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# EDUCATIONAL ACCESS FOR HOMELESS SCHOOL-AGE CHILDREN:

A MODEL FOR BUILDING COLLABORATION BETWEEN  
EDUCATORS AND SOCIAL SERVICES PROVIDERS

OCTOBER 1990

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EDUCATIONAL ACCESS  
FOR HOMELESS SCHOOL-AGE CHILDREN:  
A MODEL FOR BUILDING COLLABORATION BETWEEN  
EDUCATORS AND SOCIAL SERVICE PROVIDERS

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Edmund S. Muskie Institute of Public Affairs  
Graduate Program in Public Policy and Management  
University of Southern Maine

October 1990

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## Introduction

In March 1990 the Maine Department of Education contracted with the Human Services Development Institute (HSDI), University of Southern Maine, to conduct a seven month public awareness project regarding the needs of homeless school-age children and youth. The initial design of the project corresponded with Goal Four of the Maine State Plan Assuring access to Education for Homeless Children and Youth (Appendix A) for which the objectives were to convene regional public forums and to prepare and disseminate a resource brochure promoting the rights of homeless children to a free and appropriate education. HSDI contracted with Addison Cleaves Associates to accomplish production of the brochure and to coordinate media and publicity for project activities. The collaboration between Human Services Development Institute and Addison Cleaves Associates was established at the outset to support the overall development of the project, although each retained primary responsibility for a separate objective.

Given the short duration of the project, a Portland-area, rather than a state-wide, advisory committee was chosen (Appendix B) and convened to review the project design and to provide input to staff throughout the planning process. The advisory committee included representatives from schools, shelters and other social services agencies. The Committee met for the first time on March 13, 1990, and reviewed the content of the proposed workplan. A schedule of all meetings appears in Appendix B. Substantial revisions were recommended. The key components of the project included an all-day forum for school staff, a brochure and other print materials, and a meeting of school staff and social service agency representatives.

## FORUM FOR PORTLAND-AREA EDUCATORS

The proposed plan for increasing public awareness of the needs of homeless school-age children was to conduct simultaneous regional public forums, via ITV, in up to seven university-based locations in Maine. However, the advisory committee strongly recommended that the project specifically address local concerns pertaining to homeless school-age children in lieu of approaching statewide concerns more generally. A revised proposal to plan three locally designed forums - one in the Portland area, one in Lewiston and one in Bangor - was explored. Meetings with educators and social service providers in Lewiston and Bangor, however,

concluded that participating in a state administered project regarding the education of homeless children was not a priority at that time. Project staff and the advisory committee concluded that the project would focus on developing and conducting an effective Portland-area forum to motivate a coordinated effort among school systems to improve educational access for homeless children. The regional focus was selected to help adjacent school districts work out policies regarding transience and mobility between school systems. The forum and related activities would become a model to be duplicated or adapted in other municipalities throughout the state. The Department of Education, through the Office of the Coordinator of Education for Homeless Children, extended its support for the revised plan.

Plans for the local forum proceeded in a timely fashion. The Advisory Committee identified school superintendents and designated school staff as the target audience for a forum in the Portland area. Superintendents from Gorham, Portland, Scarborough, South Portland and Westbrook were invited to participate with selected staff designated to address concerns about homeless children. The pending implementation by September 1990 of the Department of Education's proposed school rule (Appendix C): requiring Maine school districts to enroll school-age children in the school of their choice whether or not a parent or guardian is present, created a focus for the forum. The defined goals which helped to structure the day-long program were:

- to provide information about the proposed school rule to improve educational access;
- to provide information about the needs of homeless children;
- to provide an opportunity for school teams to define local barriers and propose programs and policies for improving educational access for homeless children;
- to foster communication and coordination among school units;
- to communicate the importance of collaboration between schools and social service agencies serving homeless school-age children;

The forum, "Building Your Team to Educate Homeless Children", occurred at Portland Regional Vocational Technical Center on May 30, 1990. Included in Appendix D are the invitation, materials from the forum packet including the agenda and worksheets for school team planning sessions, a summary of the evaluation forms and a participant list. Also included are the notes from the individual school team worksessions which occurred during the forum. The forum was hosted by Portland and attended by school

representatives from Portland, Gorham, Scarborough and Westbrook. South Portland declined the invitation due to insufficient notice. School team participants included school administrators, teachers, alternative program and special education administrators, guidance counselors and directors and curriculum coordinators. One superintendent and one school board member also participated in the full day program. Each superintendent designated a team facilitator to serve as the primary contact for project staff in the planning and follow-up activities; the facilitator also chaired the small group worksessions. A member of the Advisory Committee served as a resource for each school team. Their familiarity with the background and the goals of the project was beneficial to the process of the group.

Representatives from social service agencies serving homeless children were invited to attend and to display information about their agencies. Ten agencies were represented (See Appendix D) and served as resources to school staff. More active participation by social service providers was requested at the follow-up meeting, described later in this report, at which the emphasis was on fostering collaboration between schools and social service agencies.

The content of the forum, outlined in the agenda, included welcoming remarks from Commissioner Bither and from Superintendent Whitmore of Portland and presentations focusing on the needs of homeless children, educational issues and the importance of collaboration between educators and social service providers. Two hours were designated for individual school teams to plan together by identifying barriers, recommending responses and delineating the steps required to accomplish the desired outcomes in their districts. The appended reports of all four school teams represent their recognition of barriers and the strategies they plan to pursue locally to overcome those barriers. Evaluations appeared to reflect participants' satisfaction with the blend of team planning time and formal presentations in the program.

Local and statewide media were informed of and invited to the educational forum (see news release in Appendix D). Pre-forum publicity occurred in the Portland Press Herald on May 17, 1990 (see article) and again on May 30, 1990, the day of the workshop. Both the ABC and CBS TV affiliates, Maine channels 8 and 13, respectively, covered the event by conducting extensive interviews and airing segments during the evening news program. The Maine Public Broadcasting Network also covered the event.

## BROCHURE

Prior to the forum, the Planning Committee considered options for print materials including a brochure targeting professionals who work with children and youth, a brochure targeting youth, and a poster promoting public awareness of the rights of homeless children to education. The initial plan was to develop a brochure and other materials for distribution at the forum, but skepticism about the potential benefit of print materials and indecision about the most effective approach resulted in a decision to select print materials after the May forum and plan their distribution for the beginning of the new school year when they might have a greater impact. In June, the Planning Committee recommended development of a brochure which would highlight both the rights of children and the responsibilities of schools, and which would potentially be useful to both advocates for homeless children and educators. The re-printing of a wallet-size resource card for youth (initially developed by the Cumberland County Child Abuse and Neglect Council), the usefulness of which had already been demonstrated, was also identified as a priority.

Development and production of a brochure proceeded on schedule throughout the summer with representatives of the Advisory Committee consulting with Addison Cleaves Associates throughout the process. In August, the camera-ready artwork was delivered to the Department of Education whose responsibility it was to print and disseminate the information prior to the opening of school. The printing of the brochure has been delayed due to a decision by the Commissioner of Education to reserve federal money until October 31, 1990 for transportation grants to homeless children. Ten thousand wallet-sized resource cards, however, were printed and will be distributed by the Cumberland County Child Abuse and Neglect Council.

## EDUCATORS AND SOCIAL SERVICE PROVIDERS COLLABORATE

In the process of planning the May 30th forum, the Advisory Committee discussed the importance of a follow-up meeting to encourage school administrators in their planning on behalf of homeless children and to establish a network for collaboration among participating districts and between school districts and social service agencies. On May 30th, the forum participants were informed that a meeting for school administrators and social service providers would occur on September 12th to enable schools to inform agencies of policies and



programs they had or were developing to improve school access for homeless children. The goals established for that meeting were:

- to brief social service providers on the background of this project and on the status of the proposed school rule to assure that the educational needs of homeless children are met;
- to allow school team facilitators from participating districts to inform area social service providers of their district's procedures, programs and future plans for addressing the problems of homeless school-age children;
- to support and encourage the ongoing collaboration between school contacts and social service providers in improving educational access for homeless children;
- to highlight the Department of Education's proposal for demonstration projects to encourage future school/community work in the best interest of homeless children.

A follow-up meeting with twelve educators and fourteen social service providers occurred on September 12th at Portland Regional Vocational Technical Center. Five school districts (May forum participants and South Portland) were represented. Thirty-one people attended the September meeting, including the Department of Education's Coordinator of Education for Homeless Children and four project staff. The participant list and the agenda appear in Appendix E.

As mentioned above, a major impetus for this project was the anticipated finalization of the proposed school rule requiring schools to enroll homeless school-age children in the school district of their choice. In the interim between the project's May 30th and September 12th events, a challenge by the Maine School Management Association regarding the right of the Commissioner of Education to enact such a rule resulted in the postponement of its finalization.

The Advisory Committee and project staff felt concern that the delays of the brochure printing and of the enactment of the school rule might diminish the impact of the intended message about educating homeless school-age children. Those concerns were lessened, however, by the demonstration of commitment by local educators to try to serve homeless children regardless of any federal or state mandate to do so. A major function of the September 12th meeting was to support and encourage those efforts, even though the mandate was not in place. The Department of Education's proposal (to the federal government) for funding for collaborative school/community demonstration projects serving homeless children was distributed and discussed. Also, the availability of DOE funds to transport homeless children for whom other access barriers have been

overcome was announced. School and social service agency participants shared information and ideas and proceeded to discuss how to build a self-sustaining coordinated effort to improve educational access for homeless children in Portland and the surrounding towns of Gorham, Scarborough, South Portland, and Westbrook. Before the end of the meeting, two October meetings were scheduled. On October 16th, school administrators from the five participating towns will meet at PRVTC to develop a common agenda unique to the schools and a strategy for increasing communication and coordination among them. On October 30th, school administrators will meet with social service providers to continue to explore their common goals and options for improving interagency coordination of services for homeless children.

#### SUMMARY AND RECOMMENDATIONS

The primary goals of the Department of Education's contract with the University of Southern Maine have been to increase educators' awareness of the needs of homeless children regarding access to school and to encourage development of a collaborative process between educators and social service providers to reduce the barriers to educational access. Project staff and its advisory committee identified three separate tasks to accomplish the goals. They were:

- development of a forum for educators;
- design and dissemination of an informational brochure for educators and social service providers; and
- a meeting for the two groups to initiate organized collaboration.

The impetus for this work was provided by a proposed school rule developed by the Maine Department of Education mandating enrollment of homeless school-age children in the school of their choice. Implementation of this rule was anticipated by September 1990, but has since been delayed due to a challenge by the Maine School Management Association.

This project focused on the sharing of information and the development of a collaborative regional approach for overcoming the educational access barriers identified in previous projects and prioritized by the Advisory Committee. (Educational Access for Homeless Children and Youth in Maine, Human Services Development Institute, January 1989 and Educational Access for Homeless Children and Youth: Report of

Focus Group Discussions, Human Services Development Institute, March 1989). The positive response of educators and social service providers to the invitation to collaborate on behalf of homeless children was affirming in the midst of competing priorities. Whereas some of the educators have been working independently with little support or opportunity for collaboration, others were not aware of or involved in issues pertaining to homeless children prior to the May 30, 1990 forum. Evaluations indicated an outcome of the forum for each of the four school team worksessions was a shared commitment to include issues pertaining to homeless children on their respective agendas for the new school year. The meeting of educators and social service providers on September 12, 1990 reinforced and moved beyond that commitment to recognize the need to develop regional collaboration among school districts and between the school districts and social service agencies working with homeless school-age children and their families.

Despite the apparent success of the forum and the subsequent meeting, the Advisory Committee and project staff remain concerned that delays in printing the brochure and in implementing the proposed school rule, which created the impetus for both events, may preclude progress on enrolling homeless children in school and reduce the effectiveness of the efforts to date. Notwithstanding those concerns, the apparent effectiveness of the project supports the committee's recommendation that a regional model of developing collaboration between educators and social service providers be replicated throughout the state. The Portland-area forum was videotaped and an edited version will be made available to the planners of future programs. Specific recommendations which resulted from the May 30th forum, the September 12th follow-up meeting and the work of the Planning Committee are listed below. Accomplishing these recommendations will require a combination of state and local efforts. Participants in this project understood and demonstrated the need for local initiative and commitment from educators and social service providers to develop a viable action plan. But they requested guidance, support and, in some cases, leadership from the Maine Department of Education in order to move this agenda forward throughout the state.

### Recommendations for the Maine Department of Education

- Take necessary steps to implement school rule about educational access for homeless children
- Print brochure about rights of children and responsibilities of schools
- Encourage school administrators to meet with their boards of education to address policies and areas of concern regarding homeless children
- Encourage school districts to develop policies and procedures to allow a homeless child to remain in the same school for the entire school year and to encourage children to remain in school. The following issues should be addressed:
  - enrollment policies and practices
  - provision of books, notebooks, locks, etc.
  - overall school climate
- Encourage school districts to organize regionally throughout the state to share common concerns regarding homeless children. The following issues should be addressed:
  - transfer of earned academic credit for transient students
  - funding and provision of transportation
  - policies for movement between school units
  - needs of individual students
  - outreach to children not in school
- Encourage school districts, preferably on a regional basis, to establish strong liaisons with social service agencies to better serve homeless children. The following issues should be addressed:
  - meeting to share common concerns
  - developing and maintaining resource lists of school and agency contacts
  - providing opportunity for educators to visit shelters and social service agencies
  - developing collaborative working relationships
- Address policy issues pertaining to funding, liability and resolution of conflicts between guardians and school-age children and disseminate information through workshops, memoranda, etc.
- Provide education and training about educational access for homeless school-age children to the Maine School Management Association. Include information and concerns about funding, model programs and policies from other states and liability issues.
- Encourage and support school districts, in collaboration with appropriate agencies, to provide local and regional training for:
  - school committees and boards of education
  - teachers and other school staff
  - school administrators
  - community groups

- Collect and disseminate to school districts information about model programs and policies pertaining to homeless school-age children
- Explore options for state-wide information dissemination through:
  - establishment of an 800 number
  - establishment of an information clearinghouse
  - publicizing information about educational rights of children



## APPENDIX A

Appendix A

**FROM MAINE STATE PLAN  
ASSURING ACCESS TO EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

**GOAL FOUR**

The Department of Educational and Cultural Services will promote public awareness and interest in developing programs and services to meet the needs of homeless school-age children and youth.

**Objective 4.1**

The Department of Educational and Cultural Services will hold at least four regional public forums during the 1989-90 school year.

Timeline:      Fall 1989  
                     Spring 1990

**Objective 4.2**

The Department of Educational and Cultural Services will prepare and disseminate a resource brochure for advocates, school persons and other service agencies on the rights to education of homeless children and youth and how to assist these populations to gain a free and appropriate education.

Timeline:      Fall 1989

## APPENDIX B

ADVISORY COMMITTEE MEMBERS

Department of Educational & Cultural Services  
Public Awareness Project  
Regarding Educational Access for Homeless Children

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Youth Altern. Emerg. Shelter  
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Special Services  
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Portland, ME 04101  
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Karyn DiRenzo, Social Worker  
Lyman Moore Middle School  
171 Auburn Street  
Portland, ME 04103  
Telephone #: 874-8150

Lucky Hollander, Director  
Cumberland County Child Abuse  
& Neglect Council  
P.O. Box 912  
Portland, ME 04104  
Telephone #: 874-1120

William Shuttleworth, Director  
PREP Program  
48 Moody Street  
Portland, ME 04101  
Telephone #: 874-8225

Bruce Logan, Former Director  
Lighthouse Shelter  
65 Elm Street  
Portland, ME 04102  
Telephone #: 774-3073

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Portland, ME 04112  
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DECS Contact

Frank Antonucci  
Coordinator of Education for  
Homeless Children  
Department of Education  
State House Station #23  
Augusta, ME 04333  
Telephone #: 289-5110

## APPENDIX C



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PROPOSED RULE

PROPOSED RULE

PROPOSED RULE

PROPOSED RULE

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05-071

DEPARTMENT OF EDUCATION

Chapter 014

REGULATIONS REGARDING SCHOOL BOARD POLICIES ON EXCEPTIONS TO  
THE GENERAL RESIDENCY RULES.

EDUCATION ACCESS FOR HOMELESS CHILDREN

Summary: This chapter defines a homeless child, procedures for enrolling the child in public school, a process for resolving disputes of residence and assures access to appropriate education in public schools for a homeless school age child.

### Contents

#### 1. Definitions

- 1.1 Homeless Child
- 1.2 School Unit of Last Attendance
- 1.3 School Unit of Current Location

#### 2. Education Access for Homeless Children

- 2.1 Designated School
- 2.2 Services to be Provided
- 2.3 Transportation

#### 3. Appeals

- 3.1 Superintendent Appeal Process

Chapter 014 Regulations Regarding School Board Policies  
on Exceptions to the General Residency Rules  
Education Access for Homeless Children and Youth

1. DEFINITIONS:

1.1 Homeless Child

A homeless child means a child eligible to attend elementary or secondary school, pursuant to 20-A M.R.S.A. section 5251, and includes:

- (1) An individual who lacks a fixed, regular and adequate night time residence; and
- (2) An individual who has a primary night time residence that is -
  - (A) A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or
  - (B) An institution that provides temporary residence for individuals intended to be institutionalized; or
  - (C) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term does not include a prison inmate.

1.2 School Unit of Last Attendance

The school unit of last attendance means the school administrative unit within Maine or out of Maine in which the child was attending school when circumstances arose which caused the child to become homeless, or if not attending, the district in which the child was entitled to attend school when such circumstances arose, or would have been entitled to attend school upon reaching school age.

1.3 School Unit of Current Location

The school unit of current location means the school administrative unit within Maine where the homeless child is located as described in subsection 1.1.

2. EDUCATION ACCESS FOR HOMELESS CHILDREN

2.1 Designated School

The parent or person in parental relation to a homeless child, or the homeless child if no parent or person in parental relation is available, may designate either the school unit of current location or the school unit of last attendance as the district under which such child shall be entitled to a free and appropriate public education.

## 2.2 Services to be Provided

Whether a homeless child attends school in the unit of current location or in the unit of last attendance, such child shall be considered to be a resident of the designated unit for all purposes of education and shall have immediate access to education in that unit. Such child shall be provided services comparable to services available to other students in the designated school unit. These services shall include, but not be limited to, educational services for which the child meets relevant eligibility criteria, such as compensatory education programs for the disadvantaged, education programs for the handicapped and for students with limited English proficiency; programs in vocational education, programs for the gifted and talented; and school meals.

## 2.3 Transportation

Transportation to a homeless child whose current location is within the designated unit shall be provided by the designated unit. Transportation to a homeless child whose current location is in a unit contiguous to the designated unit (under 2.1), shall be arranged by the superintendent of the designated unit in agreement with the superintendent of the unit of current location.

# 3. APPEALS

## 3.1 Superintendent Appeals

In the event that the superintendent of a school unit designated under Subsection 2.1 believes that the school unit should not be responsible for the education of the homeless child and cannot resolve the situation informally with the homeless child, the parent or person in parental relation and the superintendents of other school units, he/she may appeal the designation to the Commissioner as set forth below:

- (a) The child shall remain enrolled as a resident in the school unit of choice during the pendency of the appeal.
- (b) The appeal shall be made on forms provided by the Commissioner and shall contain such information as the Commissioner requires. If the appealing superintendent believes that another specific school unit should be held responsible for educating the homeless child, the superintendent shall identify the superintendent of that school unit. The Commissioner shall provide notice of the appeal to any other school unit identified and to the homeless child, parent or person in parental relation. The Commissioner may request a response and any other information from these parties.

- (c) The Commissioner shall determine the school unit responsible for educating the homeless child. In making this determination the Commissioner shall be guided by the best interests of the child. This shall include but not be limited to (1) an assessment of the child's social, educational and physical needs related to the homeless situation, (2) a review of other options available to the child for education and (3) other information from school authorities and agencies out of school.
- (d) The Commissioner shall have the discretion to provide a hearing or opportunity for hearing to help her decide the appeal. Any hearing shall be conducted as an adjudicatory proceeding for purposes of the Maine Administrative Procedure Act, 5 MRSA section 8001 et seq. and shall follow the hearing procedures set forth in 5 MRSA section 9051 et seq.
- (e) The decision of the Commissioner shall be final agency action for purposes of the Maine Administrative Procedure Act and may be appealed to Superior Court as set forth in 5 MRSA section 11001 et seq. The Commissioner may defer the effective date of the decision when mandated by the need for continuity of education or the best interests of the homeless child.

STATUTORY AUTHORITY: 20-A MRSA Section 261

EFFECTIVE DATE:

#### BASIS FOR ADOPTION

Maine's State Plan for Assuring Access to Education for Homeless Children and Youth was developed under guidelines provided by the U.S. Department of Education in compliance with the Stewart B. McKinney Homeless Assistance Act. The Department of Educational and Cultural Services in receiving funding under the McKinney Act has committed the State of Maine to revise its school residency laws and regulations to remove these barriers as a tool to bar homeless children from school. The process of developing the State Plan included public forums, and through contracted services, collected data and recommendations for reaching this goal. The 114th Legislature granted authority to the Commissioner of Education to "adopt rules to implement statutory policies regarding student residency, the right of a student to attend school in another administrative unit and other exceptions to the general residency rules...(which) shall take precedence over any inconsistent or conflicting rules adopted by a school board ..." These proposed rules address the specific issues of the best interest of homeless children and youth and provide a remedy for assuring their access to education which is consistent with the provisions of the McKinney Act.

7/90

## APPENDIX D



May 4, 1990

**INVITATION TO:** Superintendents Richard Whitmore, Portland; Reginald MacDonald, South Portland; Edward Connolly, Westbrook; Constance Goldman, Gorham; and Shirley Grover, Scarborough

**FROM:** *WCC*  
William C. Shuttleworth, Director, Pupil Rehabilitative Education Program

**EVENT:** Building Your Team to Educate Homeless Children

Changes in the rules regarding how we deal with homeless children in our schools are about to be implemented. We are fortunate that our districts have been chosen to receive a DECS' sponsored workshop that will result in our schools being prepared to implement these changes by Fall, 1990.

**When?** Wednesday, May 30, 1990, 7:45 A.M. - 2:30 P.M.

**Where?** Portland Regional Vocational Technical Center  
196 Allen Avenue, Portland.

**Who?** You and your team of professional staff.

Commissioner Eve Bither will address our group at 8:15 A.M. Other presenters will include Senator Joseph Brannigan and representatives of educational and social services in our geographic area. (See the enclosed workshop summary and tentative agenda.)

A primary focus of the day will be your team's work on a plan to develop policies for your own district that incorporates the proposed rule changes, guaranteeing all children equal and certain access to education.

With this invitation, I am proud to represent a local planning group of educators and human service providers that have come together to guide the DECS' efforts. The federal McKinney Act money that has been acquired for this workshop will also fund additional professional and public awareness efforts aimed at assuring the rights of homeless children to a good education.

I would be pleased if you would join me and your colleagues to set an example, of commitment and team planning, for others around the state. Please feel free to contact me at 874-8225 with any questions. Karen Tilbor at USM's Human Services Development Institute can also assist with information. You can reach her at 780-4464. There is no fee for the workshop and lunch at PRVTC is included. Registration information is enclosed. I will look forward to seeing you.

BUILDING YOUR TEAM  
TO EDUCATE HOMELESS CHILDREN

On Wednesday, May 30, 1990, superintendents and school teams from Portland, South Portland, Scarborough, Gorham and Westbrook are invited to participate in a workshop that will address educational access issues for the homeless children they serve. Each superintendent is requested to convene 6-10 team members of broad representation to participate. The team will develop an ongoing plan to address the needs of children who are homeless or at risk of homelessness within its catchment area. It is recommended that members be selected from the following categories:

- Teachers
- Social workers and guidance counselors
- Parents
- Board members
- Dropout prevention committee members
- Administrators
- Alternative education specialists
- Special service directors.

One team member should be designated as the group's facilitator and be available to meet with the workshop planning group once prior to May 30.

The workshop will combine both informational presentations and team work sessions to establish priorities and develop local action plans for increasing staff awareness and improving educational access for homeless children.

Tentative agenda highlights

- \*\*\* Welcoming Remarks by Commissioner Bither and Supt. Whitmore
- \*\*\* The Rule Change Regarding Educational Access.
- \*\*\* Profiles of Homeless Kids: Do We Have Them? Who Are They?
- \*\*\* The Education We Offer: Why We're Not Already Doing Enough.
- \*\*\* Service Agencies: Who's Out There To Help Us?
- \*\*\* School Team Planning Exercises

REGISTRATION FORM

Please fill out and return this form as soon as possible. The registration deadline is May 18, 1990.

Superintendent: \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_  
\_\_\_\_\_

Team facilitator:\* \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_  
\_\_\_\_\_

\* Names of additional team members will be requested at the time of confirmation of registration.

Return your registration to:

Karen Tilbor  
Human Services Development Institute  
University of Southern Maine  
96 Falmouth Street  
Portland, ME 04103  
Phone: 780-4464

# BUILDING YOUR TEAM TO EDUCATE HOMELESS CHILDREN

## AGENDA

May 30, 1990

Portland Regional Vocational Technical Center

- 7:45 - 8:15      Coffee and Registration
- 8:15 - 8:30      Welcoming Remarks - Superintendent Richard Whitmore  
                         Commissioner Eve Bither
- 8:30 - 8:45      Introduction to Forum - William Shuttleworth, Director,  
                         PREP Program
- 8:45 - 9:00      The Rule Change Regarding Educational Access  
                         Frank Antonucci, Consultant, Alternative Programs, DECS
- 9:00 - 9:30      Profiles of Homeless Kids: Do We Have Them? Who Are They?  
                         Bruce Logan, former Director, Lighthouse Shelter  
                         Jim Oliver, State Representative
- 9:30 - 9:45      Break
- 9:45 - 10:15     The Education We Offer: Why We're Not Already Doing Enough  
                         Karen Oliver, Teacher, Youth Alternatives  
                         William Shuttleworth, Director, PREP Program
- 10:15 - 11:30    School Team Planning - Session I
- 11:30 - 12:30    Lunch
- 12:30 - 1:00     Service Agencies: Who's Out There To Help Us?  
                         Lucky Hollander, Director, Cumberland County Child  
                         Abuse and Neglect Council  
                         Michael Brennan, Community Initiatives Director,  
                         The United Way
- 1:00 - 2:00      School Team Planning - Session II
- 2:00 - 2:30      Individual School Team Reports  
                         Facilitator Peter Benham, Director, Youth Alternatives
- 2:30 - 2:35      Final Remarks - William Shuttleworth, Director,  
                         PREP Program

NOTE: Materials in the Resource Area have been made available by local agencies serving homeless children and families.

GORHAM



## NOTES FROM THE GORHAM GROUP - EDUCATING THE HOMELESS WORKSHOP

### CHILD/FAMILY PROBLEMS:

- Lack of common resources
- Behavior problems
- Set up for failure
- Confidentiality - access to information
- Identify and reporting of child abuse

### INSUFFICIENT RESOURCES:

- Open door policy drains resources
- Accountability to system/town
- Whose responsibility is it to get youth access?
- Time-consuming process
- Contact - home/school liaison (social worker, guidance)
- Lack of policy - who's in charge?
  - Lack of levels of policy
  - Levels of intervention
  - Evaluation
  - Short term/long term
- Lack of vocational resources - keep school relevant for kids

### INSTITUTIONAL BARRIERS:

- Transportation
- Medical care/permission
- Scheduling/time
- Dependency/need for advocate
- Inclusion in activities (eligibility)
- Clarification of residency requirements
- Communication of conduct - school to ?? (shelter, parent, caretaker)
- Lack of transient curriculum
- Lack of financial resources - student (lunch, field trips)
- Discipline/rules/boundaries
- Lack of immediate access to school help
- Legal issues - age of consent - emancipation
- Lack of staff to meet youth when they come in

INFORMATION BARRIERS:

- Access to records/grade levels
- Labeling
- Lack of clarity of roles school should play
- Pressure of immediacy - make plan quickly or lose youth
- Whose information do we accept?
- Parental permission - when and how?
- Accurate family history to facilitate change and help
- Lack of waiver policy
- How old can you be to own your own data/medical files,

etc.

OTHER:

- Reality checks - when do they run out of second chances?
- Stability
- Coordination of systems
- Protecting integrity of system
- Look at regional system of coordination
- Increase awareness of staff and community

SOLUTIONS:

- Parent volunteers to be on call for problems/services -
- would help with access to school and lack of staff issues
- Contact migratory teachers group to learn better how they
- deal with transient youth - do they have a special curriculum?
- Mobile social services to come in to community

**PORTLAND**

## PORTLAND PUBLIC SCHOOLS

### SUMMARY OF TEAM PLANNING SESSIONS: HOMELESS EDUCATION PROJECT.

#### SESSION I: BARRIERS

##### INSTITUTIONAL:

Interagency cooperation and knowledge of them  
Lack of Information about these students  
Staff feels threatened by any additional burden  
We shouldn't label them handicapped  
Whose responsibility are they?  
Structure of the school day and school rules  
Students need access to a wide variety of services  
(washers, showers, food, etc.)  
Appropriate grade placement, must consider retention  
The paperwork involved in registering  
Residency issues - what school do they belong to  
Lack of alternative services  
After school services

##### INFORMATIONAL BARRIERS:

Homeless kids may have a wide variety of problems. We must not assume that all homeless kids have the same needs.

Schools don't know how to connect with the social agencies - some don't even what agencies exist.

Homelessness not equal to handicapped - they may not be Special Ed. Probably don't need residential treatment.

The "fear of failure" inculcation in schools doesn't help at risk kids.

At risk kids begin very early in life.

What is the definition of a good education for a homeless student may not be equal to the definition for others.

Teacher awareness of the needs of homeless students.

Awareness of their previous history

##### CHILD FAMILY PROBLEMS:

Not valuing an education  
Other issues are more important than an education  
Trust of adults and the "system"  
Nobody to talk to - lack of nurturance  
Feeling unimportant  
Strong sense of alienation  
No advocate  
No motivational support  
How to keep child's natural family involved/invested  
Lack of parenting skills  
Lack of knowledge of services for those in need

#### OTHER QUESTIONS:

Can kids shuffle from school to school within the same city?

Consent forms: when a child is homeless vs. being a runaway--what are the parent's rights with homeless students?

#### OTHER BARRIERS:

Having the HEART to do something as a nation.

#### RESOURCES:

Waiting list for services - services are not always immediately available

Who pays for these services

Lack of case management system

Money

Time

Flexibility

A core of people to connect with

Food

Clothes

Alternative curricula

Staff ratios

School schedules need to flex

We may under utilize the resources of the school

#### ACTION PLAN FOR SESSION II:

Programs in place: PREP, Alternative education, Guidance, DARE, Aspirations groups, Natural helpers, Quest, Family living programs, M Club, Chevrus Project, Special Ed. programs.

Problems addressed: these programs address the needs of behaviorally handicapped students, kids with self esteem issues, high risk kids, drug involved students and students primarily in grades 5-12.

Effectiveness: is rated to be fairly effective to great, except to being very poor for alternative education programs for all persons.

**PROBLEM #1: DELIVERY OF SERVICES**

Recommended Solution: Building based teams, connecting with outside services.

Resources Needed: Social workers, guidance, teachers, willing to work, principals that understand, peer groups, case management.

Action Required: Training and staff development, change of the school day, alternative curricula options, attitude readjustment, consider time for this to be implemented correctly, re-educate what a homeless child is.

Lead Person or Group: the Principal

Time Line: on-going, beginning in September.

**PROBLEM #2: NEED FOR A COMPREHENSIVE DELIVERY SYSTEM**

Recommended Solution: One stop shopping center for kids in need.

Resources Needed: Agency participation, space, administrative sanctions, teacher support.

Action Required: DO IT.

Lead Person: THE PRINCIPAL

Time Line: The time it takes to coordinate the people needed.

SCARBOROUGH



# Benjamin F. Wentworth School

Scarborough, Maine 04074

Tel. 883-4356

DOUGLAS K. JOY, *Principal*

ALISON MARCHESE, *Social Worker*

June 5, 1990

Karen Tilbos  
University of Southern Maine  
96 Falmouth Street  
Portland, ME 04102

Enclosed are the comments made by the school's planning group on the homeless.

Barriers caused by the local institution deal with:

- |                          |  |
|--------------------------|--|
| 1. High School credits   | 6. Basic needs   |
| 2. registration          | 7. assessments   |
| 3. follow-through        | 8. ownership   |
| 4. acceptance            | 9. transportation  |
| 5. academic expectations | 10. legal rights regarding medical<br>emotional and social services. |

Barriers caused by need of information:

1. more information on homeless children
2. information for school staff on the homeless
3. D.H.S.'s role in respect to homeless children

Child/Family Problems:

- |                      |                      |
|----------------------|----------------------|
| 1. Transients        | 7. substance abuse   |
| 2. food              | 8. legal conflicts   |
| 3. shelter           | 9. truancy           |
| 4. clothes           | 10. transportation   |
| 5. medical attention | 11. family resources |
| 6. mental health     | 12. child advocates  |

Insufficient Resources

- |                              |                        |
|------------------------------|------------------------|
| 1. State and Federal Support |                        |
| 2. Local money               | 5. Family support      |
| 3. Staff Development         | 6. Time                |
| 4. Manpower                  | 7. Alternative Program |

Programs/efforts that are presently offered for Scarborough:

- |          |                 |                      |
|----------|-----------------|----------------------|
| 1. Quest | <u>Helps</u>    | <u>Effectiveness</u> |
|          | decision making | family education     |
|          | self esteem     | role models          |
|          |                 | community service    |

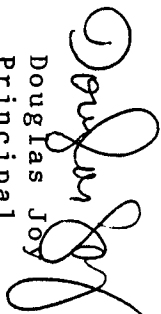


<u>Program</u>	<u>Helps</u>	<u>Effectiveness</u>
2. Multi Disciplinary Team Concept	student needs resources intervention	ownership case manager knowledge of the child advocate of the child
3. Middle School Teams	small groups ways of belonging common planning	meets individual needs
4. Special Education	individual needs	programs address individual students needs
5. Social Workers	"	"
6. Day I	"	"
7. Adult Ed.	"	"
8. Natural Helpers	"	"
9. Drug Awareness (grades 7 and 10)	"	"
10. Alternative Ed. Program High School	"	attend school graduate high school
11. Advisee/Advosor Program high School	"	"
12. Regional and Coop Program	flexible programming	"

<u>Problem</u>	<u>Solution</u>	<u>Resources</u>	<u>Action</u>	<u>Person</u>
Legal issues not resolved.	Legislative action dealing with guardianship.	school unit social service agencies	mobilize resources	school board Rep group of Greater Portland
Initial acceptance and assessment.	Immediate response by local MDT. Staff Development. to provide staff and student	case management staff development funding special education	school assessment individual plan	School MDT's system MDT's building administrator superintendent Board of Education

This chart shows two problems discussed by the representative group of Scarborough, You can see by the enclosed list of barriers that there are more problems to discuss and resolve. The group may want to finish the process before September 12, 1990, since there will be a facilitators meeting to continue the efforts.

Thanks for everyone's concern and effort.

  
Douglas Joy  
Principal

CC: Bob Foster  
Terri Messer  
Dick Schott  
Alison Marchese  
Susan Gendron  
Tom Griffin  
David Doyle

WESTBROOK

## BARRIER IDENTIFICATION WORKSHEET

SCHOOL TEAM PLANNING SESSION I  
(10:15am-11:30am)

**Definition:** A homeless child means a child eligible to attend elementary or secondary school, pursuant to 20-A M.R.S.A. Section 5251, who lacks a fixed, regular and adequate residence or has a primary night-time residence in a publicly or privately operated shelter for accommodations, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or not ordinarily used as, a regular sleeping accommodation for human beings.

Refer to the above definition of a homeless child as you work together to identify obstacles or problems which interfere with your providing a good education to every child who is homeless or at risk of becoming homeless.

Please identify and describe barriers of which you are aware in the categories listed below.

**Institutional Barriers** - What are the barriers within the system which prevent our serving children adequately? Please identify and describe.

- 1. **Residency:** Communities require proof of parental residence.
- 2. **Board of Education Policies:** Regarding attendance (as it relates to course credit); school hours (inflexible); transportation (from one community to another)
- 3. **Lack of Regional Cooperation:** (Cooperative effort in establishing regional alternatives)
- 4. **Attitudes:** (Staff and community need to be enlightened)
- 5. **Instructional Program:** (State and local mandated courses versus electives)
- 6. **Funding:** (State and federal funds insufficient)
- 7. **Basic Needs:** (Food, clothing, and hygiene)
- 8. **Delivery System:** (More cooperative learning and less individual work - reduce lecture/recitation approach.)
- 9. **Support:** Better support from Dept. of Human Services and other agencies including local welfare.
- 10. **Expectation:** Realistic expectations of students

**Information Barriers** - What specific information do we lack which we need to serve these children? Please specify.

- 1. **Networking:** What services are truly available and effective from local, state and federal governments and agencies
- 2. **Flexibility:** Proven methods and techniques to address these students
- 3. **Identification:** Don't create another label these students
- 4. **Failure to recognize work completed by students prior to leaving.** (All or nothing credit policy exists - need to award semester credit)

Child/Family Problems - What problems of homeless children and families interfere with our attempts to provide a good education? Please specify.

1. Inability to communicate with parents and/or guardians
2. Who are the parents? Where are they
3. Inconsistent attendance by students
4. Attend to basic needs before addressing learning problems
5. Social and emotional behavioral problems (need to provide support structure)

Insufficient Resources - What essential resources for educating homeless children are you lacking? Please specify.

1. Sufficient resources are available if students could be mainstreamed
2. Tutorials (To assist students with excessive absences - a training period for students to re-enter) - similar to boot camp
3. Money - especially for those students requiring more and varied attention
4. Eliminate or reduce time gap which exists between identified need and delivery of service

Other Barriers

1. Provide state supported residence (half-way house) for homeless children

ACTION PLAN WORKSHEET

SCHOOL TEAM PLANNING SESSION II

(1:00pm-2:00pm)

The purpose of this session is to begin to develop an action plan for preparing to implement the new law and for improving educational opportunities for homeless children and those at risk of homelessness.

What is your school unit doing now to overcome barriers and serve children who are homeless or at risk of homelessness? List any programs or efforts, however informal, which are currently underway.

Programs/Efforts

1. Teen Parenting Center (High School)
2. Alternative Education (High School)
3. Early Intervention (Special Education)
4. Social Workers - All Levels
5. Day One (High School)
6. Sophomore Awareness Symposium (High School - 2 days)
7. Guidance
8. Special Education
9. Outward Bound (High School)
10. Adult Education
11. Quest Program (Junior High)
12. PROP

What Problem Does This Address?

- Education, Pregnancy, Child care, Drop outs, Self-esteem
- Academically at-risk students; students with multiple suspensions
- Social and emotional at-risk students; behavioral problems
- Student groups address divorce, self-esteem and substance abuse
- Substance abuse
- Substance abuse, Career planning, Decision-making, Aspirations
- All
- Social, psychological, physiological, educational
- Self-esteem - Reading
- Alternative to non-traditional learners - drop outs
- Substance abuse, decision-making, sexuality
- Substance abuse, self-esteem

Comment On Its Effectiveness

- Highly effective - after initial turmoil, excellent community support
- Fair to good - needs to be expanded
- Good - assists some parents with parenting skills
- Good
- Good - less effective due to reduced time
- Students help to plan and organize. Well received by staff and students
- Good
- Good
- New - anticipate success
- Very good
- Good
- Planning stages

In recommending solutions to problems you have identified, consider all steps which might be required to accomplish the goal. (eg. policy change, action by local board of education or state legislature, staff training, coordination with social service agencies or other school units, allocation of funds, etc.) Think creatively and don't overlook the important initiatives you could make which might be fairly simple to accomplish.

<u>Problem #</u>	<u>1</u>	<u>Recommended Solution</u>	<u>Resources Needed</u>	<u>Action Required</u>	<u>Lead Person or Group</u>	<u>Time Line</u>
1. Residency		To accept students (homeless) indicating	Availability of staff	Board Approval	Supt. of Schools	1990-1
2. Attendance Policy		1. Accept parental excuses for student illness 2. Consider suspension days as excused absences		Board Approval	Supt. of Schools	1990-1
3. Lack of Regional Cooperation		1. Establish regional policies 2. Establish regional council 3. Share facilities and transportation	Existing	Board Approval	Supt. of Schools CCSA	1990-1
4. Attitudes (School & Community)		Educate staff and community re: homeless through informational meetings and in-service	Speakers, Professionals, money	Board Approval	Supt. of Schools Staff Development Teams	1990-1 ongoing
5. Mandated Courses		1. Review at local and state levels if enough flexibility does not exist provide alternatives developed at the local level 2. Increase state funding for mandated courses 3. Allow flexibility in course selection beyond minimum requirements established by state 4. Continue to use the options that motivating electives provide i.e. vocational schools	Coordination of Money exercise of options	Administrative Support Board Approval State Approval	Supt. of Schools	1990-1 ongoing
6. Suspension		Identify the severest of violations i.e. threats, physical attack, profanity, drugs/alcohol In-school suspension for chronic violators of school rules	In-school space & staff Appeals process	Staff discussion Administrative Support Board Approval	Principal Supt. of Schools	1990-1

## BARRIER IDENTIFICATION WORKSHEET

### SCHOOL TEAM PLANNING SESSION I (10:15am-11:30am)

Definition: A homeless child means a child eligible to attend elementary or secondary school, pursuant to 20-A M.R.S.A. Section 5251, who lacks a fixed, regular and adequate residence or has a primary night-time residence in a publicly or privately operated shelter for accommodations, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or not ordinarily used as, a regular sleeping accommodation for human beings.

Refer to the above definition of a homeless child as you work together to identify obstacles or problems which interfere with your providing a good education to every child who is homeless or at risk of becoming homeless.

Please identify and describe barriers of which you are aware in the categories listed below.

Institutional Barriers - What are the barriers within the system which prevent our serving children adequately? Please identify and describe.

Information Barriers - What specific information do we lack which we need to serve these children? Please specify.



Child/Family Problems - What problems of homeless children and families interfere with our attempts to provide a good education? Please specify.

Insufficient Resources - What essential resources for educating homeless children are you lacking? Please specify.

Other Barriers

ACTION PLAN WORKSHEET

SCHOOL TEAM PLANNING SESSION II

(1:00pm-2:00pm)

The purpose of this session is to begin to develop an action plan for preparing to implement the new law and for improving educational opportunities for homeless children and those at risk of homelessness.

What is your school unit doing now to overcome barriers and serve children who are homeless or at risk of homelessness? List any programs or efforts, however informal, which are currently underway.

Programs/Efforts

What Problem Does This Address?

Comment On Its Effectiveness

In recommending solutions to problems you have identified, consider all steps which might be required to accomplish the goal. (eg. policy change, action by local board of education or state legislature, staff training, coordination with social service agencies or other school units, allocation of funds, etc.) Think creatively and don't overlook the important initiatives you could make which might be fairly simple to accomplish.

<u>Problem #</u>	<u>Recommended Solution</u>	<u>Resources Needed</u>	<u>Action Required</u>	<u>Lead Person or Group</u>	<u>Time Line</u>
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1

**EVALUATION SUMMARY**

**BUILDING YOUR TEAM TO EDUCATE HOMELESS CHILDREN**

**PRVTC**

**MAY 30, 1990**

**Please comment on the usefulness of the presentations. How might they have been more beneficial?**

1. As one who is not very knowledgeable of this issue of homelessness, each presentation allowed me to gain more insight to this area of concern. The cross-sections represented (ie. DECS, legislative, agencies) was a good balance.
2. Very useful, but some presentations not as clearly focused as might have been. Not enough time on "the Rule" -- current legal environment, status of legislation, ramifications, etc. Also, definition of "homeless" students still somewhat unclear.
3. Missed morning portion -- so I have many questions -- after I review my colleagues notes I may have questions.
4. Very informative; excellent.
5. Good
6. This was useful as an initial introduction.
7. If Commissioner Bither was available in the pm, I'm sure more questions/comments would have been addressed to her.
8. The workshop was very interested[sic] and helpful.
9. Good program.
10. Extremely useful.
11. Perhaps a presentation from school administrator re: their school policies. Had social perspective, perspective of "regular" educators may have been interesting.
12. The presentations were very good and helpful. However, to those who are "unaware" of the homeless, I feel more visuals are needed.
13. Awareness of this issue was very valuable. More time for small group work would help.

**Please comment on the structure and productivity of Work Session I. How might it have been improved?**

1. Productive in a very real sense. We brainstormed ideas (barriers) in each of the four areas and were amazed to see the common strands that began to surface.
2. Quite productive. However, many issues (e.g., legality--what are legal ramifications of making referrals, decisions, etc., for homeless students) came up, which needed to be addressed in order to move on.
3. Not here until the end.
4. Well done -- OK
5. Didn't need as much time.
6. This was adequate for brainstorming.
7. Very productive -- Scarborough sent a nice cross section of staff.
8. The facilitator's role was unclear. As a recorder, she kept missing the point as we were brainstorming.
9. Good
10. Presentations were necessary as a first step and the presentors did an excellent job.
11. Bill Shuttleworth led our group very well.
12. Not enough staff involved from individual schools.
13. Having some kids or adults who were homeless there to answer questions would be interesting.

**Please comment on the structure and productivity of Work Session II. How might it have been improved?**

1. Time was a prohibitive issue here. Not sure we addressed the barriers pertaining to homelessness or ?????? the general population of schools, but the dialogue was productive.
2. Similar comments.
3. Problem more specifically defined with time to deal with it.
4. Good
5. Not enough time and direction. A facilitator with direction at table would help.
6. This was less clear-- the goal wasn't as simple to read.
7. It might have been nice to also work with the other schools.
8. Excellent!
9. Good - dif after lunch
10. Good job. Sharing information was helpful.
11. Our group suggested "One Stop Shopping" Centers at schools. (Agencies like DOC, Day 1, nurse, etc. would set up shop at schools.) Thus, accessibility of related services would be assured. GREAT IDEA - But I would have liked the reaction of a principal or superintendent to our suggestion.
12. Not enough staff involved from individual schools. Group broke up.
13. BLANK

**Do you believe that today's forum will have an impact on your ability to serve homeless children? If so, how?**

1. Since the attention given to the issue was zero prior to today, I would say yes. Not sure what the actual direction[?] will be at the time. More input/planning is needed.
2. Yes. Increased awareness of this population and their needs.
3. Raised my level of consciousness--more aware of resources.
4. Yes
5. Will help with the initial planning and initiate some thought on the subject.
6. Yes, I hadn't thought about it.
7. Yes, Awareness, Resources, Forum
8. Yes, I think that it will help to coordinate the energy and focus and direct our efforts.
9. ?
10. Yes, better awareness.
11. Hope so. Maybe I can access homeless students to their schools of origin. Perhaps educators/administrators attending forum today will show their commitment to homeless youth by breaking the (tiny) transportation barriers to education.
12. Yes, now we need to put it in place.
13. Only if this is followed through.



**What information/material relevant to the educational needs of homeless children was missing from today's program?**

1. ??
2. Legal issues - mentioned previously.
3. Legal interpretation of guardianship issues. The question of students who are "shopping" from district to district.
4. NG
5. BLANK
6. Nothing I'm aware of.
7. Legal issues regarding guardianship. Kids bouncing from different districts.
8. More specifics about how to prevent.
9. Limited time - need more educators and H service people to work together.
10. Statistics on individual towns - if available.
11. BLANK
12. Visuals. Different proponents of a homeless child.
13. Step by step procedures. Legal issues. Liability issues.

**If this program were to be repeated in another area, what changes would you recommend?**

1. Perhaps a bit more background info, in advance of the actual program - for neophytes like myself.
2. Legal issues - mentioned previously.
3. BLANK
4. OK as is. Perhaps a few homeless students present might affect some people.
5. BLANK
6. What Session II clear with one goal.
7. BLANK
8. Very good. Having all the resources and agencies involved was helpful.
9. Good the way it was.
10. None
11. BLANK
12. More administrators and staff. They are the ones who don't think they deal directly with the homeless child.
13. Information from other programs from different states on how they handled these issues. Model programs. Model school policy.

**What future assistance pertaining to the education of homeless children would assist you in continuing the process begun today?**

1. Simply having names, numbers, faces to relate to is a good first step for me. Luckily, I have resource people in my school/district who are already introduced to these resources.
2. Consultations.
3. Legal interpretation of guardianship issues. The question of students who are "shopping" from district to district.
4. OK at this time.
5. A clearinghouse for information.
6. Continuing a "network" process.
7. Administrative Support
8. Follow up in 6 months. Information to be shared among the teams.
9. BLANK
10. Staff Development. Community Support.
11. Updates on what schools are doing to resolve problems identified in Work Session II. This would continue momentum and subtly keep pressure on schools to work toward resolutions.
12. Numbers of people from my school system. Support agencies to deal directly with the staff and administration.
13. Each school district must follow through with this start.

**What print materials (brochures, posters, etc.) would assist you in your effort to provide a good education to homeless children?**

1. Whatever is available.
2. BLANK
3. BLANK
4. NG
5. BLANK
6. Curriculum for occasional students.
7. BLANK
8. ?
9. BLANK
10. BLANK
11. "Metallica says stay in school". Headbangers for education posters (just kidding sort of)
12. I already have a tape if anyone needs it.
13. BLANK

**Additional comments:**

1. Informative, necessary, and both encouraging and discouraging to see the magnitude of this issue in schools today. For future sessions, you may want to think about contacting Dr. Jack ? , UMass (Amherst) who has some very strong ideas about the role of school vis a vis other societal groups (family, church, etc.) and would fit well with the issue of educating kids who no longer "live with" but instead "stay with" adults - not always their parents.
2. BLANK
3. Good initial step from what I can determine. More interaction in the future.
4. Well done!
5. BLANK
6. BLANK
7. BLANK
8. BLANK
9. The amount of money each district gets depends on level of state subsidy. There is a lot of resistance to taking students from another community.
10. Great!
11. It was interesting to note that during afternoon presentation, schools discussed programs already in place. It's not what schools are offering, it's how they're offering the programs.
12. Preble Street Resource Center (Gary and Dan Anderson) went in to all of our Social Studies classes and "taught" about the program!
13. BLANK



75 Pearl Street, Portland, Maine 04101 • (207) 773-5528

May 25, 1990

Grace F. Cleaves  
773-5528  
Karen Tilbor  
780-4464

FOR IMMEDIATE RELEASE

PORTLAND AREA SUPERINTENDENTS MEET TO TACKLE THE NEEDS OF  
HOMELESS CHILDREN.

Portland, ME - Homeless children will benefit from the aggressive response of local school superintendents to make their schools more accessible to those without a permanent residence. The superintendents' action comes about as the result of Maine's Department of Education and Cultural Services' mandate that will change how homeless children are treated in schools, beginning Fall, 1990.

On Wednesday, May 30, 1990, superintendents from Portland, Gorham, Scarborough, and Westbrook will bring teams from their schools to a forum in which they can develop concrete plans to integrate homeless children into their schools. Frank Antonucci, a representative from the Department of Education which will sponsor the forum, describes the assistance being offered local schools as important to the success of the new rule that requires every school district in Maine to welcome homeless children as students. "The Portland forum," says Antonucci, "will provide a model for other school districts statewide to tackle the difficult problems that homeless students face."

\*\*\*MORE\*\*\*

The state's definition of a homeless child includes both those in displaced families and those on their own who lack "a fixed, regular and adequate residence," live in shelters, or sleep in "a public or private place. . . not ordinarily used as a regular sleeping accommodation for human beings."

State Senator Joseph Brannigan, Chairman of the Emergency Shelter Assessment Committee of the City of Portland and the United Way, supports the change as an essential component of Maine's responsibility to its children. "It's time we acknowledged these very real problems that have excluded homeless children from access to an adequate education," states Brannigan. "For educators to plan without the input of community service providers," he contends, "would be a waste of time. Every service we provide for these kids should be designed to enhance the possibilities of finding stable living arrangements."

Wednesday's forum, to be held from 8 A.M. to 2:30 P.M. at the Portland Regional Vocational Technical Center, will be guided by the University of Southern Maine's Human Services Development Institute. Superintendents each expected to bring six to ten staffers to become part of the permanent planning team to initiate changes in their districts.

Homeless students concern officials

Portland area school officials are meeting today at the Portland Regional Vocational Technical Center to find ways to provide homeless students from throughout the area with access to public schools.

The rule goes into effect next school year and prevents homeless students from turning away from public schools because of their parents' address. The rule is designed to return the dropout rate, and ensure that homeless students have the same educational opportunities as other students, state officials say.

Under current rules, homeless students and other students have turned away from public schools because they are afraid of being teased or teased because of their homelessness, shelter workers say.

Officials at the meeting will discuss ways to help homeless students, including social workers and shelter workers who work at homeless shelters. Superintendents from Portland, Scarborough and Westbrook are expected to attend.

Rule would force schools to accept homeless children

By LINDA FULLERTON Staff Writer

The state Department of Education is expected this month to adopt a new policy guaranteeing homeless students a right to public education.

The rule will better enable the state's public schools to accept all homeless students who want to enroll, regardless of where their home district is located, state officials say.

It also will enable the state Department of Education to continue receiving \$90,000 a year in aid from the federal government to take the first steps toward recognizing the needs of homeless children and students.

Some educators say the state shouldn't impose the money without providing the money to pay for the extra students, who will create a financial hardship on schools in urban centers such as Portland and Bangor, where homeless children tend to go.

The educators also say they have yet to see statistics from the Department of Education to prove that the rule is needed.

While social workers and teachers generally endorse the idea, they say it is not work because homeless children tend to move around a lot. That transience comes largely because temporary shelters don't allow a stay longer than 30 days.



A student who lived on the streets and in shelters says schools let her down. Story, Page 12.

Commissioner of Education Sue Bitter supports the rule, developed by the Department of Education, and will likely adopt it after the public comment period ends May 20, according to her assistant, Margaret Macdonald.

Bitter can amend the rule and will take into account the concerns raised, Macdonald said.

The new rule will compel See EDUCATE Back page this section

Educate FROM PAGE ONE

Schools to accept students whose last permanent address was outside their districts and to provide transportation from shelters and the streets for those who can't get to school on their own, state officials say.

Social worker Dan Conley, who works at the Light House shelter in Portland, says the rule is needed. But there's no more money to help homeless children in school, especially those who move from shelter to shelter across the state, he said.

What I have found are that kids who are new to the shelter system are asking about school. They haven't reached the point where they've given up on getting ahead.

But when they find they can't go, it only leads to their sense of helplessness.

The Maine School Management Association, which represents school districts, says the rule will put a financial burden on larger school districts.

We have no quarrel with state officials' intentions, but we need to all understand that the state is not the school's executive director.

The key issue for us is the financial impact that will be put on the state to pay for the rule, says a spokesman for the state.

At Youth Alternatives, a South Portland shelter, children who are in the shelter for more than 30 days are given a choice of staying in the shelter or going to a temporary shelter.

Ex-shelter resident says schools let her down

By LINDA FULLERTON Staff Writer

Refused, well-meaning and with expensive bills piling up, Catherine Perry could have been the star student. But there's no more money to help homeless children in school, especially those who move from shelter to shelter across the state, he said.

But when Perry's classmates at South Portland High School were making dates and studying for their final exams, she was still looking for a place to live.

Four years later, at age 26, Perry says the school system did to help her to get ahead. She dropped out of South Portland and Cape Elizabeth high schools several times from 1986 to 1989.

Perry says she was never offered a job or a place to live. She was never offered a job or a place to live. She was never offered a job or a place to live.

Perry's mother, Pam Macdonald, said she was never offered a job or a place to live. She was never offered a job or a place to live.

Macdonald said she was never offered a job or a place to live. She was never offered a job or a place to live.

Macdonald said she was never offered a job or a place to live. She was never offered a job or a place to live.



Catherine Perry, 26, dropped out of school four years ago and lived on the streets. Now, she's working toward her equivalency degree and considering becoming a teacher.

When Perry was 20, she was offered a job or a place to live. She was never offered a job or a place to live.

Perry's mother, Pam Macdonald, said she was never offered a job or a place to live. She was never offered a job or a place to live.

Macdonald said she was never offered a job or a place to live. She was never offered a job or a place to live.



## APPENDIX E

## EDUCATIONAL ACCESS FOR HOMELESS CHILDREN

Participants at PRVTC meeting - May 30, 1990

### SCHOOL REPRESENTATIVES

#### Gorham

Michele Cummings Gorham High School 41 Morrill Avenue Gorham 839-5004  
Robert "Rusty" Atwood Assistant Principal 41 Morrill Avenue Gorham 839-5004  
Jack Burke Consultant 765 Congress Street Portland 871-1000  
Jill Knight School Committee Member 28 Green Street Gorham 839-3116  
Michael D. Lortie Guidance Counselor Narragansett School 284 Main Street Gorham 839-5017  
Priscilla Mercier Parent 218 Fort Hill Road Gorham 839-3269

#### Portland

William Shuttleworth P.R.E.P. West School 57 Douglass Street Portland 874-8225  
Karyn DiRenzo Lyman Moore Middle School Auburn Street Portland 874-8150  
Jane Golding Assistant Director Special Services 331 Veranda Street Portland 874-8132  
Mike McCarthy King Middle School 92 Deering Avenue Portland 874-8140  
Louise Moses Teacher Lyman Moore Middle School 171 Auburn Street Portland 874-8150  
Richard Whitmore Superintendent 331 Veranda Street Portland 874-8111

#### Scarborough

Sue Gendron Curriculum Coordinator Scarborough School Dept. P.O. Box 370 Scarborough 883-4348  
Douglas Joy Principal Old Gorham Road Wentworth School Scarborough 883-4356  
David Doyle Co-Principal Scarborough High School Gorham Road Scarborough 883-4354  
Bob Foster School Social Worker 11 Crescent Avenue Peaks Island 766-2025  
Tom Griffin Quest Teacher (6-8) 69 Wellington Road Portland 772-1606  
Alison Marchese Social Worker 20 Glenwood Avenue Saco 284-8963  
Terri Messer School Board Member 3 Salt Marsh Circle Scarborough 883-5253  
Dick Schott Alternative Education Teacher Box 941 Limerick 637-2900

#### Westbrook

William Pappas Principal Alt. Programs 596 Main Street Westbrook 854-0850  
Ed Connolly Superintendent 596 Main Street Westbrook 854-0800  
Nick Kakitis Special Education Director 91 Forest Street Westbrook 854-0850  
Michael Kane Vocational Director 594 Main Street Westbrook 854-0800  
Frank Mecteaux Guidance Counselor Westbrook High School 125 Stroudwater Street 854-0813  
David Seger Guidance Westbrook High School 125 Stroudwater Street 854-0813

### DEPARTMENT OF EDUCATION

Frank Antonucci Coordinator of Education for Homeless Children State House Station #23 Augusta 04333 289-5110  
Marguerite MacDonald Assistant to the Commissioner State House Station #23 Augusta 04333 289-5110

## **SOCIAL SERVICE AGENCY REPRESENTATIVES**

Alice J. Davis Youth Services Coordinator York County Shelters P.O. Box 20 Alfred 324-6591

Patricia Dionisio Family Service Worker Social Services PROP 222 St. John Street Portland 874-1140

Peter Benham Program Director Youth Alternatives Shelter 677 Westbrook Street So. Portland 874-1184

Jackie Carignan Social Worker City of Portland 85 Preble Street Portland 775-6313

Vicky Doughty Program Coordinator Social Services PROP 222 St. John Street Portland 874-1140

Ray Hebert Mainely Families P.O. Box 8594 Portland 774-1884

Lucky Hollander Director-CCCANC P.O. Box 912 Portland 04104 874-1120

Karen Oliver Youth Alternatives Emergency Shelter 677 Westbrook Street South Portland 874-1184

Rachel Olney Director, Portland Area Homeless Children's Mental Health Project 156 High Street Portland 879-4298

Priscilla Parisien Training Resource Center P.O. Box 8040 Portland 775-5891

Sonny Prescott Program Coordinator PROP 222 St. John Street Portland 874-1140

Joanne Sullivan Public Relations Director YWCA 87 Spring Street Portland 874-1130

## **STAFF**

Grace Cleaves Consultant Addison Cleaves Associates 75 Pearl Street Portland 04101 773-5528

Al Leighton Forum Coordinator HSDI University of Southern Maine 96 Falmouth Street Portland 04101

Donna Reed Administrative Assistant HSDI University of Southern Maine 96 Falmouth Street Portland 04101

Karen Tilbor Project Director HSDI University of Southern Maine 96 Falmouth Street Portland 04101

## EDUCATIONAL ACCESS FOR HOMELESS CHILDREN

Participants at PRVTC meeting - September 12, 1990

### SCHOOL REPRESENTATIVES

#### Gorham

Michele Cummings Gorham High School 41 Morrill Avenue Gorham 839-5004

#### Portland

Karyn DiRenzo Lyman Moore Middle School Auburn Street Portland 874-8150

Mike McCarthy King Middle School 92 Deering Avenue Portland 874-8140

William Nusom P.R.E.P. Instructor West School 57 Douglas Street Portland 874-8225

Barbara Plimpton Instructor/Homeless ABLE 874-8112

Stephen Rogers Asst. Principal Portland High School 284 Cumberland Avenue Portland 874-8250

William Shuttleworth P.R.E.P. West School 57 Douglass Street Portland 874-8225

#### Scarborough

David Doyle Co-Principal Scarborough High School Gorham Road Scarborough 883-4354

Sue Gendron Curriculum Coordinator Scarborough School Dept. P.O. Box 370 Scarborough 883-4348

#### South Portland

Donna Gordon So. Portland High School 637 Highland Avenue South Portland 799-3471

Thor Nilsen Asst. Principal So. Portland High School 637 Highland Avenue South Portland 767-3226

#### Westbrook

William Pappas Principal Alt. Programs 596 Main Street Westbrook 854-0850

### DEPARTMENT OF EDUCATION

Frank Antonucci Coordinator of Education for Homeless Children State House Station #23 Augusta 04333 289-5110

## **SOCIAL SERVICE AGENCY REPRESENTATIVES**

Connie Beal Juvenile Justice Services Box 1117 A Portland 761-6939

Peter Benham Program Director Youth Alternatives Shelter 677 Westbrook Street So. Portland 874-1184

Jackie Carignan City of Portland 85 Preble Street Portland 775-6313

Vicky Doughty Case Mgt. Coordinator PROP Portland 874-1140

Lucky Hollander Director-CCCANC P.O. Box 912 Portland 04104 874-1120

Mary Jeton Ingraham Volunteers 74 Elm Street Portland 878-1055

Nancy Kelly Drop In Center Coordinator YWCA Street Program 65 Forest Avenue Portland 874-1122

Trina Levin Fair Harbor Shelter 87 Spring Street Portland 874-1130

Susan Lubner Program Director Oasis Youth Center Congress Avenue Bath 442-7147

Karen Oliver Youth Alternatives Emergency Shelter 677 Westbrook Street South Portland 874-1184

Rachel Olney School-Age Services Region V Bureau of Children w/Special Needs 156 High Street Portland 879-4298

Alex Phillips Salvation Army Lighthouse Shelter 65 Elm Street Portland 774-3073

Joanne Sullivan YWCA 87 Spring Street Portland 874-1130

Ted Wise Voc. Counselor City of Portland 203 Oxford Street Portland 761-2072

## **STAFF**

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Donna Reed Administrative Assistant HSDI University of Southern Maine 96 Falmouth Street Portland 04101

Karen Tilbor Project Director HSDI University of Southern Maine 96 Falmouth Street Portland 04101

**EDUCATIONAL ACCESS FOR HOMELESS CHILDREN:  
FOSTERING COLLABORATION BETWEEN  
EDUCATORS AND SOCIAL SERVICE PROVIDERS**

Agenda  
September 12, 1990  
Portland Regional Vocational Technical Center

Introductions	(10)
Background of Project and Update	( 5)
Status of proposed school rule	(10)
Reports from school districts:	(50)
Gorham	
Portland	
Scarborough	
South Portland	
Westbrook	
Discussion: where do we go from here?	(35)
Wrap up	(10)

**GOALS**

- o brief social service providers on the background of this project and on the status of the proposed school rule to assure that the educational needs of homeless children are met;
- o allow school team facilitators from participating districts to inform area social service providers of their district's procedures, programs and future plans for addressing the problems of homeless school-age children;
- o support and encourage the ongoing collaboration between school contacts and social service providers in improving educational access for homeless children;
- o highlight the Department of Education's proposal for demonstration projects to encourage future school/community work in the best interest of homeless children.

## **PROPOSAL**

### **MAINE DEPARTMENT OF EDUCATION Assuring Access to Education for Homeless Children**

#### **DEMONSTRATION PROJECTS**

##### **Purpose:**

The purpose of the demonstration projects will be to further advance Maine's State Plan for Assuring Access to Education for Homeless Children by strengthening collaborative partnerships between schools, community resources, and other state and local agencies.

**Target Sites:** Two regional sites may be selected, one urban, one rural.

**Estimated Funding:** Up to \$20,000 per site; \$40,000 total.

**Duration of Project:** Twelve months

##### **Selection of Criteria:**

1. Evidence of significant numbers of homeless children in the service region of LEAs.
2. Written commitment from each LEA to agree to the requirements of the project.
3. An existing cooperative/collaborative of schools and community/state agencies.
4. An agreement from one LEA to serve as fiscal agent for the project.

Representatives from each site will be invited to meet with Department staff to determine interest and feasibility of the project goals in their region.

#### **LEA REQUIREMENTS**

##### **Each LEA must:**

1. Designate a coordinator for the project on a 12-months basis.
2. Identify and document status of each enrolled homeless child who sought enrollment in the LEA.
3. Contact the principal/superintendent of the school of last attendance for each enrolled homeless child to ensure record transfer and other information necessary to determine an educational plan which is in the best interest of the student.
4. Assign a qualified staff member to serve as advisor for each enrolled homeless student.
5. Notify the parent(s)/guardian(s) of the enrollment of each homeless child and request their involvement with the designated advisor regarding the student's educational plan.
6. Provide information to the Department of (a) initial enrollment; and (b) termination of enrollment of each homeless child during the 1990-91 school year.
7. Schedule regular meetings with state/community agency representatives to review the needs for services for homeless children and other aspects of the project.
8. Maintain student school records and other pupil records for review and inspection by state authorities as needed.

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