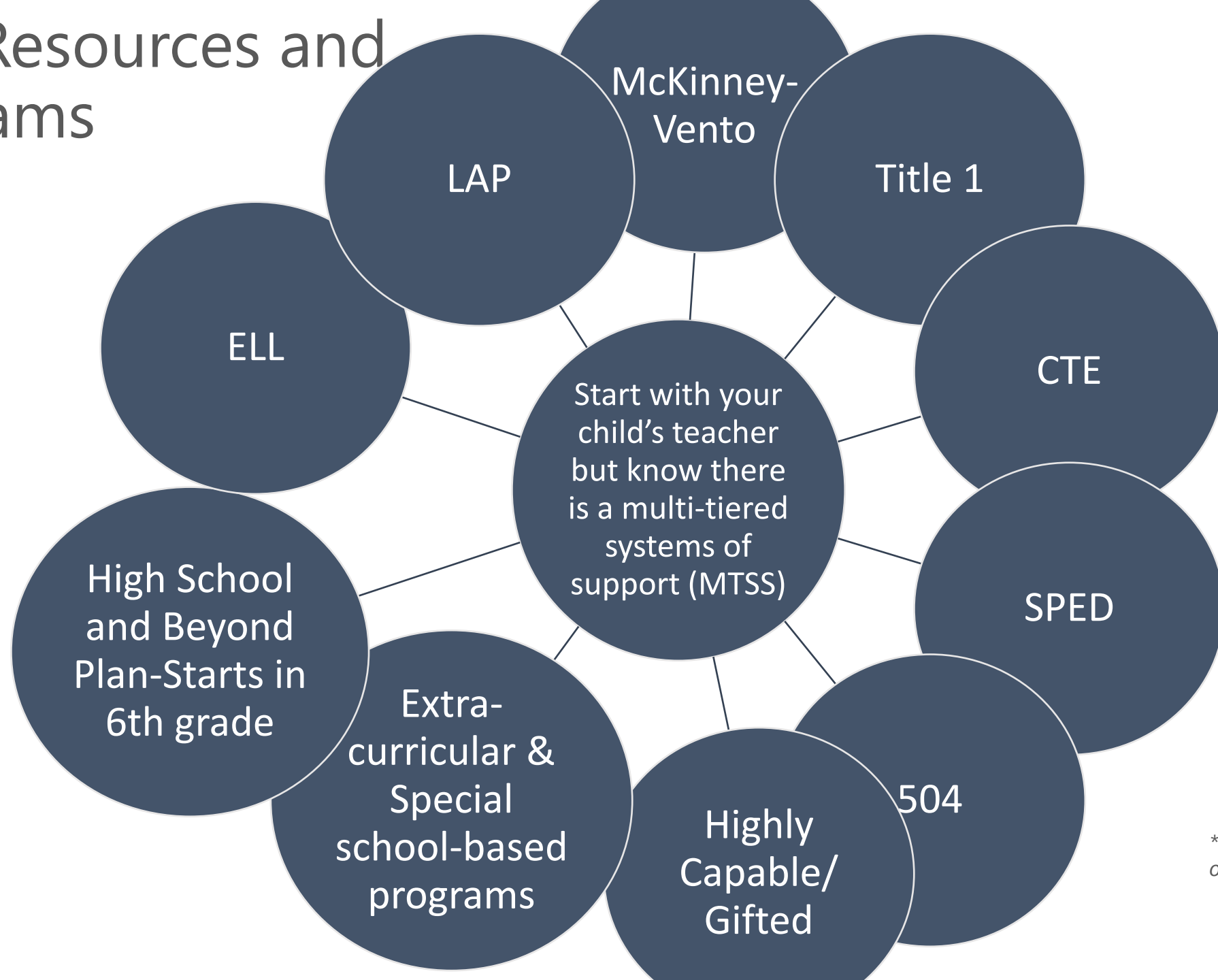
## School Psychologist:

- Experts in mental health, learning and behavior disabilities. Test students for special education in cognitive, social/emotional and behavioral abilities.

## Behavioral Preventionist/Interventionist

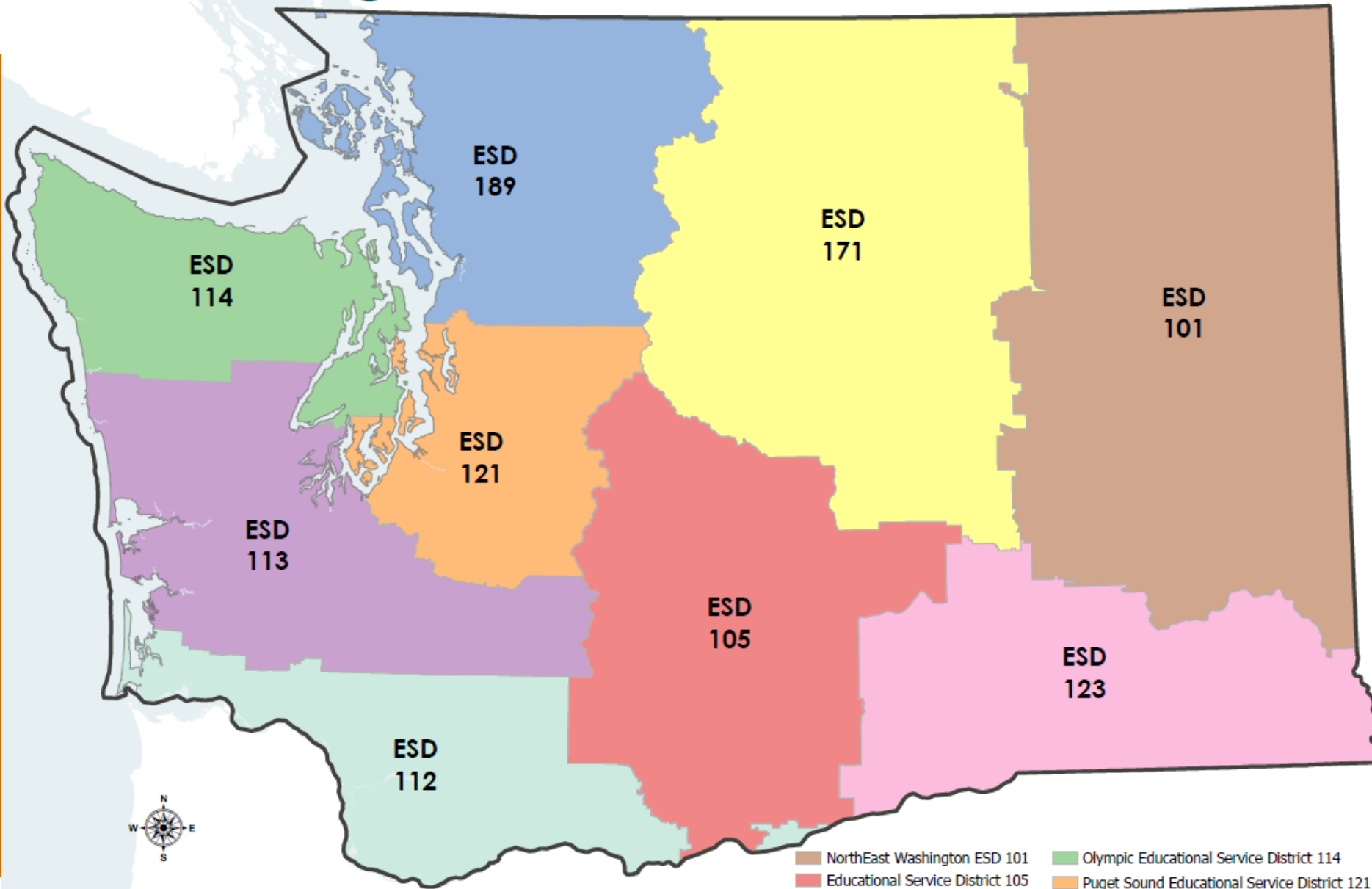
- Strengthen academic success of students through individual, group, and school wide positive behavior supports.

# K-12 Resources and Programs



*\*This is a non-exhaustive list of all school-based programs*

# Washington State Educational Service Districts



- NorthEast Washington ESD 101
- Educational Service District 105
- Educational Service District 112
- Capital Region ESD 113
- Olympic Educational Service District 114
- Puget Sound Educational Service District 121
- Educational Service District 123
- North Central Educational Service District 171
- Northwest Educational Service District 189

Resources at  
the Regional  
Level

# What is an ESD?

## RCW [28A.310.010](#)

- Purpose.
- It shall be the intent and purpose of this chapter to establish educational service districts as regional agencies which are intended to:
  - (1) Provide cooperative and informational services to local school districts;
  - (2) Assist the superintendent of public instruction and the state board of education in the performance of their respective statutory or constitutional duties; and
  - (3) Provide services to school districts and to the Washington center for deaf and hard of hearing youth and the school for the blind to assure equal educational opportunities.

<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.310&full=true#28A.310.010>

## What does an ESD do?

### *Puget Sound Educational Service District*

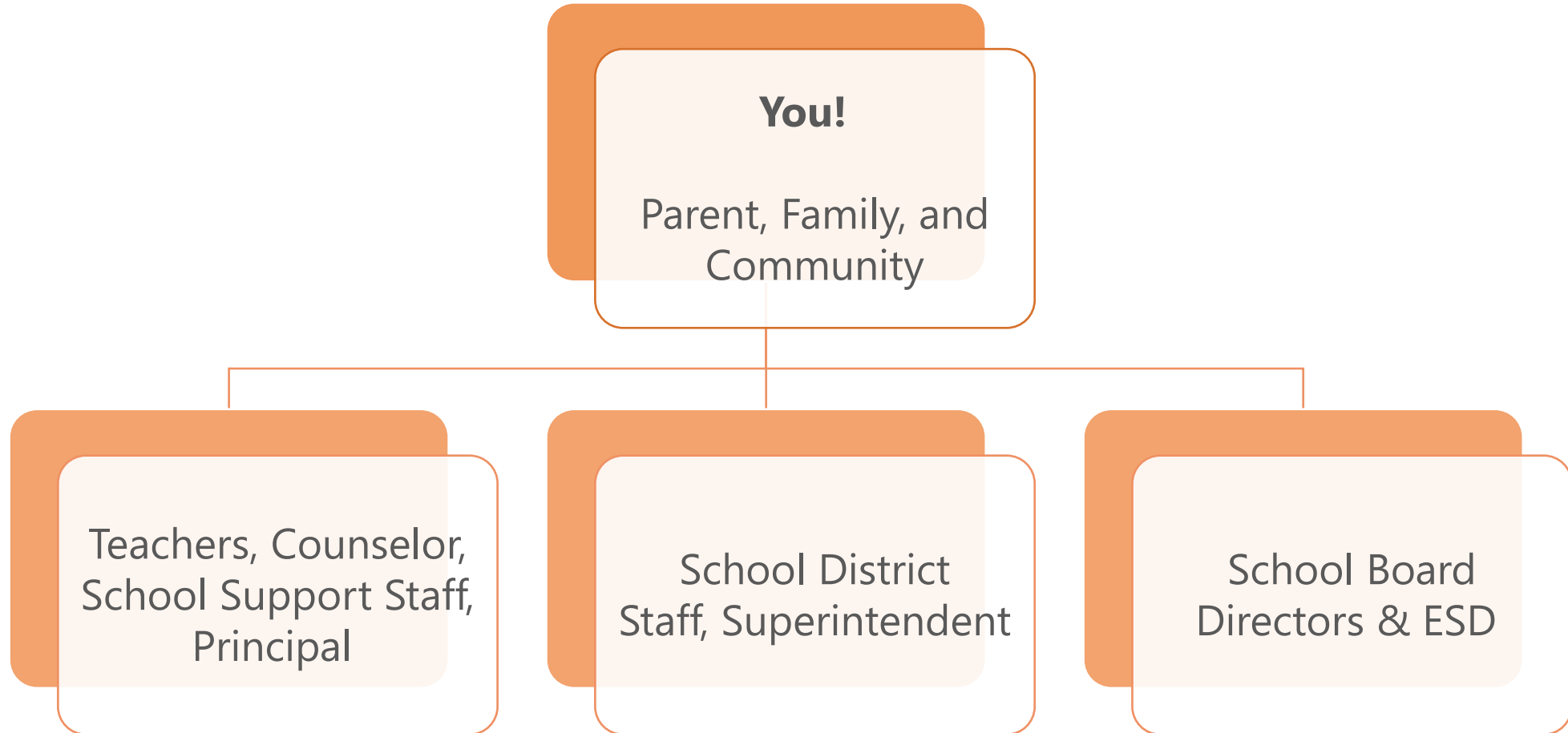
Puget Sound Educational Service District (PSESD) is one of nine regional educational agencies serving school districts, tribal compact schools, and state approved charter and private schools in Washington. Educational Service Districts, created by the legislature, are an essential regional delivery system for early learning and K-postsecondary services in the state.

Educational Service Districts improve the quality, equity, and efficiency of educational programs through partnerships with K-12 education, early learning, higher education, and public and private organizations. Together, we:

- Save schools money through regional efficiencies, centralized services, pooled resources
- Improve the effectiveness of educational programs
- Deliver specialized services otherwise unavailable
- Provide leadership for innovative and effective educational practices
- Build networks and partnerships among districts and other agencies
- Link schools with regional, state and national educational resources



# Advocacy and Powerful Partnerships



# What does advocacy look like?

Speak to the McKinney-Vento Building Point of Contact at the school building level

Consult with someone at the district level – whether it be at the Title I office or the McKinney-Vento Liaison

Explore your local education service district and see how you can use your voice to make regional level impact.

Attend a school board meeting and voice concerns to your community.

Write emails, letter, or call anyone across these systems to get more information or share your experience.

Contact state level representation

# Example of Resources at the State Level

Speaker from WA State Governor's  
Office of the Education Ombuds  
(OEO)



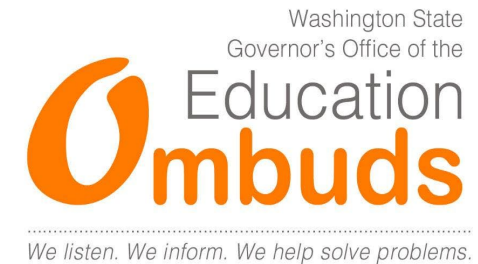
# Introduction to the Office of the Education Ombuds (OEO)

Yordanos Gebreamlak, Deputy Director

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[OEO website: www.oeo.wa.gov](http://www.oeo.wa.gov)

1-866-297-2597



# History of the OEO

Tackling the Opportunity Gap in k-12 Washington State Public Schools

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Founded by the state legislature in 2006

**OEO's Mission:** We work with families, communities, and schools to address problems together so that every student can fully participate and thrive in Washington's K-12 public schools.



# OEO's Strategic Plan 2020 - 2023

OEO's legislative mission is to reduce opportunity gaps. Our strategic plan priorities concentrate on education justice, especially for communities most affected by COVID-19.

## The Washington State Governor's Office of the Education Ombuds: Strategic Plan

(August 2020-2023)



**VISION:** We envision a public education system that dismantles racism, ableism, and other marginalization to support every student's dreams for the future.

**We value our independence, anti-racist values, and responsiveness to communities. We will learn as a team from families, students, and communities and promote this vision.**

**MISSION**  
We work with families, communities, and schools to address problems together so that every student can fully participate and thrive in Washington's K-12 public schools.

### Strategic Priorities

#### Informal Conflict Resolution

OEO assists anyone with questions or concerns about Washington's K-12 public schools. We can provide you with information, referrals, toolkits, and other resources.

OEO's legislative mission is to reduce opportunity gaps. Our strategic plan priorities concentrate on education justice, especially for communities most affected by COVID-19. We are focusing our limited conflict resolution resources, such as informal mediation and coaching, on K-12 students who are:

- Out of school, including students with disabilities receiving partial school days
- People of color, Black, or indigenous
- Experiencing homelessness
- In kinship or foster care
- Involved with the juvenile justice or juvenile rehabilitation systems
- Immigrant, refugee, asylee, or migrant, or students or families whose primary language(s) is not English, or
- Receiving Wraparound with Intensive Services (WISe) or Children's Long Term Inpatient Programs (CLIP) supports

Strategies:

# What OEO Does

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Free, Confidential & Independent Resource

- Individual support with information and informal conflict resolution
- Training and Outreach
- Policy Work

Read more about how we work with families, educators and community professionals on OEO's website: [www.oeo.wa.gov](http://www.oeo.wa.gov).

# Working with the OEO

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Starts by contacting us (by phone, email or online)

We'll take some basic information and listen to the question or concern

We'll try to provide quick information and resources

If it is within the strategic plan, we schedule a time with a Senior Education Ombuds to understand more about the situation and work collaboratively to try to resolve the concerns.

- We can work with a family for up to about 120 days in a school year to try to help reach resolution
- With written permission we can reach out to schools directly
- We can sometimes attend meetings (virtually) as part of efforts to reach resolution
- Resolution might involve clarifying concerns and options

OEO is not an enforcement agency. We can share information with families and students about their rights and options for formal complaint or dispute resolution, but we do not advocate for or represent families in those processes.



# Some Common Questions

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OEO frequently receives calls about the following topics:

- **Special Education** – from evaluation, to IEP development, to reviews of Behavior Plans and more
- **Student Discipline** – including rights to notice, limits on removals, rights to appeal, and access to educational services during removals
- **Harassment or Bullying** – including discriminatory harassment, applicable procedures, points of contact in schools and districts, safety plans and strategies for preventing and responding
- **Enrollment and transportation** – especially for students experiencing homelessness or students in foster care
- **Attendance** – rights to notice, strategies for supporting attendance and the Becca Bill process
- **Language access** – right to interpretation and translation of specific documents

# OEO Resources – www.oeo.wa.gov

On Education  
Issues and About  
Us tabs:

Find information  
about a variety of  
topics and links to  
publications and  
recorded webinars

Washington State  
Governor's Office of the  
**Education  
Ombuds**

Search

We listen. We inform. We help solve problem

WELCOME GET OUR HELP **EDUCATION ISSUES** ABOUT US English

[Home](#) / [Discipline, Suspensions and Expulsions](#)

### Main navigation

- Academic Progress
- Athletics and Activities
- Attendance and Truancy
- Bullying, Harassment, and Intimidation
- COVID-19 Novel Coronavirus Information and Resources for Families
- Discipline, Suspensions and Expulsions -**
  - School Discipline Rules
  - Discipline at School - Classroom Exclusions & In-School Suspensions
  - Out of School Suspensions and Expulsions
  - Educational Services While Out of School During Suspension or Expulsion
  - Getting Back to School after

## Discipline, Suspensions and Expulsions

Note: This information is from our manual, [Discipline in Public Schools \(Disciplina Estudiantil en español\)](#)

### 3 Key Things to Know about Student Discipline in Washington State

1. Students and their families have a *right to due process* when a student faces discipline – that means a *right to notice and an opportunity to be heard*;
2. Schools are encouraged to *limit out of school suspensions and expulsions*, and can only use long-term suspensions and expulsion for certain serious behaviors.
3. All students have the *right to continue receiving educational services during any suspension or expulsion*.

### The Right to an Education

Every student living in Washington State has a right to access a free public education. The right to an education continues even if a student makes a mistake, breaks a rule, or is suspended or expelled. Students can learn from mistakes, and they can do their best learning when they are supported by trusted adults.

Ideally, school discipline will:

- **respond** to the needs and strengths of students;
- **support** students in meeting the school's behavior expectations; and
- **keep** students in classrooms as much as possible.

# Stay in Touch with OEO

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## Contact Us:

OEO's website: [www.oeo.wa.gov](http://www.oeo.wa.gov)

OEO Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)

Toll free phone: 1-866-297-2597  
(interpreter services available)

OEO on Facebook:

<https://www.facebook.com/WAEducationOmbuds/>

OEO on Facebook en Español (Spanish):

<https://www.facebook.com/OmbudsdeEducacion/>

Twitter: @EdOmbuds

# Questions for Yordanos

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- Anything standing out for folks?
- How do you see yourself utilizing this resource in the future?
- Has anyone reached out to OEO on behalf of a student or family before?

*Break*



# Working with your local school district

Amy Neiman

Director, State & Federal  
Programs

*Longview Public Schools*



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# Partnering with Schools

Liam McEvilly

*Homeless Student Stability  
Program Specialist*

*REACH Center*

☎ (253) 383 - 3951

🌐 reachtacoma.org

📍 1314 S L St, Tacoma,  
WA 98405



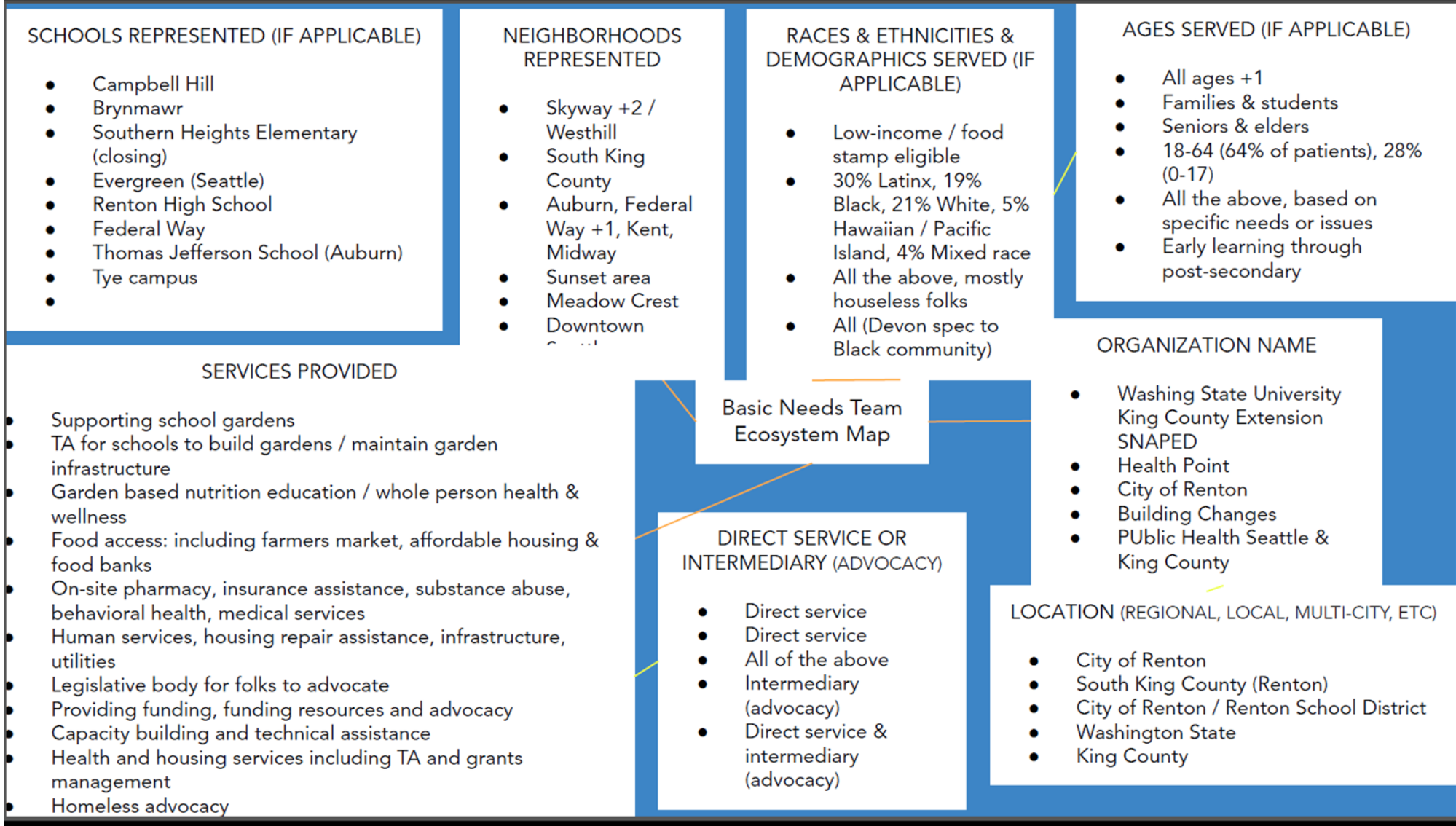
AT TACOMA COMMUNITY HOUSE

# Eco-Mapping

A tool for your toolkit







# Breakout Rooms

What stood out for you from today's training?

What are some opportunities for school staff and community based organization (CBO) staff to share space and resources in your community?

# Share a "Golden Nugget" from your breakout conversations!

Waiting for responses ...

Press **ENTER** to stop scrolling



# In Closing...

*Thank you for sharing  
your time with us!*

- Please complete the post training evaluation on Survey Monkey
- For Clock Hours, please complete the survey through pdEnroller
- School/Housing Network
- Join us for future trainings!
  - ***Serving Specific Student and Family Populations #4 – August 16, 2023 – 10am-12pm***  
Learn how to provide targeted engagement and supports to better serve students and their families who may identify as BIPOC, LGBTQIA, immigrant and refugee, and those living with disabilities.)  
[Register via Zoom](#)
  - ***Capturing Data for MKV Storytelling #4 – August 30, 2023 – 10am-12pm***  
Understand the importance of capturing both quantitative and qualitative data to tell the story of their pupil services and outcomes.  
[Register via Zoom](#)
  - ***Diversion in Schools: A Snapshot – September 20, 2023 – 10am-12pm***  
Understand the importance of capturing both quantitative and qualitative data to tell the story of their pupil services and outcomes.  
[Register via Zoom](#)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
[homelessed@k12.wa.us](mailto:homelessed@k12.wa.us)



*Connect with us!*

[Samie.Iverson@BuildingChanges.org](mailto:Samie.Iverson@BuildingChanges.org) | [Joey.Heilman@BuildingChanges.org](mailto:Joey.Heilman@BuildingChanges.org)



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