



# McKinney-Vento Homeless Programming Regional Meeting

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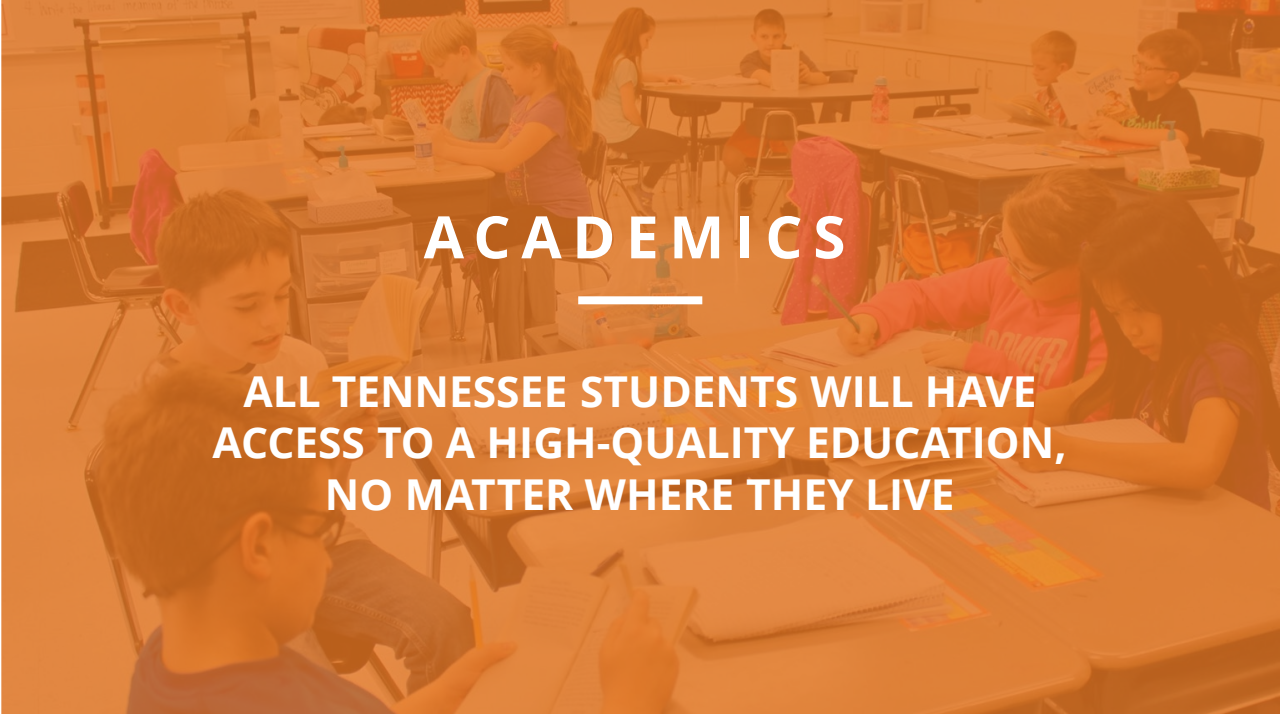






# BEST FOR ALL

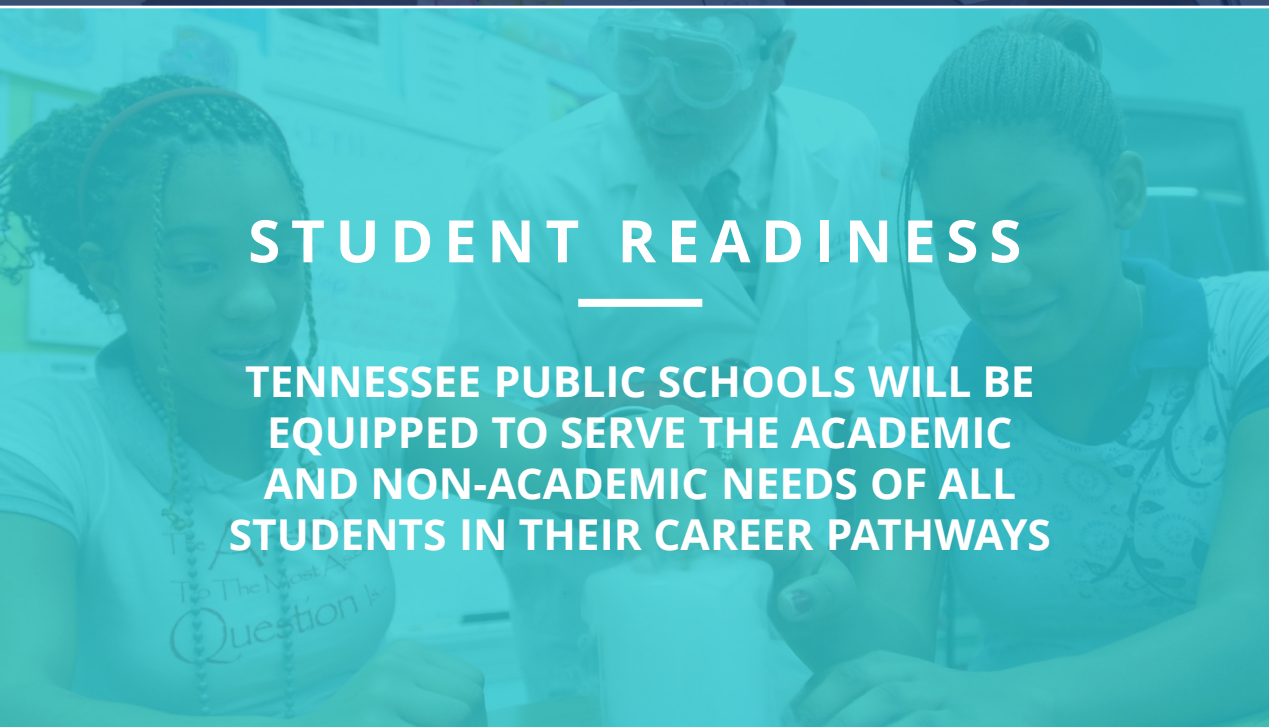
We will set all students on a path to success.



## ACADEMICS

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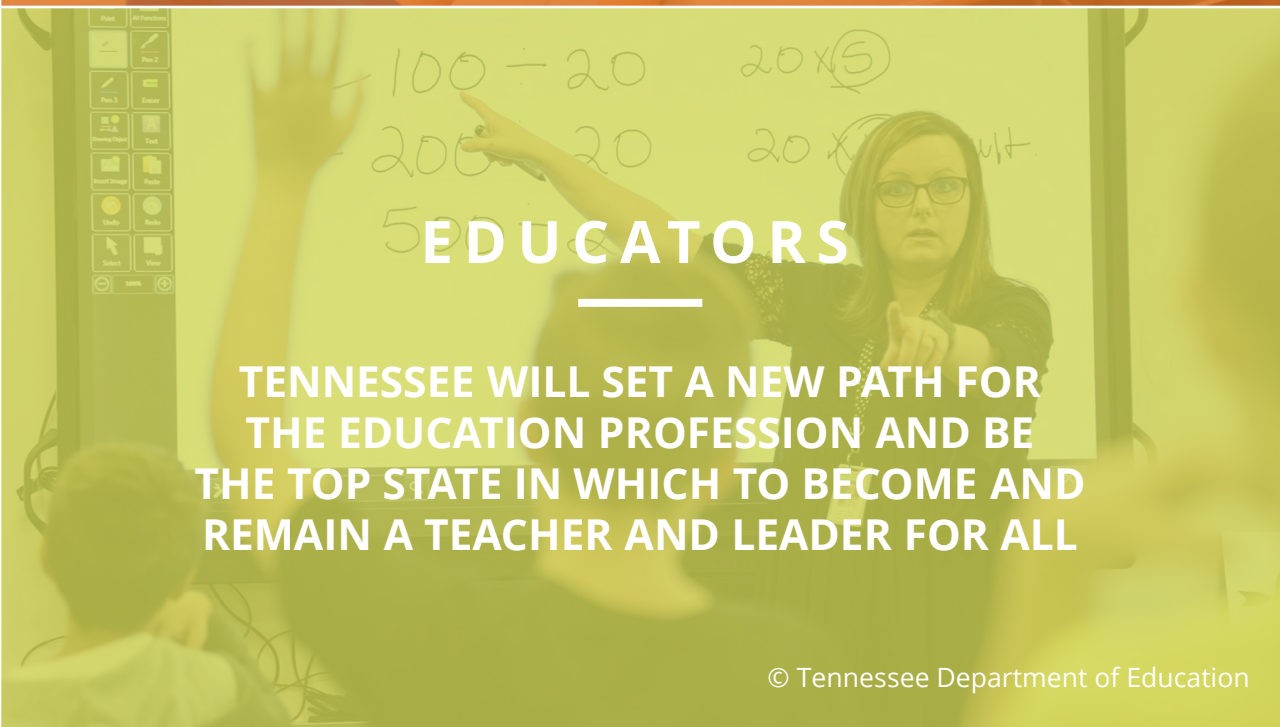
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



# Agenda

- Welcome Back
- Deep Dive Into
  - School Selection
  - Best Interest Determination
  - Dispute Resolution
- Table Discussions
- The Science of Early Childhood & The Brain Architecture
- Questions & Wrap-up



# School Selection, Best Interest & Dispute Resoultion

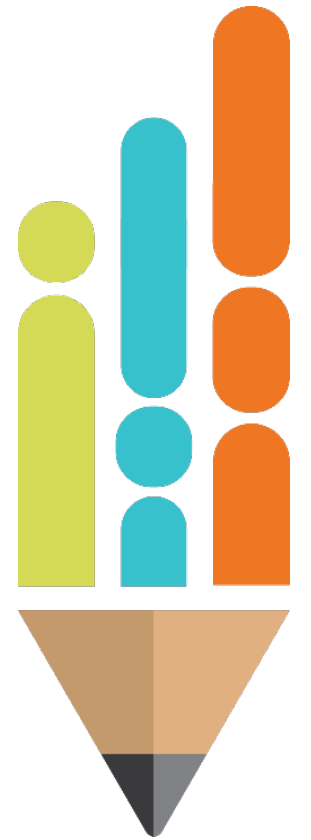
# School Selection

- Homeless liaisons & schools together should support students experiencing homelessness and their families in navigating the school selection process.
- Under the McKinney-Vento Act LEAs should work to keep students experiencing homelessness in their school of origin.
- Parents and guardians have the right to appeal decisions on which school their student may attend.
- Homeless Liaison should determine the school that is in the best interest of the student and their parents or guardians;
- Ensure that the transition (if decided upon) to the new school is made as seamless as possible for the student experiencing homelessness.



# Best Interest Determination

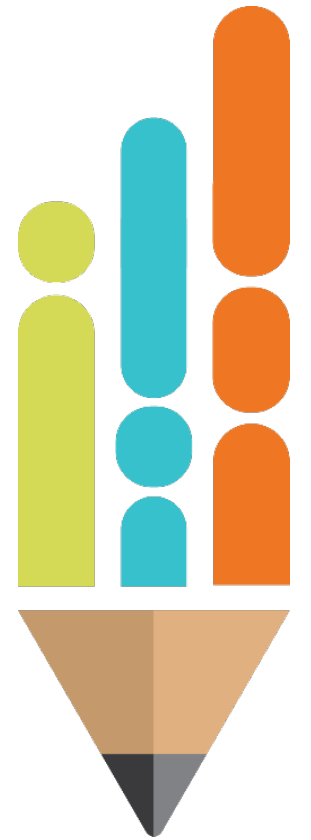
- When making best interest determination in accordance with the statute:
  - presume that remaining in the school of origin is in the student’s best interest;
  - consider the impact of mobility on achievement, education, health, and safety; and
  - give priority to the request of the parent, guardian or unaccompanied homeless youth.
  - ensure forms for enrollment and written notice about the right to appeal the school’s or LEA’s school selection decision are written in a form that parents, guardians, and unaccompanied youth can understand, including versions that are written in their native language





# Supporting Best Interest School Decision

- Ensure that parents, guardians, and unaccompanied youth experiencing homelessness understand the school selection options.
- Reinforce the importance of school stability and educational continuity.
- Discuss with the parents, guardians, and student experiencing homelessness their unique circumstances, and assist them in making the most appropriate choice
- Provide parents and guardians information on the McKinney-Vento Act and on the process for disputing decisions of the LEA when they disagree on eligibility, enrollment, or best interest determinations for their children.





# Ensuring a Smooth Transition

- When the LEA and parents, guardians, or unaccompanied youth agree that enrolling in the local attendance area school is in the best interest of the student, the sending school can ease the transition to the new school by implementing the following strategies:
  - encourage the parent, guardian, or unaccompanied youth to make the transition at a time when disruption could be minimized, such as at the end of a grading period or over a holiday break ;
  - send school records immediately to the new school;







# Ensuring a Smooth Transition Cont.

- collect samples of the student’s work to send to the new school, or provide a folder for the parent, guardian, or unaccompanied youth to include samples
  - Consider using NCHE’s Parent Pack Pocket Folder, available at <https://nche.ed.gov/parent-resources/>;
- contact the local liaison at the new school to ensure immediate enrollment and discuss what services the student may need; and
- provide the parent, guardian, or student with information on the new school, including activities in which the student may be interested.



# Strategies for Receiving Schools

- The receiving school can ease the transition to the new school by implementing the following strategies:
  - welcome the student and determine if they need any material supports (e.g., school supplies or uniforms);
  - provide orientation materials to the student and their parent or guardian;
  - provide a tour of the school, including meeting the student’s teachers;
  - review the student’s academic records – including conducting a credit audit for partial credit – and discuss their interests and needs with the student and their parent or guardian to determine what academic and other supports may be needed;





# Strategies for Receiving Schools

- link the student with all needed services, such as free school meals, transportation, and tutoring;
- provide expedited testing for Special Education, English Learners, or other programs for which a student might be eligible;
- ensure that all teachers have procedures for welcoming and integrating new students into the classroom; and
- implement policies and practices to ensure that students can obtain school credit, even if they enroll mid-semester.



# Local Liaison Responsibilities: Dispute Resolution Process

- The McKinney-Vento Homeless Assistance Act requires SEAs and LEAs to follow a dispute resolution process when parents, guardians, or unaccompanied youth and schools disagree on the eligibility, enrollment, or educational placement of homeless children and youth. [McKinney-Vento Into Law Breiwh Series: Dispute Resolution](#)
- Tennessee's process can be found in [ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title IX, Part A Education for Homeless Children & Youth > Resources for Homeless Liaisons > McKinney-Vento State-Level Dispute Resolution.](#)





# Enrollment Disputes

- If a dispute arises over **eligibility, school selection, or school enrollment**:
  - the parent, guardian or unaccompanied youth shall be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute;
  - the child or youth shall be ***immediately enrolled in the school in which enrollment is sought***, pending final resolution of the dispute, including all available appeals; and
  - the parent, guardian, or unaccompanied youth shall be provided with a written explanation of any decisions related to dispute made by the school, LEA, or SEA, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.



# Tips for an Effective Dispute Resolution Process

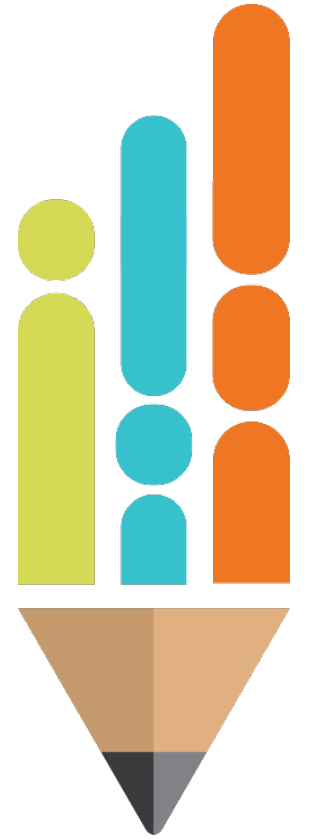
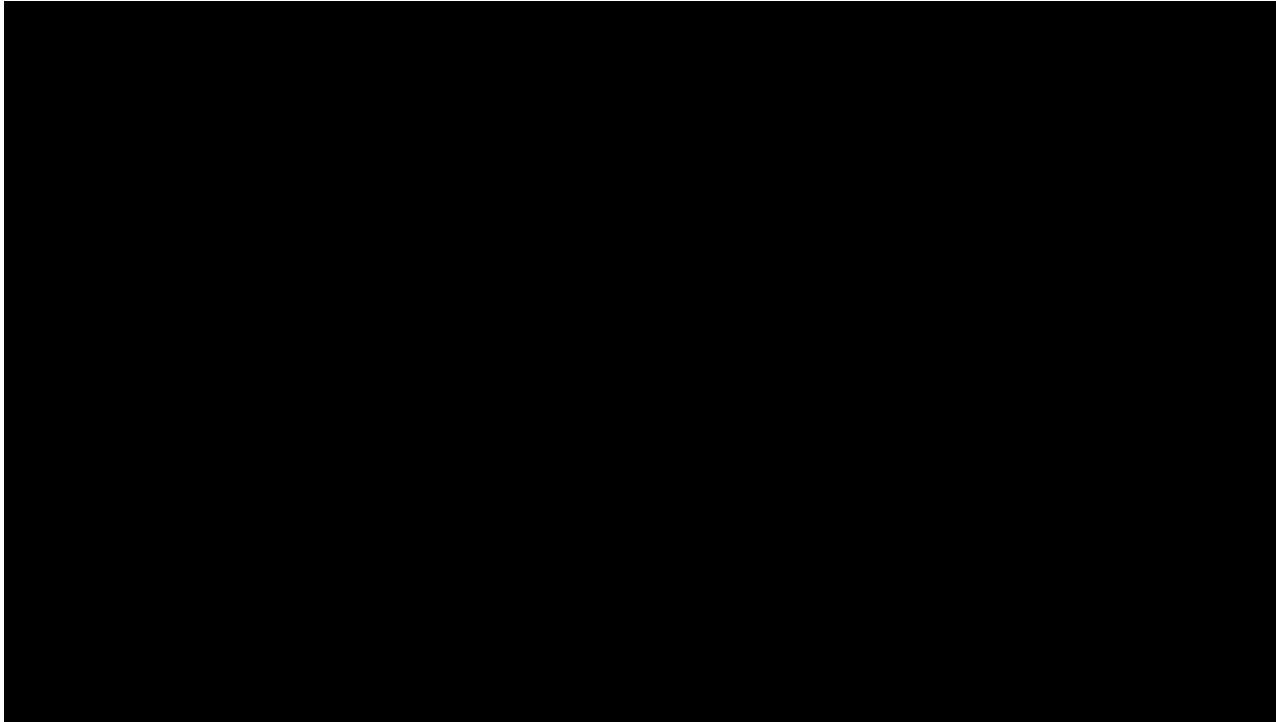
- In establishing a strong, effective dispute resolution process, LEAs should include the following items in information distributed to parents, guardians, or unaccompanied youth when discussing decisions regarding enrollment:
  - Notice of the right to file a complaint, raise a compliance issue, or file an appeal;
  - A step-by-step description of how to appeal the school's decision that includes a simple form parents, guardians, or unaccompanied youth can complete and submit to the school to initiate the dispute process.
  - Copies must be provided to the parent, guardian, or youth for their records.



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# The Science of Early Childhood & The Brain Architecture

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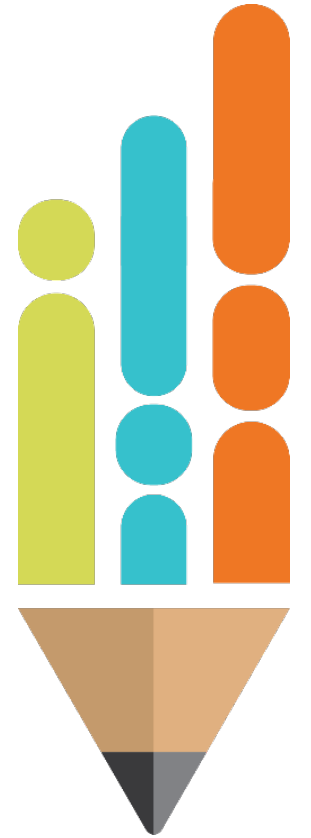




# The Brain Architecture Game

## ■ Recap & Reminders

- Your goal is to build a brain that is as tall as possible, representing functionality, and as sturdy as possible, representing the ability to withstand stress.
- Groups of four to six players work together, drawing Life Experience cards to gain brain-building materials.
- Positive experiences earn a pipe cleaner and a straw for support.
- Negative experiences? Pipe cleaner, but no straw.
- After the initial period of early childhood brain development, weights must be hung from the structure of the brain when life hands out stressors.
- Will the foundation withstand these weights, or will it collapse?
- DO NOT forget to record your information in your Life Journal



# In Your Brain Building Kit



## PIPE CLEANERS

Connect pipe cleaners at the ends to make closed spaces, for example: triangles and squares.



## STRAWS

These are your support materials. You will slip straws over pipe cleaners to make the structure stronger.

## LIFE EXPERIENCE CARDS and THE LIFE JOURNAL

Before playing the game, organize Life Experience Cards by year (years 1-8).

**\*DO NOT MIX UP THE CARDS - THEY ARE ALREADY ORGANIZED BY YEAR.**

Life experiences can be **positive**, **tolerable**, or **toxic** to developing brains.

Record your life experiences and stress type in the **Life Journal**.

**Tolerable stresses are marked "tolerable" and then you figure out building materials, BUT do not move the mark on the Life Journal!**

Designate a person in the team to perform this task before you begin.

## DIE

Roll the die in the beginning of the game to determine your **genetic lottery** and **social support lottery**.



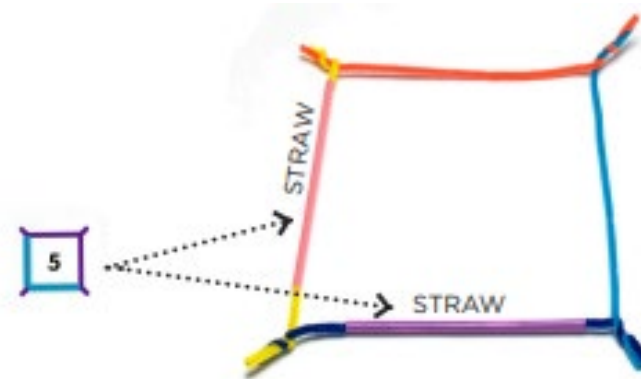
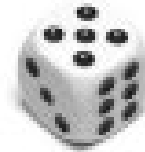
## WEIGHTS

You will have to hang weights in years 6-8 from the tallest point of your brain.



# Building Your Foundation

- Build your foundation for your brain using pipe cleaners & straws.
- Before you start building, determine what your base will be. This is your **genetic lottery**.
  - Roll dice
  - Circle the corresponding base
  - Construct the shape that corresponds



**HINT:** Put a pipe cleaner through a straw as you see it pictured.

# Social Support

- Pipe cleaners are a weak building material when used on their own. Straws are used to make them stronger.
- Straws you receive now represent the **social supports** available to your brain at the time of birth.
- **These straws can be used at any time during the game.**



1

Roll the die to determine the number of straws you receive from the **social support lottery**.



2

Take as many straws as the number on your die.



3

Record the number of social supports you received in the **Life Journal**.



# Life Experience Cards

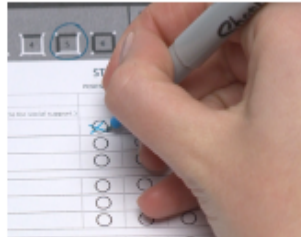
- The deck of **Life Experience Cards** contains seven (7) cards for each year of life.
- Each card determines what type of building materials you will take to attach to your brain.
- Draw one card at random from the Year 1 and read the card.



# Life Experience Cards Cont.



**1** To begin, draw one card at random from YEAR 1 and read the card.



**2** Record the **Life Experience Card** and the stress type on your **Life Journal**.

## WHAT DOES THIS ALL MEAN?



this experience was **positive** for development



## WHAT DO I BUILD WITH?

take one pipe cleaner and thread it through one straw



this experience has resulted in **toxic** stress



take one pipe cleaner

## VERY IMPORTANT!

Rolling the die for **tolerable** stress applies **ONLY** if:  
a) this is your first card  
OR  
b) if you have received an equal number of positive and toxic stress cards in later years.

Pay close attention to this rule!



this experience has resulted in **tolerable** stress



If this is your first card in the first year, roll the die.



**What did you get?**  
2,4,6 = pipe cleaner + straw  
1,3,5 = pipe cleaner only

# Life Experience Cards Cont.

Next record the Life Experience Card and the stress type on your Life Journal.



2

Record the **Life Experience Card** and the stress type on your **Life Journal**.

# Continue Building Year 1 and Record Progress in the Life Journal.

- Draw 2 more cards from Year 1, one at a time.
- Attach all the building materials from Year 1 before going to Year 2.



# Continue Building Years 2-5 and Record Progress in the Life Journal.

- For each year that follows, draw a total of 3 cards at random within the year, one card at a time.
- **At no point should you detach pipe cleaners and remodel your brain...**



# Building Rules for Life Experiences



## POSITIVE

Take one pipe cleaner and take one straw; insert pipe cleaner in straw. Attach to your brain.



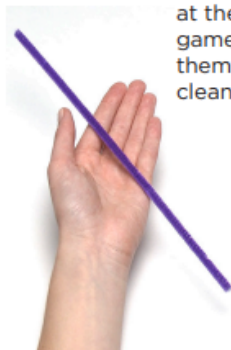
## TOLERABLE

Count the number of positive and toxic stress events in your **Life Journal**. Take building materials for the type of experience your brain has experienced the most so far. Attach to your brain.

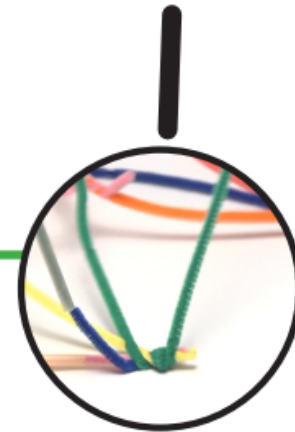


## TOXIC

Take only a pipe cleaner and attach to your brain. If you received straws at the beginning of the game, you may use them to reinforce a pipe cleaner at any time.



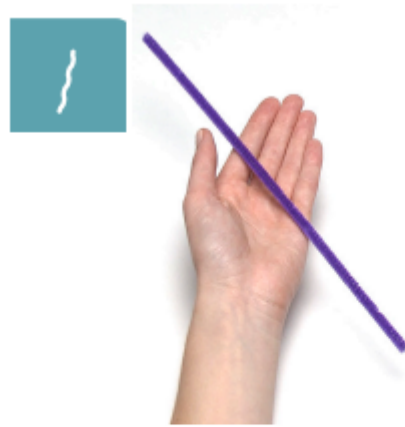
**HINT:** All pipe cleaners must be attached at both ends at the end of each year before drawing cards from the next year. They must form closed spaces.





# Years 6-8: RULES CHANGE!

- No more straws can be earned in this phase of the game and you may get weights that could collapse your structure.
- Continue to record progress in the Life Journal.



## POSITIVE

Take one pipe cleaner and attach it anywhere, still making closed spaces.



## TOXIC

Hang a weight from the tallest part of your structure.

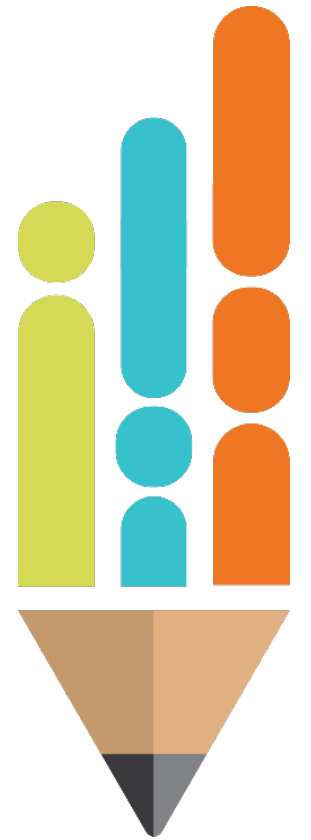


## TOLERABLE

Count the number of positive and toxic stress events in your **Life Journal**. Take building materials for the type of experience your brain has experienced the most so far. Attach to your brain.

# Debrief – Think Beyond the “Game”

- Work as a group and discuss how the group worked together to build their Brains
  - Did everyone agree with the way it should be built?
    - **If not, how did you resolve this?**
- How did the foundation you received impact your team’s ability to build a strong brain?
- How did life experiences shape brain development?



# Debrief – Think Beyond the “Game” Cont.

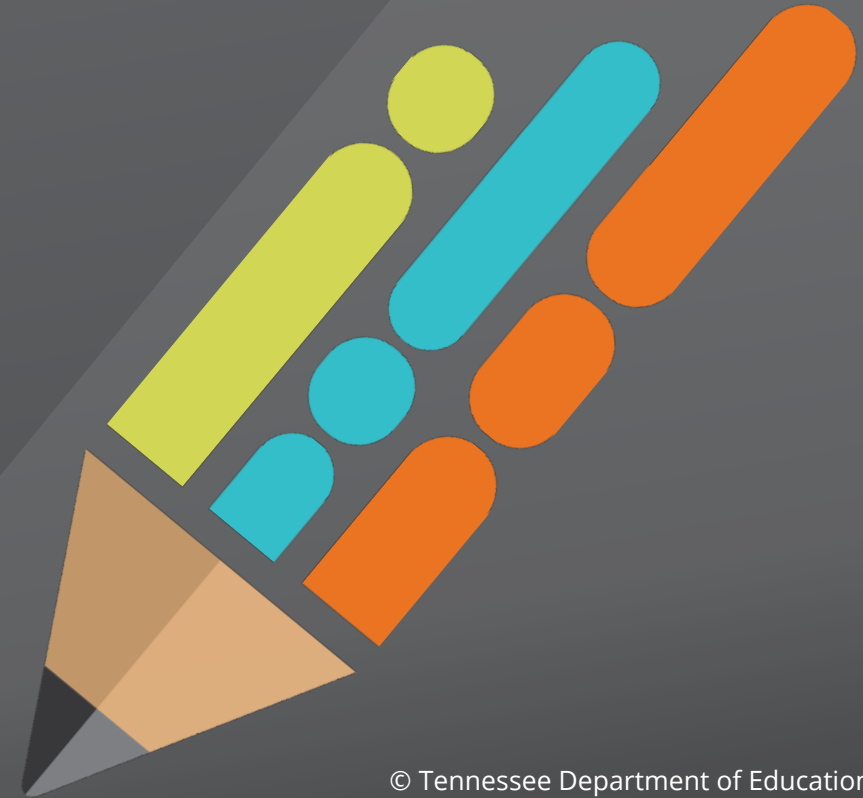
- How did social support or (lack of social support) impact your team's brain?
  - What types of support are you able to offer students through McKinney-Vento
  - How do you help families provide social support?
- How did social support or (lack of social support) impact the brain's ability to deal with the challenges (i.e., weights) that occurred later in life?



# Please Share your Feedback:

You may access the PD by navigating here:

<https://forms.office.com/r/eVtWEAZ9xZ>





# Thank You!

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