

**The Shawnee Mission School District
Student and Family Services:**

**504/McKinney-Vento/Foster/Migrant
Program Update and Evaluation**



Presented by

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March 23, 2020

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Theme of the Shawnee Mission School District (SMSD) Strategic Plan:

The Student and Family Services Department supports all three (3) of the SMSD's Strategic Plan Objectives:

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.



The Student and Family Services Department strives to promote student well-being and school participation fostering increases in academic achievement. Based on the current strategic plan, the district has committed resources to expand the support for students and their families through the Director of Student and Family Services (Dr. John McKinney) and the McKinney-Vento Homeless Liaison (David Aramovich). These staff members work to fulfill the district's Mission Statement, which is stated as follows:

The Mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by:

- *An inclusive culture*
- *An engaged community*
- *And robust opportunities that challenge learners to achieve their fullest potential.*

Overview:

The Student and Family Services Department provides assistance for students and families in need and specifically for students with 504 plans in place, students identified as McKinney-Vento, migrant students, and foster care students. The district provides support services, case management, community resource referrals, and food assistance as needed for students and their families.

Support Leadership:

Dr. Ed Streich – Chief of Student Services

Dr. John McKinney – Director of Student and Family Services

Mr. David Aramovich – McKinney-Vento Homeless Liaison

Mrs. Lisa Bateman – Executive Secretary for Migrant and McKinney-Vento Students

Mrs. Melissa Moore – Executive Secretary for Secondary Programs and 504 Students

Ms. Sherrie Bury – Executive Secretary for Foster Students

Section 504 of the Rehabilitation Act of 1973:

Section 504 of the Rehabilitation Act (“Section 504”) is a federal civil rights law (not an education law) passed by the United States Congress in 1973 that prohibits entities receiving federal financial assistance from discriminating against individuals on the basis of disability. In addition, the law requires that public elementary and secondary schools provide a free and appropriate public education (“F.A.P.E.”), which may include accommodations and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of a nondisabled student are met and based on adherence to evaluation, placement and procedural safeguard requirements. This is the law that provides students with 504 plans. Under Section 504, students with disabilities have the right to reasonable accommodations. Disabilities are defined as a physical or mental impairment that substantially limits a major life activity. If a student is determined to have a physical or mental impairment that substantially limits a major life activity, a written plan should be developed outlining services and/or modifications. Modifications are designed to provide equal access and enable the student to participate in district programs and activities, both in and outside the classroom. The United States Department of Education Office for Civil Rights (“OCR”) enforces the law.

504 numbers:

2019-2020 (as of March 9, 2020):

Elementary – 230

Middle School – 145

High School – 224

Total - 599

2018-2019 (as of March 9, 2020):

Elementary – 136

Middle School – 110

High School – 191

Total – 437

McKinney-Vento (MV): Education for Homeless Children and Youths:

Each state educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. In any state that has a compulsory residency requirement as a component of the state's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the state will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths. Homelessness alone is not sufficient reason to separate students from the mainstream school environment. Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. For more information about the McKinney-Vento program, please visit the Kansas Department of Education [website](#).

McKinney-Vento numbers:

2019-2020 (as of March 5, 2020):

Early Childhood – 1

Elementary – 186

Middle School – 45

High School – 77

Total – 309

2018-2019 (as of March 5, 2020):

Early Childhood – 3

Elementary – 199

Middle School – 36

High School – 74

Total – 322

McKinney-Vento Transportation Expense Overview:

School districts are required to provide transportation for MV students to and from their school of origin. The school of origin is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. This includes the designated receiving school at the next grade level for all feeder schools. The costs associated with transporting these students are not federally funded. If the student's school of origin is in one district and they reside in another, the two districts split the costs of transportation. We are currently transporting 29 students. 12 of those students are cost-shared with other districts.

McKinney-Vento Transportation Expense Overview:

EXPENSES	2018-2019 (full year)	2019-2020 (as of 3/2/20)
SMSD MV - Assisted Transportation	\$166,297.50	\$62,210.50
SMSD MV - Parent Reimbursement	\$11,745.15	\$4,856.84
MV Shared Cost of Transportation	\$249,458.94	\$113,751.14
SMSD Responsibility	\$427,501.59	\$180,818.48

Project H.O.M.E.:**Vision:**

Project H.O.M.E. is a collaborative effort between service providers, communities of faith, and the Shawnee Mission School District. Our vision is one that is intended to work toward eradicating homelessness, reduce poverty in Johnson County, and promote self-sufficiency for families and students that are impacted. Additionally, it is hoped that, through resources that are identified to support these goals, SMSD students served through Project H.O.M.E. will achieve improved academics, as measured by grades, school attendance, high school graduation, and acceptance to a college or other post-secondary training.

Mission Statement:

Project H.O.M.E.'s mission is to connect students and families from the Shawnee Mission School District that are homeless or at risk of becoming homeless with individualized and diverse support services in order that each student completes primary and secondary education and enters adulthood hopeful and successful. 2019-2020 data to date below. Prior year data is available [here](#)

2019-2020 as of September 24th**Housing found**

Families	Students	Adults	Total # people
1	1	1	2

Prevented

Families	Students	Adults	Total # people
13	23	17	40

Total people housed & prevented in 2019-2020

42

Migrant Education Program (MEP):

The Migrant Education Program helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. MEP funds ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are based on annual counts of eligible children, age 3 through 21, residing within the state. For more information about the Migrant Education Program, please visit the Kansas Department of Education [website](#).

Enrollment Numbers (as of March 5, 2020):

2016-2017: 52

2017-2018: 63

2018-2019: 61

2019-2020: 42

Foster Care:

For the more than 800,000 children and youth served in foster care each year in the United States, a quality education is vitally important. It not only provides children with a road map for future success, it can also serve as a positive counterweight to abuse, neglect, separation, and instability. Unfortunately, for children and youth in foster care, a change in home placement frequently results in a change in school placement. Positive, stable school experiences enhance a child's well-being, help them make more successful transitions to adulthood, and increase their chances for personal fulfillment and economic self-sufficiency, as well as their ability to contribute to society.

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), amending the Elementary and Secondary Education Act (ESEA). For the first time, ESSA embeds in federal education law provisions that promote school stability and success for youth in foster care. Under this act, the local school/district and child welfare agencies such as (KVC) must collaborate to create processes and to develop guidelines in order to provide stability and enable success for students placed in foster care. A brief synopsis of information compiled by the United States Department of Education is provided below.

Why are protections for students in foster care included in the ESSA?

Children in foster care are some of the country's most educationally disadvantaged students. Studies show that students in foster care experience: lower standardized test scores in reading and math, high levels of grade retention and drop-out, and far lower high school and college graduation rates. Children in foster care frequently change schools. This school instability makes it difficult for children to develop supportive relationships with teachers or peers. A brief overview is as follows:

1. A foster care parent is required to show court documentation that outlines that the student is placed under their care as part of the enrollment process. Foster care students should have immediate enrollment in school and transfer of school records. Under the ESSA, schools must ensure that when a school change is warranted, children in foster care can enroll immediately in a new school even if the child cannot produce normally required enrollment documents and school records. Additionally, the enrolling school must immediately contact the school last attended by the child to obtain relevant academic and other education records.
2. Foster care students are no longer considered homeless so are not included under McKinney-Vento. Because of these ESSA protections for students in foster care, and in recognition of the need for additional resources for students who are homeless, ESSA removed “awaiting foster care placement” from the definition of “homeless” for purposes of the McKinney-Vento Act on December 10, 2016.
3. Under ESSA, the school district and KVC are required to work together to assure continuity in plan and provision for the student. Part of that provision is to hold a “best interest determination” (BID) meeting with the participants including the school principal, social worker, the KVC case manager and the district’s foster care point of contact (Dr. Ed Streich). The purpose of this meeting is to ensure school stability by arranging for the student to continue in their “school of origin” unless it is determined that it is not in the student’s best interest. These arrangements may include transportation for the student, with the district and KVC sharing the expense. The school in which a child is enrolled at the time of placement in foster care is the school of origin. If a child’s foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.
4. Foster care students qualify for free lunch, although the online request form must still be completed by the foster parent. When they note “foster” they will be automatically approved for free lunch via the district’s food service department.
5. At the secondary level, foster students receive a fee waiver.

Foster Numbers:

2019-2020 (as of March 2, 2020):

Early Childhood – 13
Elementary – 75
Middle School – 15
High School – 38
Total – 141

2018-2019 (full-year):

Early Childhood – 6
Elementary – 45
Middle School – 8
High School – 33
Total – 92

Students Transported: 2018-19 = 14 and 2019-2020 = 8

EXPENSES	2018-2019 (full-year)	2019-2020 (as of 3/2/19)
SMSD Foster - Assisted Transportation	\$31,211.13	\$11,282.50

Summary:

The Student and Family Services Department strives to promote student well-being and school participation in an attempt to unlock each student's fullest potential. Based on the current strategic plan, our district's educators (social workers, counselors, teachers, administrators and support staff) serve to translate our district's Mission statement into action: *The Mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by:*

- *An inclusive culture*
- *An engaged community*
- *And robust opportunities that challenge learners to achieve their fullest potential.*

Our future efforts and goals will continue to focus on implementing the district's Strategic Plan. We believe the Beliefs, Mission, Objectives and Strategies speak directly to the challenging but important work we are doing in the Department of Family and Student Services, and we look forward to seeing this crucial work continue to improve student achievement.