



# Support Diverse Student Success

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OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions.



# HOMELESS AND FOSTER STUDENTS

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## Perspective on homeless youth

- Public schools identified 1.3 million McKinney-Vento (homeless) students in the 2013–14 school year.
  - 7% increase nationally over previous year.
  - A 100% increase since 2007.
  - 13% of all poor, school-age children and youth.
  - 30% of all extremely poor, school-age children and youth.
- Higher incidences of acute and chronic illnesses, depression and anxiety.
- Homelessness in early childhood is associated with poor classroom engagement and poor social skills in early elementary school.
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.
- A youth who experiences homelessness is 87% more likely to drop out of school.

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## Homeless students

- Every Student Succeeds Act (ESSA) reauthorized McKinney-Vento Homelessness Assistance Act
- A homeless student is a student who lacks fixed, regular and adequate nighttime residence
- Homeless students new subgroup for reporting purposes
- Increased emphasis on identification
- Each district must appoint a homeless liaison
  - Responsibilities expanded, including requirement to complete training
  - Notice requirements expanded

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## Homeless students

- School of origin definition updated
  - School in which the child or youth was last enrolled and now includes:
    - Preschools
    - “Receiving schools” – school the student would attend after completing the final grade level at the school of origin
- Transportation must now be provided until the end of a school year even if a student secures permanent housing

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## Homeless students

- Best interest determination
  - Presume keeping student in school of origin is in best interest of child
    - Language referring to feasibility removed
    - Unless otherwise requested by parent/guardian or unaccompanied youth
  - Consider student-centered factors including:
    - Impact of mobility on achievement, education, health and safety of the child or youth
    - Request of parent/guardian or unaccompanied youth
    - Placement of siblings

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## Homeless students

- Emphasis on allowing for full participation in school and school activities
- Enhanced dispute resolution process
- Information about student's living situation is part of student's record and may not be classified as directory information

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## Practical implications - homeless

- Understand how to communicate with homeless students
- Understand what homeless means
- Recognize unique needs for homeless students
  - What services do you have available in your school and community to assist in meeting student's basic needs?
  - Consider trauma-informed care training
- Provide awareness activities for school staff
- Post outreach materials in areas homeless youth and families will see them

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## Perspective on foster students

- Number of children (under 18) in Ohio in placement per 1,000 placement rate (2013): 4.83
- Median number of days a child stays in placement (2013): 266
- Reasons for removal from home in Ohio
- Children of color continue to be overrepresented
- Child welfare cases involving parents abusing heroin, cocaine or both rose from around 15% to more than 25% of the statewide caseload between 2009 and 2013
- 70% of children age 1 or younger placed in Ohio's foster system are children of parents with substance use disorders involving opiates and cocaine

Source: Public Children Services Association of Ohio 2015-2016 Factbook, 12<sup>th</sup> edition

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## Foster students

- Foster care is defined as 24-hour substitute care for children placed away from parents/guardians and for whom the child welfare agency has made placement.
- This includes but is not limited to: foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes.
- No requirement the foster care facility be licensed or that payments are made for the care of the child.

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# Foster students

- Effective Dec. 10, 2016
- Foster students new subgroup for reporting purposes
- Foster care point of contact
- Student must remain in school of origin unless not in best interest of child
  - School at which student was enrolled at time of placement into foster care or at time of a change in foster care placement
  - Includes preschool
  - Must be provided transportation

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# Foster students

- Best interest determination
  - Student-centered factors
  - Transportation costs cannot be a factor
- If school of origin is not in the best interest of the student, they must be **immediately** enrolled in new school even if unable to produce records required for enrollment
  - Enrolling school must immediately contact school of origin for records

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## Practical implications - foster

- Reach out to your children's services agency
- Understand unique student needs
- Know who has the right to access records
- Safety considerations
- Trauma informed care training
- Enrollment procedures must allow for immediate enrollment

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## Policy implications

- Required to have policy addressing homeless students
- Review additional policies to ensure in compliance with statutory requirements for homeless students and foster students
- Develop necessary district level procedures

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# ENGLISH LEARNERS

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## Perspectives on English Learners

- 2015-2016 state report card: 2.7% students Limited English Proficient
- More than 39,800 EL students were enrolled in Ohio's elementary and secondary public schools during the 2010-2011 school year
- Represent more than 110 native or home languages
- Top 10 language groups
  - Spanish
  - Somali
  - Arabic
  - Pennsylvania Dutch
  - Chinese
  - Japanese
  - Vietnamese
  - French
  - Russian
  - Twi

Source: Ohio Department of Education

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## English learners

- Districts are required to take affirmative steps to ensure students with limited English proficiency can meaningfully participate in educational programs and services
- Subgroup for reporting purposes

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## Federal requirements

- Identify and assess all potential EL students
- Provide EL students with a language assistance program
- Staff and support EL programs
- Provide meaningful access to all curricular and extracurricular programs
- Avoid unnecessary segregation of EL students
- Evaluate EL students for special education services and provide special education and EL services

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## Federal requirements

- Meet the needs of EL students who opt out of EL programs/services
- Monitor and exit EL students from EL programs and services
- Evaluate the effectiveness of the district's EL program
- Ensure meaningful communication with LEP parents

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## Policy implications

- Required to adopt policy addressing English learners
- Review district level policies/procedures in place for identifying and servicing English learners

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## Practical implications

- Process to identify EL students
- Process to identify and communicate with LEP parents
  - Translations
  - Community resources
- Evaluate district resources
- Evaluate district demographics
  - Common foreign languages
- Cultural competency and awareness
- Additional needs of migrant students

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## TRANSGENDER STUDENTS

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## Perspective on transgender students

- More than 77% of transgender students in k-12 had one or more “negative experiences”
- 17% of transgender students left a k-12 school because the mistreatment was so bad
- Transgender students are more likely to:
  - Have attempted suicide
  - Have experienced homelessness
  - Be experiencing serious psychological distress
  - Have worked in the underground economy
- More than 59% avoided using a public restroom in the past year because they were afraid of having problems

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## Federal requirements

“No person in the United States shall, **on the basis of sex**, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

-Title IX

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## Federal Guidance

- Dear Colleague Letters
  - May 13, 2016
  - February 22, 2017
- *G.G. v. Gloucester Cty. School Bd.*

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## Policy implications

- Transgender student policy
  - No one size fits all approach
  - Consider each student's needs and concerns separately
- Educate
- Foster communicative environment

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# Practical implications

- Student privacy
- Student records
- Restrooms/locker rooms
- Athletics
- Dress codes
- Bullying/harassment

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## WHAT DOES THIS MEAN FOR YOU?

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## Tying it all together

- Know your community demographics
- Be prepared for conversations concerning specific student populations
- Understand the resources your district has in place to serve entire student population
- Engage community agencies and resources
- Do your research
- Encourage dialogue in your community about working to meet the needs of all students

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