

Orientation to Educational Stability

2025-2026



QR Code for Presentation



Purpose of the Meeting

The purpose of this meeting is to:

- Review the education rights for four highly mobile populations:
 - Foster care students
 - Homeless students
 - Migrant Education Program students
 - Military-connected students
- Review required responsibilities and best practices for **identification, enrollment & support** to address educational stability for highly mobile students and their families

Agenda

- Group Rules and Housekeeping
- Meet and Greet
- Legislation & Definitions
- Mid-Morning Break (15 mins)
- Responsibilities & Required Actions
- Lunch Break (30 mins)
- Transportation & Data Collection
- Next Steps & Evaluation

Housekeeping

- Please silence cell phones and refrain from checking emails.
- If you need to take a call, please step out of the room.
- Take care of your own needs.
- For questions regarding specific cases, please stop by during the break or after this session.
- Please use the parking lot for specific questions you would like addressed today.

GROUND RULES

Agree to disagree

A & A rule

Every participant has both something to contribute and something to learn

Listening without interruption

No side conversation

Maintain the children's and families' confidentiality, no identifying information

Withhold district/school names for any case examples

Who is in the room?



Introductions and sharing experiences!

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DESE's Educational Vision

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.

Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.



- **All students are known and valued**
- **Learning experiences are relevant, real-world, and interactive**
- **Individual supports enable students to excel at grade-level (or beyond)**

Why DCF's Education Work Matters

- Education is the foundation for keeping children safe and well
- Positive school experiences increase child well-being
- Children who are engaged in school are more likely to be stable at home or in a placement
- Supportive relationships at school counteract the negative effects of trauma and improve mental health
- Youth who graduate high school have higher employment, higher earnings and are less likely to live in poverty

Guiding our work from an Equity focused lens*

Questions to ask ourselves when doing this work with students & families:

- How am I promoting diversity, equity and inclusion, particularly racial equity?
- How does my identity influence my work?
- Whose voice should be included? How will I seek multiple perspectives?
- How am I using reflective listening in my interactions with individuals?
- Who benefits from this support/work? Who is burdened?
- Who might be harmed? How might I mitigate harm to students & families?

**Adapted from DESE everyday Racial Equity Decision-making Tool*



SUPPORTING HIGHLY MOBILE STUDENTS & FAMILIES



The Importance of Family Engagement for Highly Mobile Students

Building Trust & Stability:

- Engaging families of highly mobile students is crucial in creating a sense of stability and trust. When families feel supported and connected to the school, students are more likely to experience continuity in their education and emotional well-being.

Enhancing Communication:

- Consistent and clear communication with families helps ensure they are informed and involved in their child's education. This is especially important for highly mobile families, who may struggle with keeping up-to-date due to frequent moves or changing circumstances.

*[Family Engagement Framework
2.0 Fundamentals Document](#)*

Effective Family Engagement Strategies

Flexible & Responsive Communication:

Utilize various communication channels (e.g., phone calls, texts, emails, and home visits) to reach families where they are. Flexibility is key to accommodating different family situations and ensuring they stay connected to the school community.

Resource Sharing & Advocacy:

Provide families with information on available resources, such as housing assistance, academic support, and community services. Schools can also advocate for these families by helping them navigate the system and access the support they need.

Involving Families in Decision-Making:

Encourage family participation in school decisions and activities, ensuring their voices are heard in matters affecting their children's education. This can include inviting them to parent-teacher meetings, school events, and advisory committees.

Safe and Supportive Schools

- Provide a safe and supportive learning environment to help students develop essential skills and knowledge necessary for college and career readiness.
- Use a wide range of services and supports to establish and maintain learning environments.
- Identify the best ways to prevent, prepare for, and respond to all types of emergencies in schools, life and building safety.
- Integrate services and initiatives to create a safer and more supportive school climate and culture.
- Build internal capacity to meet the social emotional and behavioral and mental health needs of students, families and staff as well as develop capacity to build partnerships with community-based providers.

LEGISLATION

Federal & State Education Legislation Overview

- **Title I Part A (Foster Care Education)**
- **McKinney-Vento Homeless Assistance Act (Title 7 Part B)**
- **Title I Part C (Migrant Education)**
- **MA Valor Act of 2012 for Military Connected Students**
- **Military Interstate Children's Compact Commission (MIC3)**
 - Permits remote registration for military connected students
 - MA - An Act Relative to Military Spouse-Licensure Portability Education and Enrollment of Dependents
- **Bullying Prevention & Intervention for Vulnerable Populations**
 - MA Anti-Bullying Statute (2010 & 2014)

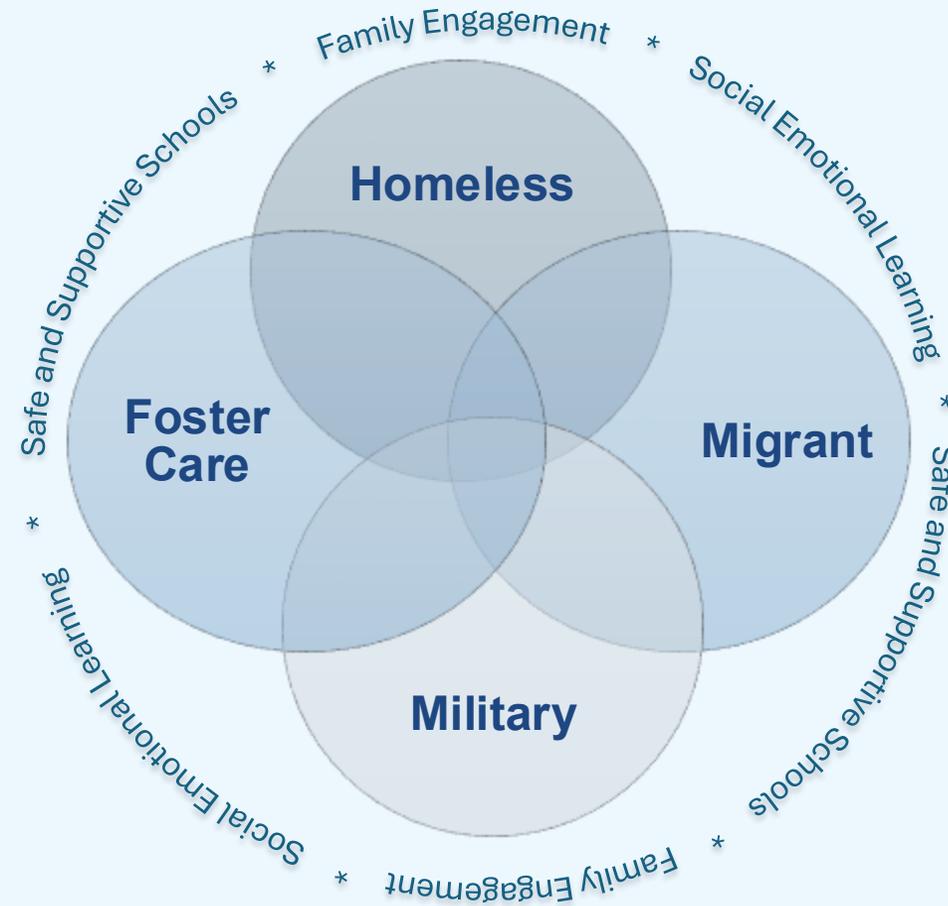
DEFINITIONS

Definitions – WHO?

Who are the highly mobile students?



Students can be



Definitions – Students in Foster Care

Students who are in:

- **24-hour out-of-home care**, placed away from their parents or guardians, and for whom the Department of Children and Families (DCF) has placement and care responsibilities.
- Foster care placements include, but are not limited to:
 - Residential Program,
 - Treatment Residences (formerly Group Homes),
 - Foster Homes and Kinship Foster Homes,
 - Trial Reunification, and
 - Emergency Residences (formerly STARR)

Definitions – Students Experiencing Homelessness

Homelessness is defined as lacking **fixed, regular, and adequate** nighttime residence and includes:

- Living in shelters
- Living in campgrounds, parks, cars, public buildings, hotels
- Sharing the housing of others due to economic hardship, loss of housing or similar reason (this means there was a triggering event that caused loss of housing)

Unaccompanied homeless youth, and preschoolers, and migrant students living in any of these arrangements

Definitions – Migrant Students

Who is a Migrant Education Student?

- Child or Child's parent(s)/guardian(s) are a migratory agricultural worker, migratory fisher, or migratory food/fish processor who moved within the preceding 36 months*
- Child is under 21 years of age
- Child has not graduated from high school or received high school equivalency
- Moved across school district lines
- The rights of homeless students applies if they meet the definition

**Sometimes with, or to join a parent, spouse, guardian, caregiver who is the migratory worker*

Definitions: Military-Connected Students

Military-connected students refers to the children of ...

Eligible	“ Active-duty ” members of the uniformed services of the United State who have full-time duty status – including members of the National Guard and Reserve on active-duty orders.
	“ Uniformed services ” means the Army, Navy, Air Force, Marine Corps, Coast Guard, including the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
	Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement ;
	Members of the uniformed services who died on active duty or as a result of injuries sustained on active duty for a period of one year after death.
Non-Eligible	Inactive members of the National Guard and Reserves;
	Members of the uniformed services who are now retired (except as defined above);
	Veterans of the uniformed services (except defined above);
	Other United States Department of Defense personnel or other civilian and contracted employee not defined as on active duty.

Definitions – Educational Decision Maker (EDM)

Educational Decision Maker (EDM) is a designated adult with the legal authority to make education decisions for a student*

- For students in foster care - DCF designated person, the foster parent(s), the biological parent(s), a court-appointed Guardian ad Litem (GAL), Special Education Surrogate Parent or other adult.
- For homeless students - the parent(s) or caregiver.
- For students in migratory or military families - the parent(s), guardian, or caregiver.
- For newly arrived students –the parent(s), or the ICE designated sponsor
- For unaccompanied homeless youth – the student.

**Children Law Center*

Definitions – Immediate Enrollment

Immediate Enrollment refers to enrolling a student without delay regardless of whether they have all the documents usually required for enrollment including:

- **medical / health records (including vaccinations),**
- **proof of guardianship,**
- **school/academic records,**
- **discipline records, or**
- **proof of residency.**



Definitions – School of Origin (SOO)

School of Origin refers to the last school attended.

- If the student is homeless, it may also include the school the student was attending when they became homeless, and designated receiving schools
- When a student completes the final grade level serviced by the school of origin, the next school in the feeder school pattern becomes the school of origin. For example, when a student in foster care completes the final grade at an elementary school, their school of origin becomes the middle school the student is assigned to in the LEA's feeder school pattern.
- Parent/Caregiver/Guardian can select which school / district to enroll their child(ren) in.
 - To promote educational stability, students should remain enrolled in their school of origin, unless, after a best interest determination or during school selection, it is decided to be in their best interest to enroll locally.

Review Definition Quiz Answers!

Check to see that you
correctly matched the

Definitions &

Key Concepts of the Legislation

that impact local practice and policies
for Highly Mobile Students!



<https://pe.app/brianburke>

MORNING BREAK!

PLEASE TAKE A 15-MINUTE BREAK.

Networking:
Continue getting to know your
colleagues in the room!

Questions and Answers – Round 1

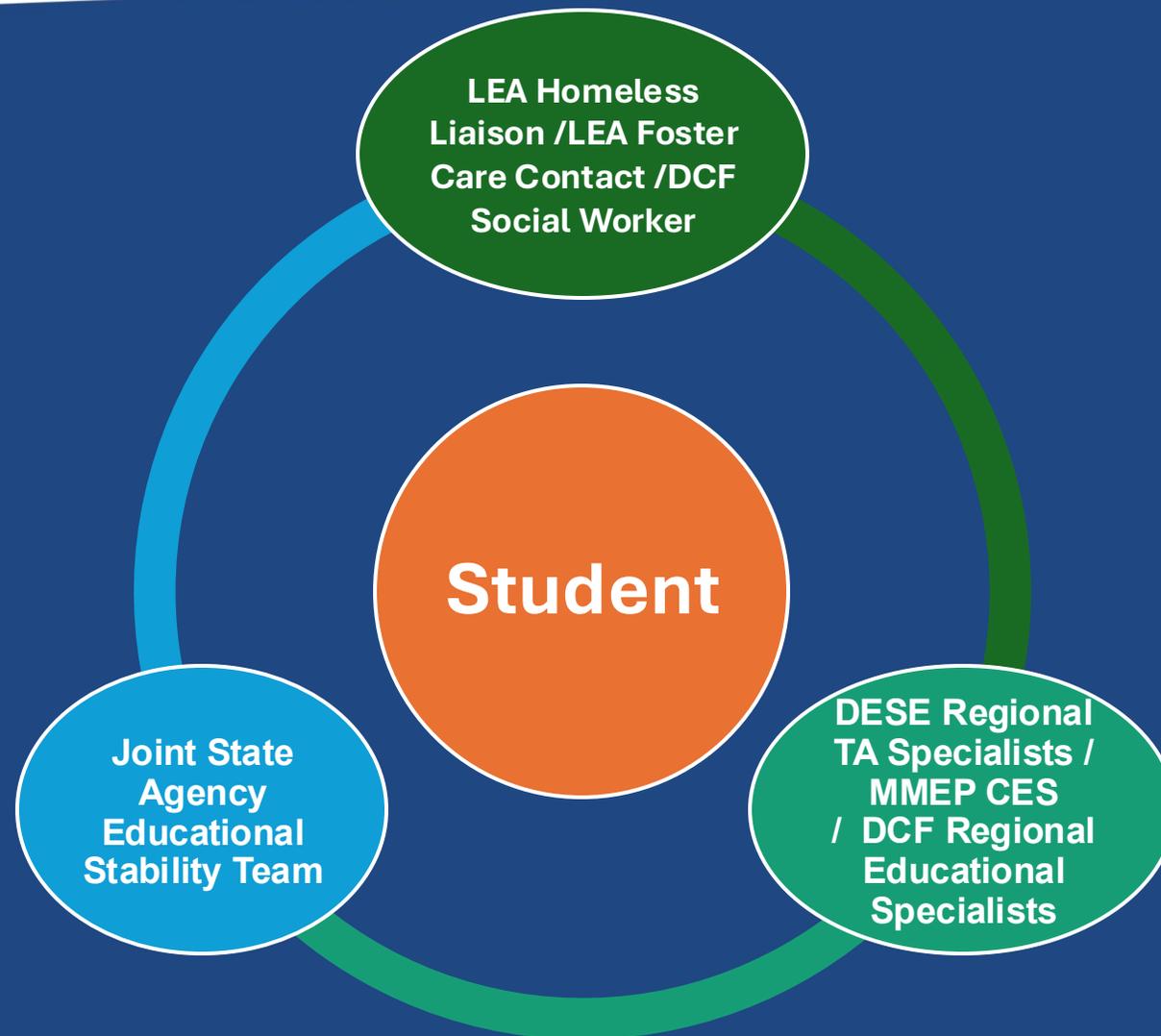
Review the Parking Lot

Write your questions on the post it notes on the table and post on the *Parking Lot*



DESIGNATED STAFF AND RESPONSIBILITIES

Communication & Supports



Who you gonna call when....?



- The Parent / Family
- Family Engagement Specialist
- District/LEA Homeless Liaison
- District/LEA Foster Care Contacts
- DCF Case Worker
- Regional TA Specialists
- DCF Regional Education Specialists
- Migrant Education Program/CES
- State Level Staff – DESE and DCF
- DESE Problem Resolution System (PRS)

IDENTIFICATION AND ENROLLMENT

Identification and Enrollment - Students in Foster Care

- **Identifying and enrolling** (*including attending*) students who are in foster care requires good communication and strong collaboration. This starts with the facilitation of a Best Interest Determination (BIDS)
- BIDs are enrollment discussions about what is in the best interest for the student. These are **NOT** special education team meetings. These decisions address enrollment **ONLY**.
- **Best Interest** refers to making student-centered decisions and what works best for a student in foster care.

Gathering Student Information – Who can speak to the unique needs of the student

Student,
parent/guardian,
family, foster
parent

Educational
decision maker,
legal
representative

Social worker,
education
coordinator

District POC
(SOO), and all
related school
staff

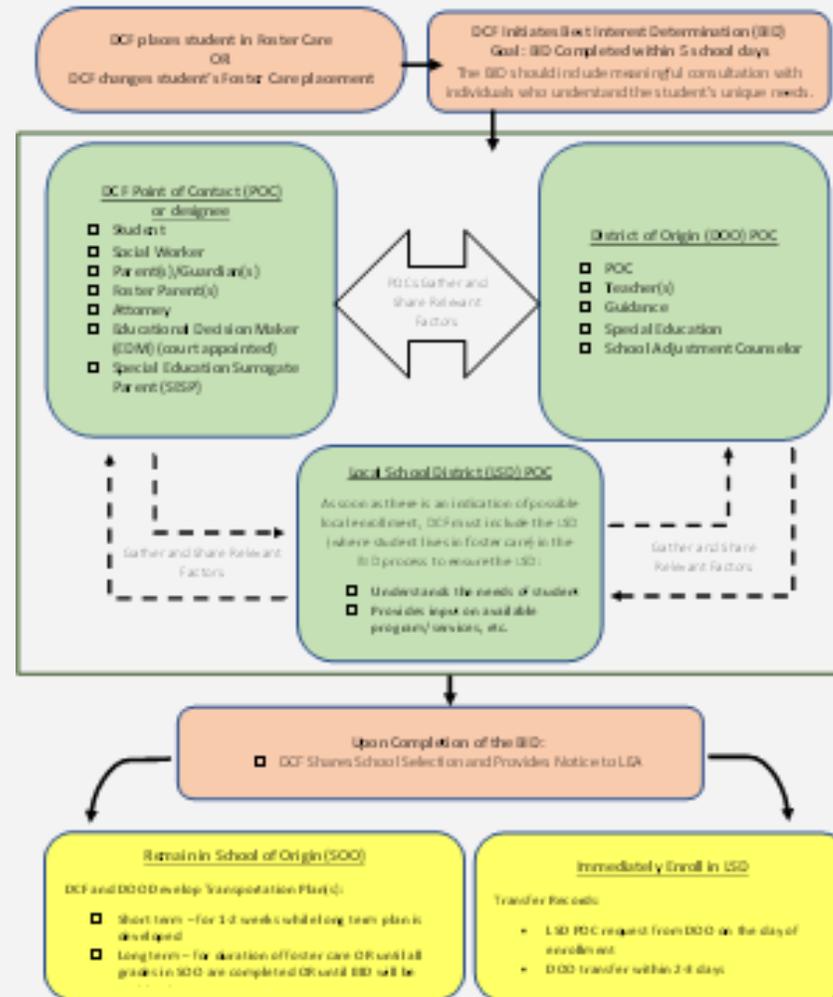
District POC –
from district of
foster
placement

Identification and Enrollment - Immediate Enrollment

- If determined to be in a student's best interest to attend school locally (where placed in foster care), district must enroll immediately*
 - With or without documentation, including:
 - Academic, health, discipline and/or special education records
 - Notice to School District (from DCF), includes:
 - Emergency contact, residence, social worker, record release, transportation needs, etc.
 - District POCs should initiate records transfer, help facilitate transition
- *Note: If there is no change in the school of origin, there should be no change in enrollment.*

Identification and Enrollment – Foster Care Best Interest Determination Process Overview

Overview Chart is Available!



Identification and Enrollment - Foster Care Identified

Step 1 – DCF Identifies a student in FC and initiates BID

DCF places student in Foster Care
OR
DCF changes student's Foster Care placement



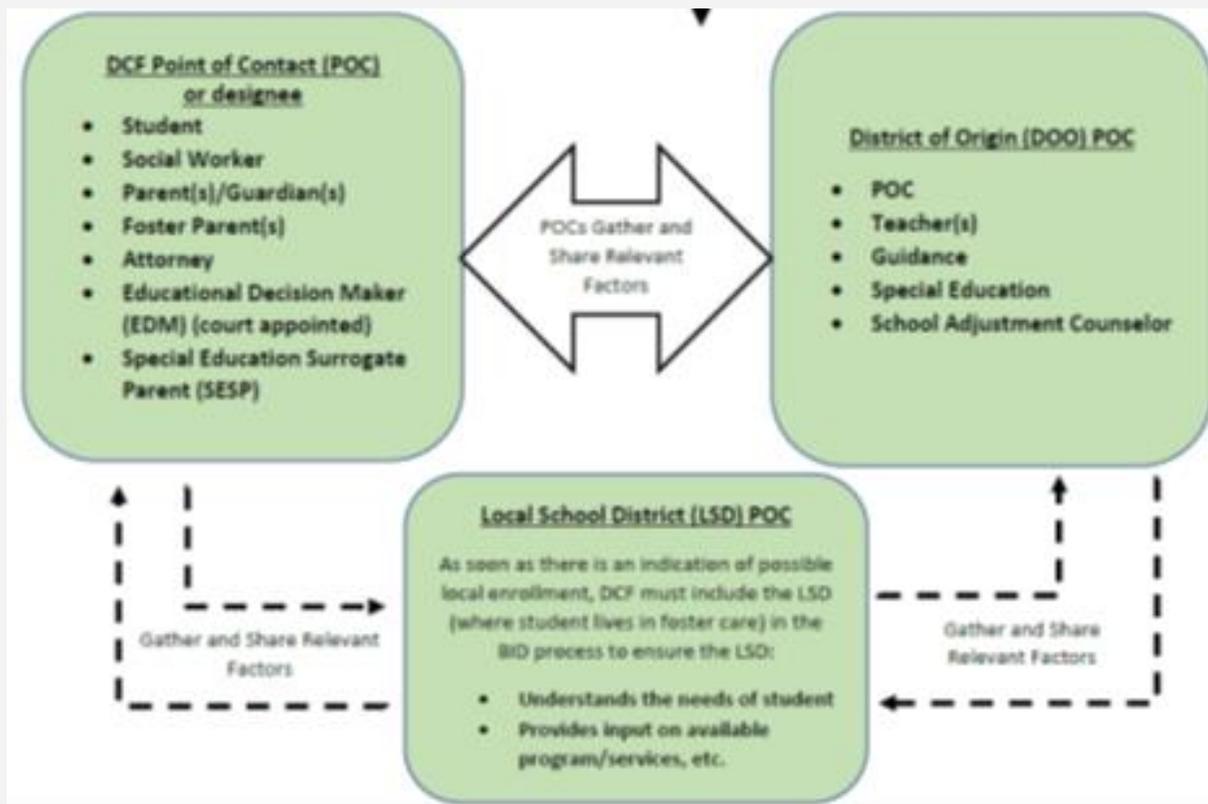
DCF Initiates Best Interest Determination (BID)
Goal: BID Completed within 5 school days
The BID should include meaningful consultation with individuals who understand the student's unique needs.

Note:

- Decisions about which school a student will attend should be made collaboratively.
- Should include those in the best position to understand the student's unique needs.
- Student should remain in their school of origin until BID is completed.
- **Process should be collaborative...does not need to be one big meeting!**

Identification & Enrollment - Collaboration

Step 2 – School Districts & DCF Collaborate



- Collaborators may consider if the school of origin is in the best interest but only for a limited duration of time.
- Collaborators involved in the decision may wish to determine a time to revisit the question of whether it is in the student's best interest to remain in the school of origin or enroll locally.
- Transportation costs should **not** be considered when determining a student's best interest for the purpose of staying in the school of origin or enrolling locally.

Identification & Enrollment - Determination

Step 3 – Upon Completion of BID

Upon Completion of the BID:
DCF Shares School Selection and
Provides Notice to LEA

Note:

- Notice to School District from DCF - includes Emergency contact, residence, social worker, record release, transportation needs, etc.

Identification and Enrollment- BID Disputes

- Upon completion of the best interest determination, DCF has the authority to make final decisions about a student's best interest, but **a school district may dispute DCF's best interest determination.**
- During the dispute resolution process, the student *must* attend the school selected by DCF following the local BID process. Transportation must be provided for the student, if needed.
- The dispute process and form can be found on DESE's Foster Care Webpage: <http://www.doe.mass.edu/sfs/foster/> and should be submitted to DESE at achievement@doe.mass.edu.

Identification & Enrollment – Mass Migrant Education Program (MMEP)



MASSACHUSETTS MIGRANT EDUCATION PROGRAM

PROGRAM SCREENER

YOU AND YOUR CHILDREN MAY BE ELIGIBLE FOR FREE SERVICES IF:

In the past three (3) years, have you or someone you live with:

1. Moved from one city or country to another city? Yes No
2. Worked or looked for work in any of the following areas? Please check if yes:



- Fish/Shellfish Processing
- Farm Work Including tobacco
- Vegetable/Fruit/Meat Processing
Cleaning and packing produce
Cutting and deboning meat
- Dairy Industry
- Plant Nursery

Please call me to see if my children or I qualify for your program:

Parent/Guardian Name: _____
 Child(ren) Name(s): _____
 Phone Number: _____

SERVICES INCLUDE: tutoring, English classes, direct family support, summer programs, connecting you and your children with school supports and community agencies.

CONTACT US

Please call, text or Whatsapp for more information.
 We speak English, Spanish and Portuguese:

SUZANA AMARAL | HODALIZ BORRAYES
 978.604.4926 | 413.531.9838

- Collaboration is key!
- Assisting in identification & enrollment
- Sharing data



MASSACHUSETTS MIGRANT EDUCATION PROGRAM

McKinney-Vento Verification Verificación de McKinney-Vento

Parent/Guardian Name(s) / Nombre(s) de padre o guardián: _____
 Address/Dirección: _____
 Contact Number(s) / Número(s) de Teléfono: _____
 Best Time to Contact / Mejor momento para contactar: _____
 Home Language / Idioma en el hogar: _____
 Important contact information in Spanish: YES NO

Primary Night / Tasa Residencia / Condiciones de Vivienda
 Shelter / Refugio Double up / Compartiendo vivienda Motel / Motel Unaccompanied Youth / Menor solo
 Unhabited / Otra Situación de Vivienda Transitoria (auto, parka, carpas, etc.) / abandoned buildings, abandoned / vivienda sin hogar (camión, etc.) / parques, carpas, edificios abandonados, etc., o cualquier otro lugar no habitado para vivir)

Approximate length of stay / ¿Cuánto tiempo planea vivir en esta vivienda? _____
 Special case designation / ¿Para quién se presenta esta? _____

Children / Niños

Child's Name / Nombre del niño	Age / Edad	Enrolled / Inscrito	Not Enrolled / No inscrito
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Migrant Eligible / Elegible para MMEP Yes No Pending / Pendiente

Parent/Guardian Signature / Firma de padre o guardián: _____
 MMEP Staff Signature / Firma del empleado de MMEP: _____

Office for the Education of Homeless Children and Youth
 Oficina para la Educación de Niños y Jóvenes sin hogar
 Sarah Shattuck, State Coordinator / Coordinadora Estatal
 781-338-6336 / sshattuck@doe.mass.edu



Screeners Translated in Google

Identification and Enrollment of Military-Connected Students

- Availability of a form or section on an enrollment form that is included in the enrollment package that gives the parent/guardian the opportunity to **voluntarily self-identify** as having military status. Note: The parent/guardian is not required to complete the section or form. It is a matter of having the availability to choose.
- Enrollment needs to be done in timely manner and can include remote registration
- Students should be placed in the appropriate grade
- Every effort should be made for students to remain on track for graduation - review of transcripts etc.
- Districts are required to report how many military-connected students are enrolled through the voluntarily self-identified form.

Identification and Enrollment – Students who are homeless

For families who are homeless, the parent/guardian is the decision maker and may select:

School of origin*

- the last school attended,
- the school where student became homeless, or
- a designated receiving school

*Transportation thru the end of the year when the student becomes housed

OR

Identification and Enrollment – Local Enrollment (applies to homeless and foster care students)

Immediate enrollment apply when enroll locally - With or without documentation

Academic records	Health/vaccination records
Residency/Shelter verification	SPED record
Immigration status (not required)	Guardianship
Transcript	Birth certificate
Disciplinary record	Language Assessment

Best Practice: Statement on enrollment forms indicating that parents/caregivers should talk with the district homeless liaison/foster care point of contact if they do not have required forms for enrollment.

Identification and Enrollment – Special Considerations

Charter Schools:

- Opportunities for students in foster care or experiencing homelessness to immediately enroll in charter schools may depend upon circumstances including, but not limited to, students' need to complete a required application, the number of students on a wait-list, etc. For clarification about schools' specific obligations to permit homeless students to enroll immediately, charter school staff should contact their legal counsel and DESE.

Note: Federal rules about immediate enrollment in charter schools for students experiencing homelessness or students in foster care may apply differently in the context of other program schools (e.g., virtual schools, career technical education schools, etc.). DESE can also help with questions about "immediate enrollment" in these cases.

Identification and Enrollment – Enrollment Disputes

Enrollment Disputes

- The parent always has the right to appeal a district's enrollment decision
- Forms are in the Homeless Education Advisory and posted.
 - One form for the districts - Notification
 - One form for the parent - Appeal
- Homeless liaison is responsible to facilitate the process
- All forms go to DESEcompliance@mass.gov
- All parties must provide all relevant information for review process

Identification and Enrollment - Caregiver's Affidavit

In the absence of a parent or legal guardian...

MA state law allows for a caregiver's affidavit for medical and educational decision-making rights.

- Must identify the student (name and DOB)
- Must be signed by the parent and the caregiver in presence of a Notary Public
- Must be notarized
- Good for up to two years
- Can be revoked or overridden by the parent at any time

Note: Students with a caregiver's affidavit are considered housed unless the caregiver lacks fixed, regular, and adequate housing.

LEA Assignment – Definition/Purpose

Definition/Purpose: LEA Assignment is a service that DESE provides to assist in determining who shall be programmatically and financially responsible by applying the special education regulations, in a fair and consistent way for eligible students, based on residency and enrollment.

- This should not be an automatic ask but should be utilized when responsibility is unclear.
- LEA Assignment is specifically for highly mobile students that have been found eligible for special education and that have an accepted IEP.

Remember: An LEA assignment is only provided upon request and is determined by DESE, who is the author of these regulations, **only after a student is enrolled in a district** .

LEA Assignment - IMPORTANT!!

LEA Assignment is not the same as Notice to School District

The Notice to School District, which follows a BID, is a document used by DCF to inform the schools district(s) that a student in foster care is changing placements. The Notice to School District can also be used to request records, transportation, and now to access to student information systems among other things.

LEA Assignment - things to remember:

- DESE is not an investigative agency
- DESE does not track down mom/dad
- DESE cannot base assignments on requests containing incomplete or inaccurate information.
- LEA Assignment is a service to promote consistency and accuracy
- DESE has no stake in the outcomes of assignments.
- **Relationships matter – Communicate & Collaborate!**
- Districts can request reconsideration if they believe DESE has mistakenly applied the regulations.

LEA Assignment Contacts / Regulations / Request Form

Lisa Hanafin
LEA Assignment Coordinator
781-338-3367
Lisa.Hanafin@mass.gov
LEAassignment@mass.gov



Special Education - Laws and Regulations

- 603 CMR 28.10 (Regulations that pertain to the LEA Assignment process)

Forms - Special Education (mass.edu)

- Clarification of Assignment of School District Responsibility (LEA Assignment Request Form)
- Quick Reference Guide (Cheat Sheet)



Please take 30 minutes to stretch, get lunch and continue to network

TRANSPORTATION

Transportation

School of origin (SOO) transportation is available for students in foster care or students experiencing homelessness.

- Transportation arrangements can include:
 - Public transportation per district policy
 - Parent provided (mileage reimbursement available)
 - DCF provided temporarily
- Transportation arrangements should:
 - comparable to what is being provided to all students based on the pupil transportation standards
 - meet the federal and state's pupil transportation requirements.

Transportation - Foster Care

- Districts must collaborate with DCF to establish policies and procedures to ensure students receive transportation to remain in their school of origin.
- Absent another agreement, districts of origin are responsible for providing transportation to and from the school of origin.

Transportation - Homeless

- **Transportation** if needed to remain in the school of origin
 - In district
 - Across district lines
 - Cost shared *responsibility* of:
 - District where child is **attending** and
 - District where the child is **sheltered**
 - Special education transportation covered by the fiscally responsible district
 - Across state lines (RI exception case by case)

Transportation & Afterschool Access

- **Homeless students** have the right to access all school activities, including extracurricular and summer programming, and if there are barriers to attendance, the school district must remove those barriers, including transportation.
- School must ensure that **students in foster care** promptly receive transportation, including transportation for needed academic supports such as afterschool tutoring, summer learning and enrichment programs. Schools also are encouraged to provide transportation for the student to meaningfully participate in other school activities that occur outside the regular school day, including extracurricular activities that support their overall well-being.

Transportation - Reimbursement

Homeless Education

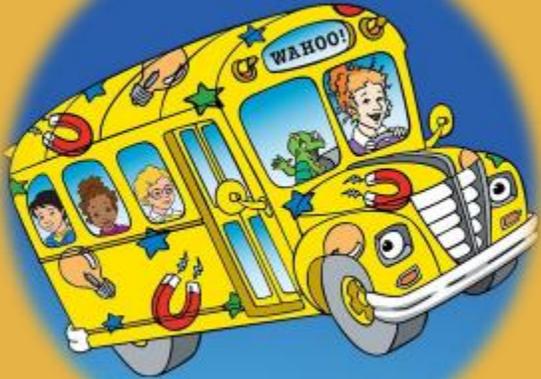
- **State funds** are available for partial reimbursing costs for transporting students back to their schools of origin.

Foster Care

- **Federal funds** are available for partial reimbursing costs for transporting students in foster care back to their schools of origin.

Note: Districts should document all costs associated with this transportation and be working with LEA transportation staff.

Transportation - Suggested Practice



- Transportation for highly mobile students can sometimes come with unique challenges. What makes the difference is the way we all come together — districts, schools, caretakers, staff and agencies — to stay connected and share updates.
- Through frequent communication, clear timelines on the process, attention to transportation standards, and diligent follow-up, we can create the stability our highly mobile students deserve.
- It isn't always easy, but your dedication and teamwork ensure that our students have the chance to focus on learning, not logistics. Thank you for the commitment you bring to your work and for always keeping the needs of students at the center of our efforts.

ENROLLMENT BEST PRACTICE ACTION STEPS SCENARIO ACTIVITY

Review of Case Scenarios

We will break into groups
and discuss the action
steps you can take to
ensure educational
stability!

DATA COLLECTION

Data Collection – Foster Care and Homeless

Homeless Liaisons are required to report to DESE:

- enrolled students identified as homeless for the school year
- their living arrangement at the time they are identified, and
- whether they are unaccompanied.

Foster Care Points of Contact are required to report to DESE:

- Enrolled students identified as in the custody and care of DCF or foster care.

Note:

- Sometimes the homeless liaison and foster care point of contact is the same person who is responsible for both data collections.
- At the end of the school year, the Homeless Liaison/Foster Care Point of contact must certify and submit the data to DESE in June/July in the security portal which is reset on August 1st for the next school year by DESE.

Data Collection Best Practices

- **Best Practice:** *Make sure your district's directory administrator has updated the DESE profile information for any changes in staffing of your homeless liaison and/or foster care point of contact (new/resigned staff). Also, make sure your security portal users are up to date as well.*
- **Best Practice:** *Utilize the Guidance on the homeless education webpage.*
- **Best Practice:** *Keep your student information system complete and up-to-date throughout the school year.*
- **Best Practice:** *To attend an annual data collection webinar at the beginning and towards the end of the school*

Data Collection – MMEP and Military

MMEP Data Collection:

- Districts do not have to collect or report MMEP data but do need to share some student information with MMEP staff from CES who collects and reports this data to DESE and to the national database (MSIX) – hence the Request for Data Letter from CES and DESE.

Military Data Collection:

- Parents/Guardians voluntarily self-identify as active military or if retired(newly)(one year from date) through an available district form or section of an enrollment form.
- Schools required to collect this available data and report it to DESE.

INFORMATION & RESOURCES

Office of Student and Family Resources

- Family Engagement Initiatives and Resources
 - Welcome Families Communication Toolkit
 - Communication Strategies that Support Family Engagement
 - DESE Family Portal
- Mental and Behavioral Health and Wellness Supports
- Safe and Supportive Schools
- Social and Emotional Learning
- US DOE Migrant Education Program | Migrant Education Program
- Transportation Information / (Procedures)
- Non-regulatory Guidance Ensuring Educational Stability & Success Students in Foster Care (November 2024)

CONTACT INFORMATION

Joint State Agency Education Stability Team

- Sarah Brooks, DCF Foster Care Point of Contact
- Brian Burke, Safe and Supportive Schools Specialist
- Emily Caille, Safe and Supportive Schools Specialist
- Christine Cowen, Military Connected Students Specialist & State Migrant Director
- Shirley Fan-Chan, Homeless Education State Coordinator
- Lisa Hanafin, LEA Assignment Coordinator, Special Education Planning & Policy
- Yu-Ping Mao, Special Education Planning & Policy (SEPP), SEPP Supervisor
- Kristen McKinnon, Assistant Director of Student and Family Support
- Rena Mello, Problem Resolution System Supervisor
- Olga Lopez, Family Engagement Specialist
- Chris Pond, Behavioral & Mental Health Specialist/State Foster Care Point of Contact

DCF EDUCATIONAL SUPPORT TEAM

There are five **Regional Educational Specialists** available for consultation, support, advocacy and trouble shooting for all involved DCF students.

Region	Name	Phone	Email
Western	Yvette Cammock	857-260-5247	yvette.a.cammock@mass.gov
Central	Davean Wilson	781-915-9249	davean.wilson@mass.gov
Northern	Karen Collins	857-260-4085	karen.t.collins@mass.gov
Southern	Janet Duncan	857-202-2050	janet.l.duncan@mass.gov
Boston	Kathy Monahan	857-301-1274	kathleen.monahan2@mass.gov

DESE - Regional Technical Assistance Specialists

[Bopha Boutselis](#) 978-942-1796 (Southern, Eastern and Northern Middlesex County)

[Brian Burke](#) 781-338-6311 (Barnstable, Dukes, Nantucket, Plymouth and Bristol Counties)

[Jill Fijal](#) 413-263-3288 (Franklin, Hampden and Hampshire Counties)

[Meaghan Pearless](#) 774-423-1907 (Metrowest Middlesex County and Upper Worcester County)

[Steven Magno](#) 978-998-1937 (Essex and Suffolk Counties)

Migrant Education Program

Contracted Service Provider Vendor for DESE:

Collaborative for Educational Services (CES)

Emily Hoffman

ehoffman@collaborative.org

978-604-4935

UPCOMING EVENTS & TRAININGS

Military-Connected Students Update

Class of 2025 Purple Star Award Designations:

- East Brookfield Wire Village School
- Bourne High School
- Bournedale Elementary School
- Bourne Middle School
- East Brookfield Elementary School
- Bourne Intermediate School
- Narragansett Regional High School

Class of 2026 Purple Star Award Designations:

Two Informational webinars will be offered:

- 2:00 to 3:30 p.m. on Tuesday, October 28: [Webinar Registration](#)
- 9:00 to 10:30 a.m. on Thursday, October 30: [Webinar Registration](#)

Applications will be available on or around November 7, 2025 and due by 5:00 p.m. Friday, January 30, 2026.

Schools announced in Spring 2026!



MASSACHUSETTS
Supporting Military Families

Educational Stability Review

- Review was on hold but upstarted this year.
- New electronic application CHAMP has been implemented to conduct the process.
- Cohort 5 is currently in process.
- Self-assessments submitted by September 30, 2025.
- Review of submissions and report from reviewer to district by end of November.
- Reviewed for Tier II Elements 1 to 3 only. Remaining elements in Tier 2 will be done in next cycle.
- Cohort 6 review with will be the last of Tier 1 Elements 1 to 3 to be implemented and then the next cycle will start with cohort 1 Tier II.

Office Hours

- The DESE Educational Stability Team will be hosting office hour sessions on various topics (TBD) related to supporting highly mobile students.
- Sessions will take place on the third Thursday of every month from 10:00 to 11:30 a.m. starting in November. Sessions will include a one-hour presentation followed by a half-hour Q&A.
- Please check the [Educational Stability Training](#) page for availability of the registration link and topics to be posted for FY26.
- Sessions are open to all who work with highly mobile students.

Questions and Answers – Round 2

Review the Parking Lot

Write your remaining questions on the post it notes on the table and post on the Parking Lot





[Orientation Feedback Survey](#)

Evaluation / Feedback Survey

Thank You!!

DESE Educational Stability Team

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DCF Educational Support Team