

MAINE DEPARTMENT  
OF EDUCATION

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# Understanding the McKinney-Vento Homeless Assistance Act

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Meet Our Team

## Supervision, Monitoring, and Support

Guest Speaker  
Signe Lynch

[Signe.lynch@maine.gov](mailto:Signe.lynch@maine.gov)



What's this all about?

# Learning Objectives

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## ✓ Professional Learning

Resources to assist students in need

## ✓ Learning Outcomes

McKinney-Vento Act eligibility and services

## ✓ Contacts

Get to know your local liaisons

# McKinney-Vento Homeless Assistance Act

What is this?



I'm a pro

# McKinney-Vento Homeless Assistance Act

- First major federal legislative response to homelessness
- First passed in 1987, multiple amendments and reauthorizations



# Laws & Regulations

Federal



## McKinney-Vento Homeless Assistance Act: Education of Homeless Children and Youth

(42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths)

State



## Chapter 14: Education of Homeless Students

(State of Maine Rules of the Department of Education and State Board of Education)



Non-Regulatory Guidance is also available by the U.S. Department of Education: [Education for Homeless Children and Youths Program: Non-Regulatory Guidance of Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act \(2016\)](#)

# McKinney-Vento Implementation

U.S. Department of Education (ED)

- Distribute congressionally approved EHCY funds to each state
- Oversee implementation of a national technical assistance center for EHCY
- Coordination with other federal agencies on needs of homeless students and families and provide updates to NCHE, SEAs, LEAs as needed on funding and statutory changes
- Non-regulatory guidance

National Center for Homeless Education (NCHE)

- Providing technical assistance to SEA and LEAs
- Facilitating state coordinator meetings
- Reviewing, analyzing, and making publicly available data on national student homelessness
- Providing briefs and written guidance approved by ED to the field
- Trainings for the field

Maine Department of Education (Maine DOE / SEA)

- Designating a state coordinator
- Distributing state-level EHCY funds
- Providing technical assistance (TA) to LEA liaisons
- Monitoring LEAs
- Pre-dispute mediation and formal dispute proceedings for LEAs, families, and UHY students

School Administrative Unit (SAU / LEA)

- Designating a liaison
- Reserving Title I Part A funds
- Determining eligibility, immediately enrolling, and removing barriers for homeless students to fully participate in school and school activities

# McKinney-Vento Definition



McKinney-Vento protections apply to all public school students, preschool through grade 12 who “lack a fixed, regular and adequate nighttime residence”

# Can the student go to the...



# Foster Care or McKinney-Vento?

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The federal Elementary and Secondary Education Act (ESEA) enacted in 1965 was reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The phrase “awaiting foster care” was **completely removed** from the McKinney-Vento Homeless Assistance Act and the provisions of the Education of Homeless Children and Youth (EHCY).

ESSA includes separate provisions for students in foster care, which are very similar to McKinney-Vento. Aside from *rare* exceptions, students in foster care **do not** qualify as McKinney-Vento eligible.

Please collaborate with the SAU and McKinney-Vento Specialist at the Maine DOE if you have questions about whether the student is considered both a foster care student and a McKinney-Vento Student.

# McKinney-Vento Contact Lookup

View on Tableau Public

Share

**Maine DOE** McKinney-Vento Contact Lookup | School Districts

[View Charter School Liasons](#)

[View Higher Ed Liasons](#)

Select Your Town

Abbot

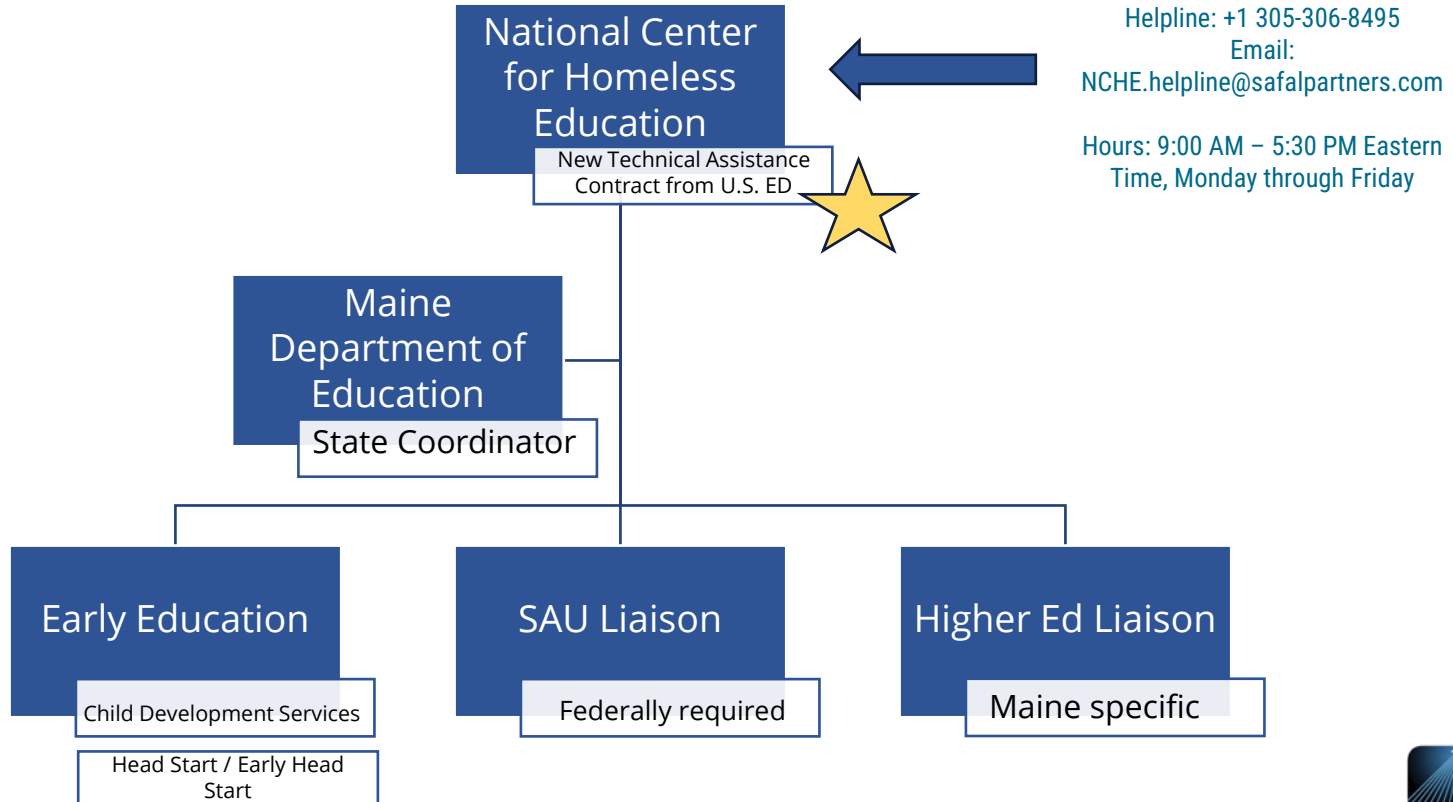
District(s)	Phone/Address	Email
RSU 80/MSAD 04	(207) 876-3444 25 Campus Drive Guilford, ME 04443	<a href="mailto:echadbourne@sad4.org">echadbourne@sad4.org</a>

Note: Your browser must allow popups to open email



Coming in  
Winter 2026:  
Foster Care  
POC Lookup  
Tool

# McKinney-Vento Support for You





# McKinney-Vento Definitions

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
- Living in emergency or transitional housing
- Abandoned in hospitals
- Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory students meeting the descriptions above

# Doubled Up



- **Fixed**
  - Stationary, permanent, not subject to change
- **Regular**
  - Used on a predictable, routine, consistent basis
  - Consider the relative permanence
- **Adequate**
  - Lawfully and reasonably sufficient
  - Sufficient for meeting the physical and psychological needs typically met in home environments
- Clarifying questions:
  - Does the family or youth have any legal right to be in the home?
  - Can the family or youth be asked to leave at any time with no legal recourse?
  - Key Consideration: Is the family/UHY doubled up **due to loss of housing, economic hardship or a similar reason. Doubled up situations are identified case-by-case.**

## How vulnerable are you to experiencing homelessness?

### Answer “yes” or “no” to the following:

- Could you experience a flood, fire, tornado, or other natural disaster?
- Do you live in a place where your home’s pipes could freeze and burst?
- Do you work in an area of the economy/job market where your job might become obsolete?
- Could you suffer from a long-term illness or accident without proper health benefits or other compensations?
- Are housing costs in your area increasing faster than wages?
- Does anyone in your family struggle with addictions such as drugs or alcohol?
- Do you live in a household with only one full-time wage earner?
- Are you behind in any monthly bills?

*Adapted from Helping H.A.N.D.S., Paducah, NY*

**Maine is 9<sup>th</sup> in the nation  
for rate of homelessness by  
population**



# Change the Narrative

McKinney-Vento is a resource for  
**EVERYONE** in our communities

# What can schools offer?

Free meals

Transportation to school of origin

Immediate enrollment, without required documents

School supplies

Clothing, hygiene items, access to showers, laundry

Support with FAFSA, post secondary

Referrals for health, mental health, housing, other needs

Before/after school, summer, mentoring

Tutoring and instructional support

Cover fees for accessing records

Early childhood education

other extraordinary or emergency assistance needed

# Timeframe



Homelessness must be documented each school year, but **a child is eligible for MV services through the academic year**, even if they become stably housed part way through the year.

Is there a time limit on how long a child or youth can be considered homeless?

# Why Educational Stability and Transportation to School of Origin

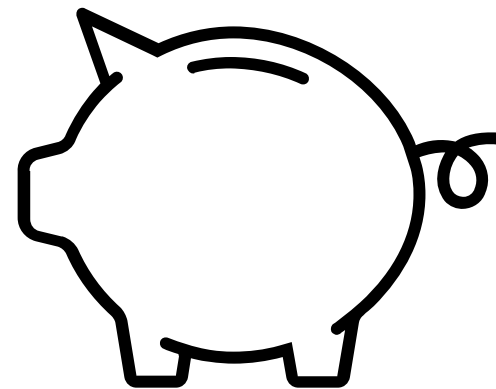
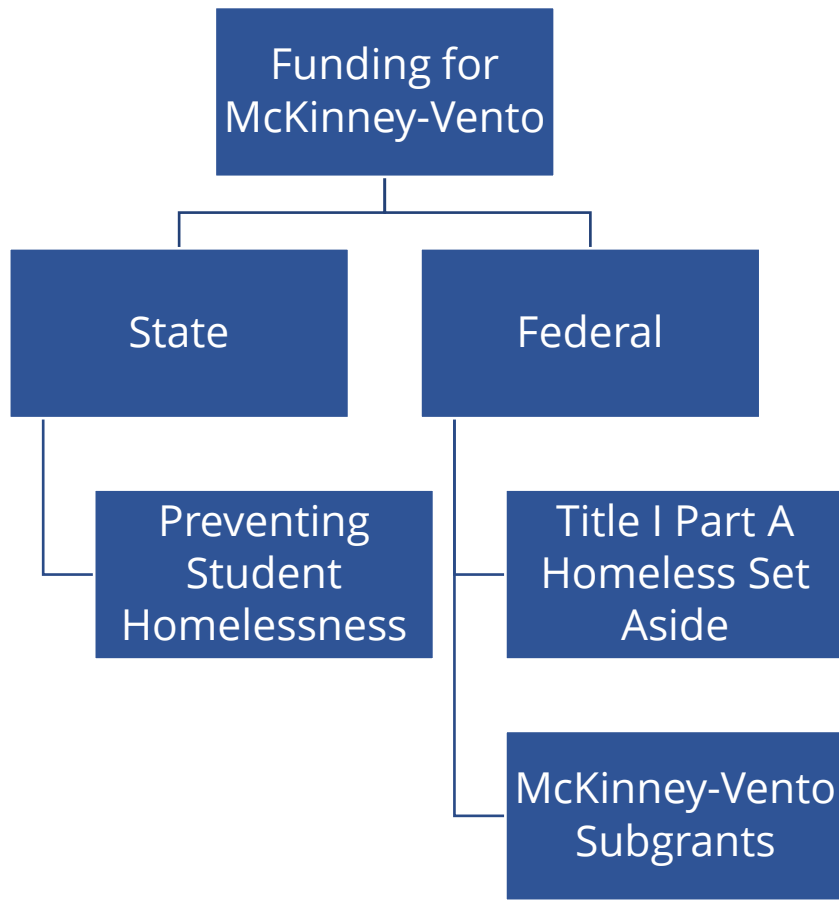
Frequent school transitions may have lasting academic, social, and emotional impacts



**Maximizing educational stability can**

- Improve attendance
- Minimize educational gaps
- Help families stay connected







# State-Funded Preventing Student Homelessness Program

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- McKinney-Vento liaisons have access to emergency funding for students and families.
- Emergency financial assistance for the families of students in an amount up to \$750 per student.
- Emergency assistance may be provided for services authorized for funding under the federal McKinney-Vento Homeless Assistance Act in addition to assistance for other housing-related needs such as rental assistance, utilities and critical home repairs and other assistance that will help a student avoid homelessness.

# 132<sup>nd</sup> Legislative Session Enacted Laws

## LD 384: An Act to Prevent Student Homelessness *Public Law 2025, Chapter 453*

Effectively turning the Preventing Student Homelessness Pilot Program into a Permanent Program with a change of the fiscal note from a continuation of \$1.5 million to \$125,000.



## School of Origin

- The term 'school of origin' (SOO) means **the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.**

## School of Residence

- The term 'school of residence' (SOR) means the **school where the student is residing at night and is involved in best interest determinations for the students.**

Note: "Enrollment" is defined in the law as "attending classes and participating fully in school activities." 42 U.S.C. §11434A(1)

# Best Interest Determinations

B. BEST INTEREST- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall—

- i. **to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;**
- ii. **provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian;**
- iii. in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph(1)( J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal

# BID Considerations

Feasibility depends on a range of factors, but the school placement decision should be a student centered, individualized determination.

- the age of the child or youth;
- the distance of the commute to and from the school of origin and its impact on the student's education;
- personal safety issues;
- the student's need for special instruction (e.g., special education and related services);
- parent or guardian preference;
- the anticipated length of stay in a temporary shelter or other temporary location; and
- the time remaining in the school year

# Transportation

The McKinney-Vento Act requires every state and its LEAs to adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in accordance with the following, as applicable. If the homeless child or youth:

1. continues to live in the area served by the LEA in which the school of origin is located, transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located [42 U.S.C. § 11432(g)(1)(J)(iii)(I)].
2. begins living in an area served by another LEA but remains enrolled in the school of origin, **the LEA of origin and the LEA in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin.** If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally [42 U.S.C. § 11432(g)(1)(J)(iii)].

# Disputes

If a dispute arises over eligibility, or school selection or enrollment in a school—

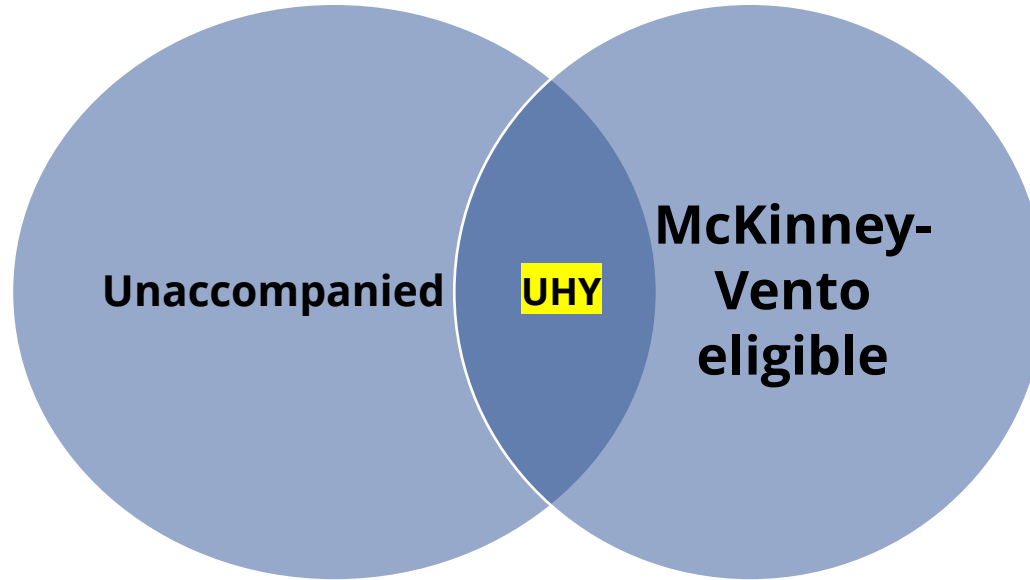
- (i) **the child or youth shall be immediately enrolled in the school in which enrollment is sought**, pending final resolution of the dispute, including all available appeals;
- (ii; ) **the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;**
- (iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and
- (iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

# Written Notice - Dispute Resolution

A written notice should be complete, as brief as possible, and provided in a language the guardian, or unaccompanied youth can understand. An LEA should provide written notice any time a decision of a student's eligibility, school selection, or enrollment in a school under McKinney-Vento differs from the request of the parent/guardian or UHY:

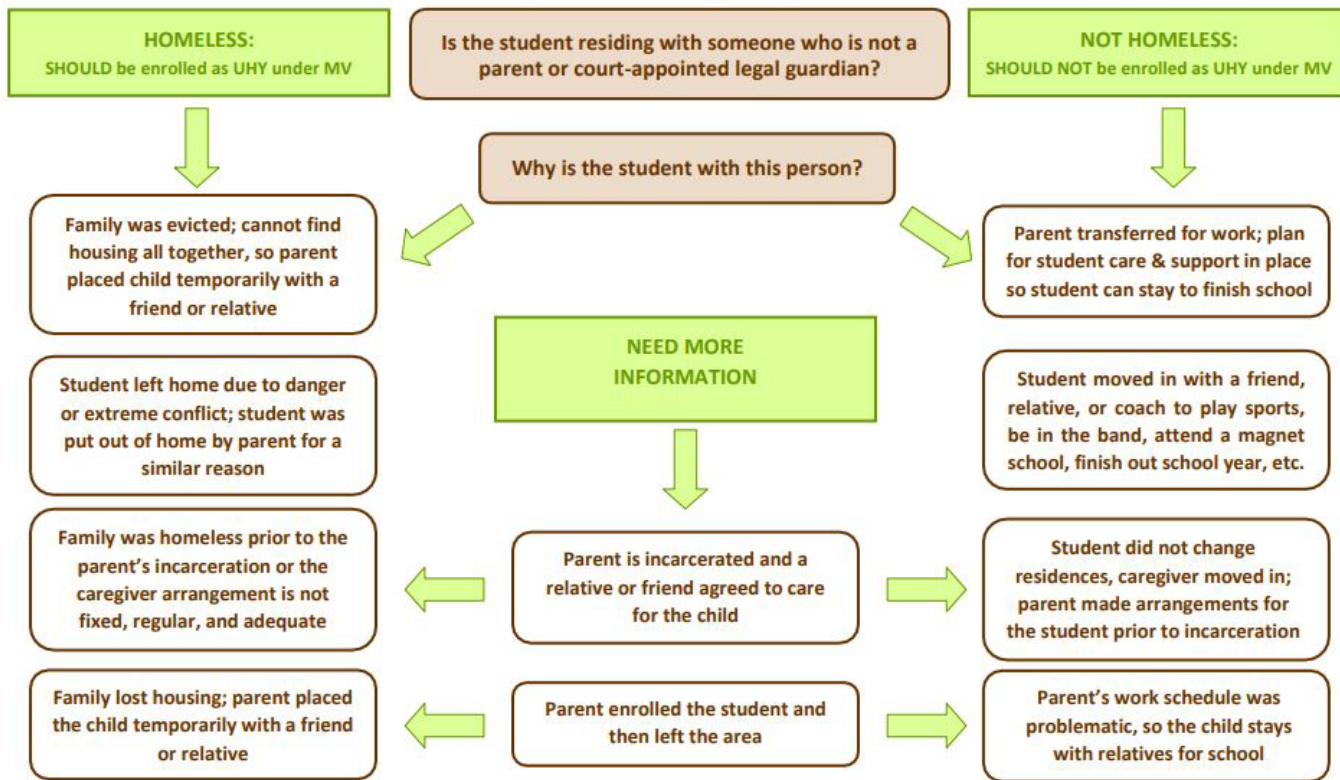
- a description of the action proposed or refused by the school;
- an explanation of why the action is proposed or refused;
- a description of any other options the school considered;
- the reasons why any other options were rejected;
- a description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination, including the facts, witnesses, and evidence relied upon and their sources;
- appropriate timelines to ensure any relevant deadlines are not missed; and
- contact information for the local liaison and state coordinator, and a brief description of their roles.

# Unaccompanied Homeless Youth





## Unaccompanied Youth Eligibility Flowchart



**NOTE:** The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.

# Unaccompanied Homeless Youth

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- A MV student who is not in the physical custody of a legal parent or guardian
- Often report family dysfunction as a reason
- Includes youth who ran away or were kicked out
- Eligibility based on current nighttime living arrangement





**Me. Rev.  
Stat.  
§22:1503**

**A minor may give consent to all medical, mental, dental and other health counseling and services if the minor is living separately from parents or legal guardians and is independent of parental support. The minor may prove that status with documentation including, but not limited to, a **written statement from** a nonprofit homeless services agency, **local educational agency McKinney-Vento homeless liaison**, or attorney.**

# 132<sup>nd</sup> Legislative Session Enacted Laws

## **LD 408: An Act to Allow Unaccompanied and Emancipated Minors to Access Their Vital Records At No Cost**

***Public Law 2025, Chapter 200***

Certified or noncertified copies of vital records of an unaccompanied minor or emancipated minor must be made available to the minor or with the written permission of the minor, to the director of an emergency shelter program, runaway or homeless youth services organization or continuum of care agency at which the minor is a client, or the director's designee, or to a social worker, school administrator or teacher providing services to the minor. The state registrar shall make available the vital records of an unaccompanied minor or emancipated minor to the minor at no cost.

Special Education  
Surrogate Parent  
Program Contact\*:  
[Sarah.Ferguson@maine.gov](mailto:Sarah.Ferguson@maine.gov)

\*all foster care youth also  
need a special education  
surrogate parent assigned

UHY & IEP

Special Education Surrogate Parent

UHY

not in the physical custody of a  
parent or guardian

McKinney-Vento

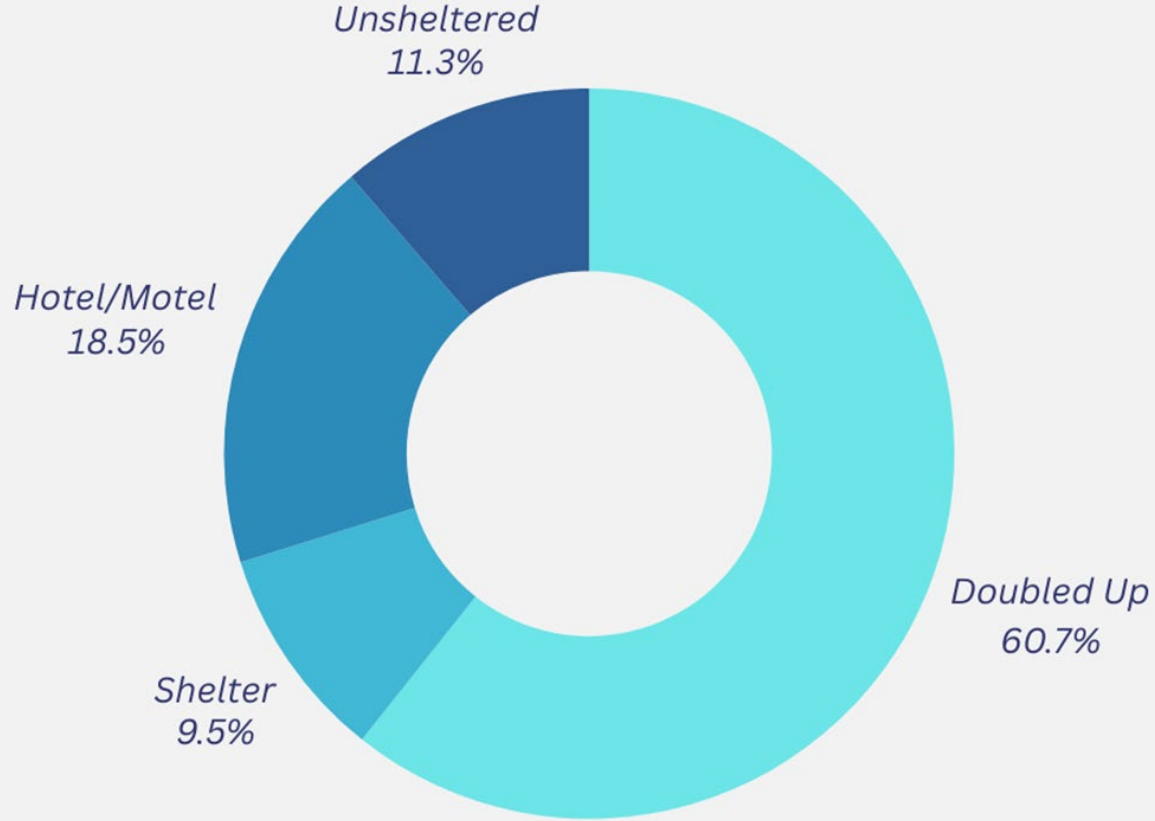
Lack a fixed, regular, and adequate  
nighttime residence

# MAINE MCKINNEY-VENTO COUNTS

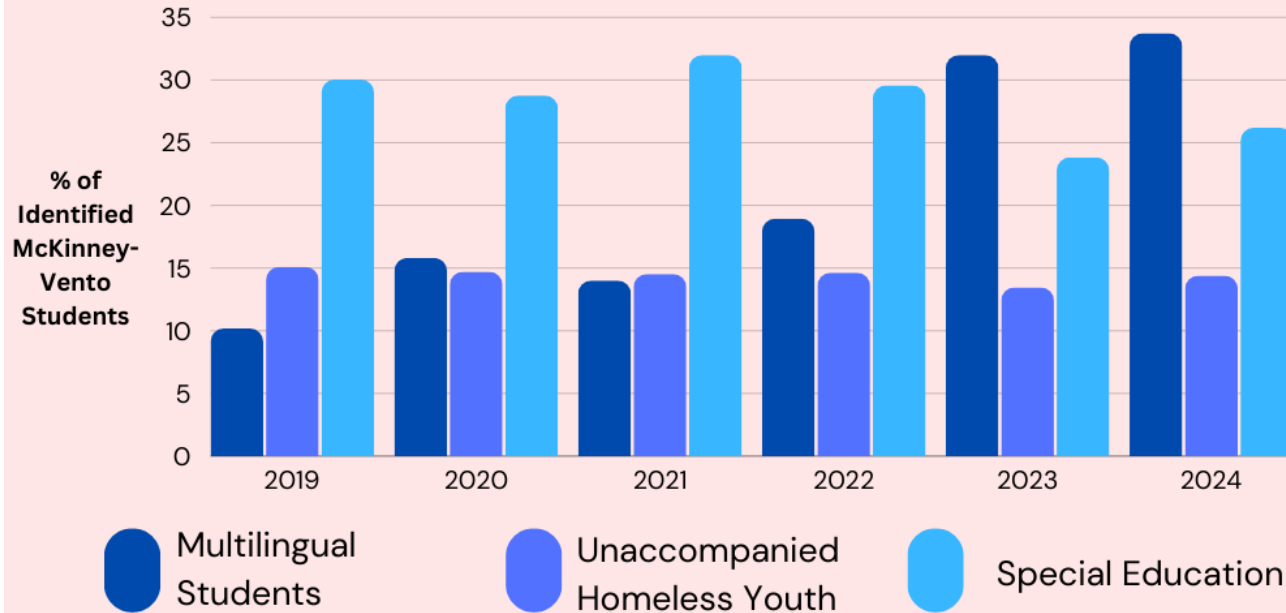


● Total McKinney-Vento Students Identified Per School Year

## MAINE MCKINNEY-VENTO RESIDENCE TYPE: 2023-2024



# MAINE MCKINNEY-VENTO STUDENT CHARACTERISTICS



*Based on October 1 Point in Time Counts Each Year*

# Key Takeaways

- Keep an eye out for cues that a student may be in a temporary or inadequate living situation and refer to your McKinney-Vento liaison for additional support
- Most students qualify for “doubled up” or sharing housing due to a loss of housing
- McKinney-Vento can provide support to help them succeed in school
- Avoid using the word “homeless” in conversations with families and students
- Ask questions for clarity, not curiosity

# Information is not Implementation

-Zaretta Hammond



## Next Steps

- Get to know your local McKinney-Vento Liaison and how to contact them
- Refer students whom you believe may be eligible for McKinney-Vento to your local liaison for support
- Attend a Regional Meeting in-person or monthly [virtual Office Hours](#)
- Check and see if your SAU has Preventing Student Homelessness funds available, if you know a family needs assistance
- Post McKinney-Vento Know Your Rights materials in your offices and classrooms and share with families
- Sign up for the monthly [McKinney-Vento and Foster Care Newsletter](#)
- Visit the [Maine DOEs McKinney-Vento website](#) to learn more

## TOOLS &amp; RESOURCES

# Newsletters

SchoolHouse Connection e-newsletters provide timely information on federal and state policy, new resources, research, and local and state guest perspectives on innovative practices and programs. Our newsletters are archived below.

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NATIONAL NETWORK  
for YOUTH  
collaborate • advocate • transform

[EVENTS](#)[POLICY](#)[GET INVOLVED](#)

The National Network for Youth's newsletter aims to provide support in our collective fight against youth homelessness. It features policy updates, new resources, upcoming events, and funding opportunities. We also highlight the work of our diverse member organizations to achieve our shared policy goals. Together, we can prevent and end youth homelessness.

Get In Touch

**Looking for more information? Contact the State Coordinator of Homeless Education: Signe Lynch**



**Email**

Signe.lynych@maine.gov



**Our Sites**

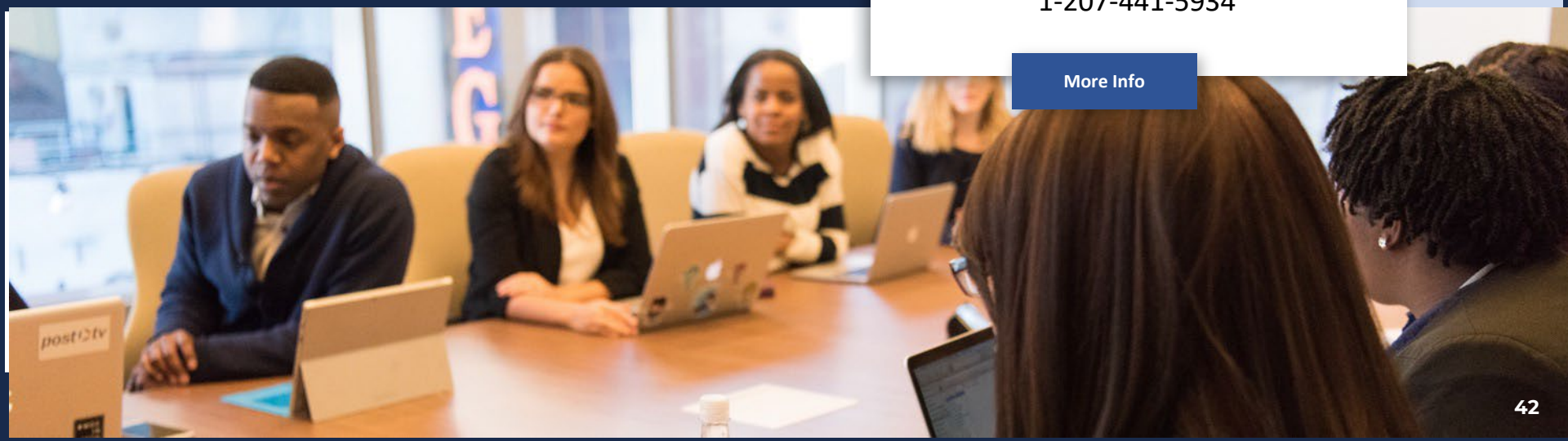
Maine.gov/doe



**Phones**

1-207-441-5934

[More Info](#)



# Resources



## State Laws

### 1% Assessment

1% and Maine's Alternate Assessments Based on Alternate Academic Achievement Standards (AA-AAAS)

[Assessment Page](#)

### Procedural Manual

Special Education required forms procedural manual.

[Procedural Manual Download](#)

### State Law

In Maine, laws that are specific to the education of children with disabilities are set forth in three chapters of 20-A MRSA (Maine Revised Statutes Annotated).

- [Chapter 301](#). General Provisions
- [Chapter 303](#). Children with Disabilities
- [Chapter 304](#). Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf

### State Regulation: Chapter 101/MUSER

Rule chapter that is specific to the education of children with disabilities in Maine Department of Education Regulations, Chapter 101, Maine Unified Special Education Regulation Birth to Age Twenty (MUSER).

[Procedural Safeguards](#)

[MUSER](#)

- [SAU Responsibility for FAPE](#)
- [MUSER Continuum for LRE](#)
- [Educational Surrogate Parent](#)
- [State Agency Clients](#)

# [IDEA](#) [MUSER](#) [PROCEDURAL MANUAL](#) [PROCEDURAL SAFEGUARDS](#)

<https://www.maine.gov/doe/learning/specialed/law>

# Supervision, Monitoring, and Support

## SAU Resources for Supervision, Monitoring & Support

[Meet the Team](#) - *The Maine DOE Supervision, Monitoring, & Support team is here to answer questions and assist special education directors and educators.*

[Professional Learning](#) - *Recorded professional learning from the Office of Special Services and Inclusive Education (OSSIE).*

[Monitoring Process](#) - *Information and documents for those in the current monitoring cohort or those who want to prepare ahead.*

[Resources](#) - *General monitoring and support information, Quick Reference Checklists, Information Sheets, and more.*

[Federal Requirements](#) - *Learn about the data reported to the [Office of Special Education Programs \(OSEP\)](#) and how it relates to your file review.*

<https://www.maine.gov/doe/learning/specialed/supervision>

# Information Sheets Self-Assessment Form Quick Reference Documents



## Information Sheets

- Abbreviated Day
- Disciplinary Removals
- Communities Without Schools
- Initial Evaluation Timeline
- Least Restrictive Environment
- Parentally-Placed Students
- Task Timeline
- Written Notice
- Sample IEP Meeting Checklist
- Sample Teacher IEP Input Form



## SAU & CDS Resources

- Letter of Notification - SAU
- Letter of Notification - CWS
- Letter of Notification - CDS
- Cohort Instruction Email
- 2025-2026 Sample Self-Assessment Form
- Services Provided Form
- Extended School Year v. Year-Long Programming Documentation Requirements



## Quick Reference Checklists

- IEP Quick Reference Checklist
- Adverse Effect Form
- Speech Language Eligibility Form
- Specific Learning Disability Eligibility Form
- Summary of Performance
- Written Notice Quick Reference Checklist



## Regional Programs Resources

- Letter of Notification
- Approval Grid
- Service Log
- Annual Update Form

<https://www.maine.gov/doe/learning/specialed/supervision/resources>

# Professional Learning Recordings

View more recordings

Click header to sort by category

## Resources for Professional Learning

Use the search bar to find resources within a specific category or topic area to filter content.

Show 10 entries

Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Accommodations and Services	2/26/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Alternate Assessment Process	1/25/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant Transition Plans	12/20/2023	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Data Collection and Analysis	5/22/2024	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>
Dispute Resolution	4/9/2025	IEP & Forms	<a href="#">YouTube</a>	<a href="#">Slides</a>

Showing 1 to 10 of 45 entries

Previous 1 2 3 4 5 Next

<https://www.maine.gov/doe/specialservices/professionallearning>

## 2025-26 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/10/25 3:00-4:00	Resources	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/15/25 9:00-11:00	IEP Training	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	<a href="#">Recording</a> / <a href="#">Slides</a>
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	<a href="#">Recording</a> / <a href="#">Slides</a>
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	<a href="#">Recording</a> / <a href="#">Slides</a>
Recording only	Gaps and How Statement	<a href="#">Recording</a> / <a href="#">Slides</a>

## 2025-26 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/14/26 3:00-4:00	Alternate Assessments Guest Speaker: Mechelle Ganglefinger	<a href="#">Alternate Assessment Registration Link</a>
Wednesday 1/28/26 3:00-4:00	ILAP and LAU Plan 101 Presented By: The Office of Teaching and Learning	<a href="#">ILAP and LAU Plan 101 Registration Link</a>
Wednesday 2/11/26 3:00-4:00	McKenney Vento 101 Presented By: Signe Lynch	<a href="#">McKenney Vento 101 Registration Link</a>
Wednesday 2/25/26 3:00-4:00	Data Collection	<a href="#">Data Collection Registration Link</a>
Wednesday 3/11/26 3:00-4:00	Transition from CDS to Public School Guest Speaker: Lori Whittemore	<a href="#">Transition from CDS to Public School</a>
Wednesday 3/25/26 3:00-4:00	Abbreviated Day	<a href="#">Abbreviated Day Registration Link</a>
Wednesday 4/8/26 3:00-4:00	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	<a href="#">Special Education Law for General Education Teachers Registration Link</a>
Wednesday 5/13/26 3:00-4:00	IEP Case Study	<a href="#">Case Study Registration Link</a>
Wednesday 5/27/26 3:00-4:00	Discipline & Manifestation Determination	<a href="#">Discipline and Manifestation Determination Registration Link</a>

# Resources



[Professional Development Calendar](#)



[Link for Recordings and Power Points](#)



[Special Education Resources](#)

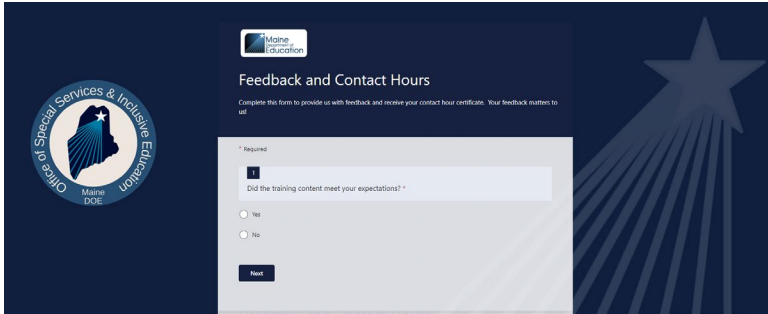


[Special Education Laws and Regulations](#)



[Resources for Families & Schools-Forms](#)

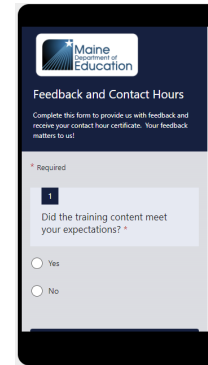
## Professional Learning Feedback and Contact Hour Form.



The screenshot shows a web browser displaying the 'Feedback and Contact Hours' form. On the left is the logo for the 'Office of Special Services & Inclusive Education, Maine DOE'. The form header includes the 'Maine Department of Education' logo and the title 'Feedback and Contact Hours'. Below the title is a brief instruction: 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. The main content area features a question: '1 Did the training content meet your expectations? \*'. Below the question are two radio button options: 'Yes' and 'No'. A 'Next' button is located at the bottom of the form.

Use the link to complete the form on your computer  
**OR**  
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



This screenshot shows the same 'Feedback and Contact Hours' form as seen on the desktop, but displayed on a mobile phone screen. The layout is adapted for a smaller screen, with the 'Maine Department of Education' logo at the top and the form content below. The question '1 Did the training content meet your expectations? \*' and the 'Yes'/'No' radio buttons are clearly visible.



Stay Connected!

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@mainedepted



@MaineDepartmentofEducation1