

KEY FORMS
... For School Personnel

CSD Services to Families in Transition

School office provides to family upon registration

CSD Release of Information

Building Advocate provides to family as needed

CSD Vouchers

Building Advocate provides to family

CSD Request to Stay In School of Origin

Building provides to family

KEY CONTACTS
... to Support Families

Canby School District

CSD Title X: Maureen Callahan 503.266.0016

CSD Title IA: Cindy Bauer 503.266.0071

CSD Homeless Liaison

Jorge Barraza

Office located at REACH Center
(inside Baker Prairie MS)
503.263.7429 x3691-Desk
503.841.4905-Mobile

Building Advocates

CHS: Pam Saatkamp 503.263.7200 x5200

John Ogden 503.263.7200 x5322

Andrew Young 503.263.7200 x5348

Kelly Jindrich 503.263.7200 x5347

Daren Gilbert 503.263.7200 x5346

BPMS: Lynn Olson 503.263.7170 x3606

91: Colby Scheer 503.263.7110 x3122

Eccles: Cherie Switzer 503.263.7120 x3214

Knight: Kathy Owen 503.263.7100 x3041

Lee: Michael Ryan 503.263.7150 x3527

Trost: Julie Johnson 503.263.7130 x3342

Angie Navarro 503.263.7130 x3342

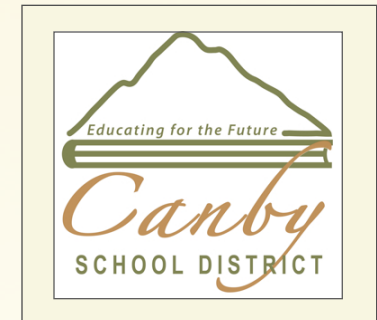
Carus: Cathy Lambeth 503.263.7190 x3818

Debbie Shephard 503.263.7190 x3830

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CANBY SCHOOL DISTRICT

STAFF GUIDE



CHILDREN & FAMILIES IN TRANSITION

KEYS TO UNLOCKING ACCESS

- ❖ Key Provisions of Title X
- ❖ Key Triggers to Identify Needs
- ❖ Key Services to Provide Access
- ❖ Key Forms for School Personnel
- ❖ Key Contacts to Support Families

The McKinney-Vento Act defines qualifying children and youth as individuals lacking a fixed, regular, and adequate nighttime residence.



KEY PROVISIONS

*...In McKinney-Vento
for Pre-K Through 12*

Identify Children & Youth

- ❖ The McKinney-Vento Act (Section 725) defines a “homeless children and youth” (school age and younger) as: Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:
 - ✓ Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - ✓ Living in motels, hotels, trailer parks, cars, public spaces, abandoned buildings, substandard housing, bus or train stations, camping grounds or similar settings due to the lack of alternative adequate accommodations.
 - ✓ Living in emergency or transitional shelters.

Reduce Barriers

- ❖ Ease of Enrollment
- ❖ Speed of Enrollment
- ❖ Immediate Access to Free & Reduced

Provide Educational Stability

- ❖ Right to School of Origin with Transportation
- ❖ Maintain Consistent Programs
- ❖ Provide Connection between School and Family

Provide Services

- ❖ Access to School Advocates and District Liaison
- ❖ Access to all State and Federal Educational Programs
- ❖ Access to State and Local Services for Housing, Food, Clothing, and School Supplies

KEY TRIGGERS

... To Identify Needs

Sample Questions

- ❖ Is this a permanent arrangement or just temporary?
- ❖ Are you looking for another place to live?
- ❖ Where were you living right before this place? Why did you leave?
- ❖ Are you staying with friends/relatives just for a little while?
- ❖ Do you stay in the same place every night?
- ❖ Do you move around a lot?

Sample Signs

- ❖ Lack of Continuity in Education
- ❖ Poor Health/Nutrition
- ❖ Transportation and Attendance Problems
- ❖ Poor Hygiene
- ❖ Not Ready for Class
- ❖ Social and Behavioral Cues
- ❖ Reactions/Statements by Parent, Guardian, or Child

KEY SERVICES

... To Provide Access

Remove Barriers

- ❖ Assistance Completing School Forms
- ❖ Nutrition Services
- ❖ Clothing Vouchers
- ❖ School and Hygiene Supplies
- ❖ Transportation to School of Origin
- ❖ Access to District Programs: Head Start, Early Start, Migrant Program, Talents & Gifted Program, Special Education, Drop-Out Prevention, GED, Teen Parent Program, After School Tutoring
- ❖ Access to Canby Center Services

