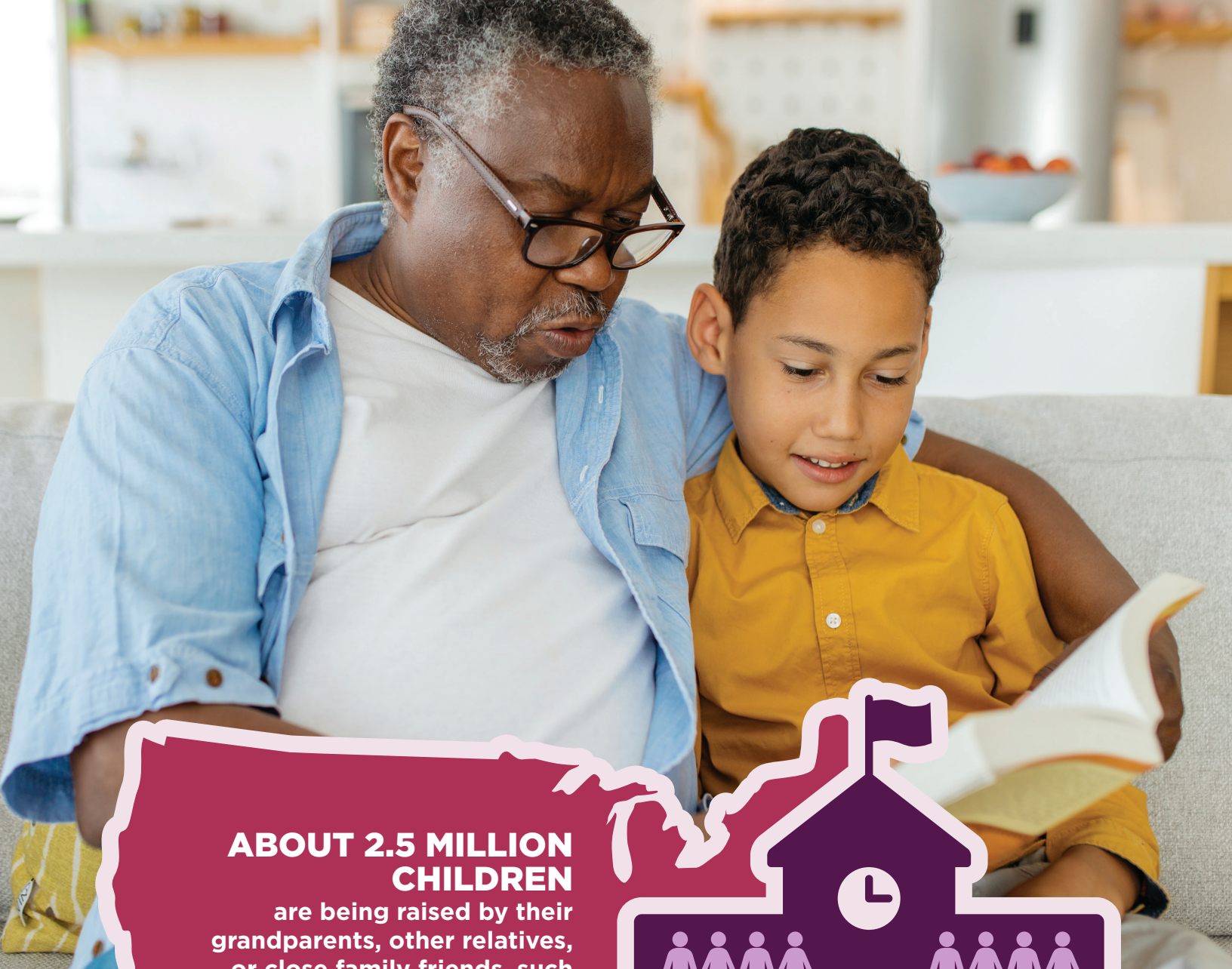




FIVE ACTIONS FOR SUPPORTING STUDENTS AND CAREGIVERS IN KINSHIP/GRANDFAMILIES

A Toolkit for K-12 School Professionals and Kinship Service Providers



ABOUT 2.5 MILLION CHILDREN
are being raised by their grandparents, other relatives, or close family friends, such as godparents, because their parents cannot.



THAT'S AN AVERAGE OF 15 CHILDREN IN EACH K-12 PUBLIC SCHOOL
in the U.S. who are being raised in these families, known as kinship families or grandfamilies.

We developed this statistic using [Annie E. Casey Kids Count data](#) from 2022-2024, which reports that 3% of all children in the U.S. are being raised in kinship families, along with 2022 [data from EducationWeek](#), which reports that the average public school enrolls 514 students. It is important to stress that this statistic is an *average*. Public school sizes vary considerably, and many factors may influence the number of children who are living in kinship/grandfamilies and enrolled in any given public school.



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While many parent-headed families face challenges ensuring their children receive an appropriate K-12 education, kinship/grandfamilies face unique and fundamental barriers. Unlike parents, who have automatic legal rights and responsibilities for their children, kin/grandfamily caregivers do not.

These caregivers may be raising their grandchild or other kin with:

- **No legal relationship or legal paperwork—** See Appendix B on [Educational Enrollment and Services for Kinship Families Under the McKinney-Vento Act](#)
- **A signed educational consent form (if your state recognizes this arrangement)—** See Appendix C on [States with Educational Consent Laws](#)
- **A parental power of attorney granting educational authority to the kin caregiver—** Search www.grandfamilies.org/Search-Laws using the drop-down topic “Care and Custody - Power of Attorney”
- **Legal custody or guardianship or another term used in your state—** Search www.grandfamilies.org/Search-Laws using the drop-down topics “Care and Custody - Legal Custody,” “Care and Custody - Guardianship by Family Court,” and “Care and Custody - Guardianship by Probate Court”
- **Status as a foster parent, with legal custody of the child held by the state or tribal child welfare agency, which is responsible for facilitating the child’s K-12 education—** Review [Foster Care & Education Q&A](#) and information from the [Legal Center for Foster Care and Education](#)

Children throughout the U.S., regardless of who is raising them, must be provided a free and appropriate public education. School professionals, including teachers, social workers, and administrative staff, can help ensure that all children are able to be enrolled in school, have the adults who are raising them meaningfully engaged in their education, and can access special education.

This toolkit is designed to accompany Generations United’s [2024 State of Grandfamilies and Kinship Care Report, Pathways to Success: K-12 Education Support for Kinship and Grandfamilies](#).

Intended audiences for this toolkit

This toolkit is intended for those at the state and local levels who want tips on better serving students and the grandparents and other kin who raise them because their parents cannot. To make the tips as easily actionable as possible, we have tailored them to four sub-groups. We have used broad language, since school oversight and administration vary dramatically around the country. The categories, which are sometimes combined, are:

- **Education policymakers:** This category includes school board officials, state board of education officials, superintendents, and anyone else in a position to make policy concerning multiple schools.
- **Principals, counselors, and other school administrators:** This category is more self-explanatory than the previous one and includes anyone with school-level administrative capacity.
- **Teachers:** This term includes K-12 classroom teachers, special education teachers, and their aides.
- **Kinship service providers:** This term includes kinship navigators and other kinship-specific service providers working at the community level.
- **Everyone:** Includes all the categories above.



FIVE ACTIONS

1

Ensure School Enrollment Forms Explicitly Include Children Raised by Kin

Education policymakers:

- ✓ Review school enrollment forms and **ensure that they align with the possible ways that kin caregivers can enroll the children they are raising in your district or school.** Language that includes the enrollment options for various family situations will make the process for enrolling the children clear and will set a welcoming tone from the beginning. School enrollment forms typically ask for information about the enrolling adult with the heading “Parent or Guardian.” Amend that section to align with State law. Some states don’t offer the legal relationship of “guardian.” Instead, they may have legal custody, third party custody, managing conservatorship, or other terms that essentially constitute a similar legal relationship. Consult with a family lawyer or your school district attorney, who will be able to uncover the legal relationship options in your state. However, even if the term “guardian” does not exist in your state laws, you still may want to include guardian to capture relationships granted by other states while also making it inclusive of what is available in your state. For example, an appropriate heading might be “Parent/ Legal Custodian/Relative Caregiver Authorization.”
- ✓ **Ask for specific relationship information on the enrollment form** so that the school knows which children are raised by grandparents or other kin and can tailor outreach and support to the families. The “relationship to the child” question for the enrolling adult typically includes options for mother, father, and self (if the form is for older youth, too).

Amend the answer choices to include:

- » Grandparent
- » Other relative or kin

Allow for multiple selections to be made. Many adoptive parents are grandparents and other kin. Multiple selections allow those adoptive parents to also be identified as kin.

- ✓ **Amend or include a relationship choice on the enrollment form for “foster parent,” with two selection options: (1) foster parent who is not related or kin to the child, and (2) foster parent who is related or kin to the child.** Some grandparents and other kin are acting as foster parents to the children yet should also be captured as kinship/grandfamilies for outreach purposes.

Bonus Tips!

- Ask caregivers (and parents) about their preferences for communication as part of the enrollment process and then ensure that you honor their preferences.
- Do not ask families to prove a family hardship or a reason the parent cannot parent as part of the enrollment process. This is overly intrusive and can be interpreted as disrespectful.
 - » If you are concerned that families may simply be using the address of a grandparent or other kin to access a more favorable school district or school assignment, there are other ways, short of requiring court orders, that grandparents or other kin can prove they are raising the children. Provide families with the option to share other documentation, such as one of the following:
 - Hospital, health care provider, and/or social service agency records listing the kin caregiver as the child’s contact
 - Records from the previous school year showing that the caregiver is the child’s responsible adult
 - Statements showing that the kin caregiver receives a public benefit on behalf of the child
 - The kin caregiver’s income tax return listing the child as a dependent
 - A private lease showing that the child lives in the kin caregiver’s home
 - The kin caregiver’s private health insurance information, showing that the child is covered as a dependent
 - A letter from a social worker, school/childcare staff, religious leader, or other professional stating that the kin caregiver is raising the child
 - Other proof that the child lives in the kin caregiver’s home, like non-personal mail to the child at that address

Principals, counselors, and other school administrators:

- ✓ If changing the enrollment form is not a possibility, consider using a form, like [this one](#) created by the Virginia Family Engagement Network and Formed Families Forward, to ask kin caregivers about how to support them and the children. Even if you amend your enrollment form as recommended above, you could modify this form to gather further information and even better support the children and caregivers in kinship families.
- ✓ While most school enrollment happens online these days, it is important to reduce barriers to enrollment for those coming into your offices for help. As a school principal in a western state recommends:
 - » Make a computer available in the school office, along with paper versions of enrollment forms. Office staff can offer to help parents and caregivers fill out forms on the computer or on paper forms.
 - » For schools that require any type of notarized documentation, pay for school office staff to become certified as notaries.

2

Using Enrollment Information, Welcome Each Kinship Family with Tailored Language and Materials

Education policymakers:

- ✓ Devote a section of the school district website to kinship/grandfamilies, with local resources and tip sheets designed for them.
- ✓ Consider creating a [checklist and resource list for kinship families](#), as was developed by the Virginia Family Engagement Network and Formed Families Forward.
- ✓ Consider linking to, posting on your website, and/or downloading/copying and widely disseminating – free of charge – the following resources from national nonprofit organizations, including Generations United and its Grandfamilies & Kinship Support Network (Network) and the American Bar Association Center on Children and the Law:
 - » [GrandFacts Fact Sheets for each state, and several tribes and territories \(English and Spanish\)](#)
 - » [Becoming a Grandfamily: First Steps](#)
 - » [Getting the Child You Love the Educational Support They Need](#)
 - » [The Role of Kin Caregivers in Education](#)
 - » [Legal Options for Grandfamily & Kinship Caregivers](#)
 - » [Supplemental Nutrition Assistance Program \(SNAP\) for Kinship/Grandfamilies](#)
 - » [Kinship/Grandfamilies and the Special Supplemental Nutrition Program for Women, Infants, and Children \(WIC\)](#)
 - » [School Breakfast and Lunch Programs for Grandfamilies and Kinship Families](#)

- » [Help for Grandfamilies Impacted by Opioids and Other Substance Use](#)
- » [Grandfamily Mental Health Caregiver/Youth Tip Sheets](#)
- » [Kinship/Grandfamilies & the FAFSA: College Financial Aid](#)

Principals, counselors, and other school administrators:

- ✓ Use the information from school enrollment forms to reach kinship families in your school and welcome them.
- ✓ Use this resource ([GrandFacts](#)) for your state to determine if there is a kinship navigator or other local kinship service provider who would be a good partner to create a welcoming flier for the families and educate staff about kinship/grandfamilies. The flier could be something like what [Idaho’s Department of Health and Welfare created](#).
- ✓ Consider creating and using a “[permission to contact](#)” form, in collaboration with your local kinship navigator or other kinship service provider, to allow caregivers to give schools permission to share their contact information with the kinship provider so that they directly contact the caregiver. That shifts the burden from the caregiver to the provider to make the first contact.

Local kinship service providers:

- ✓ If the schools have not reached out to you, be proactive and reach out to the schools in your service area and make your kinship services and supports known. Schools are often the best way to reach grandparent and other kin caregivers. [See Appendix A](#) for a sample letter to schools from a nonprofit service provider in Rhode Island. For tips on how to find the schools’ “open doors” for your outreach efforts, please consult the Network’s tip sheet on [Partnering with Schools](#).
- ✓ Arrange a follow-up meeting with the school and offer to provide brief awareness-raising training to school staff, potentially as part of a staff meeting or in-service day.
 - » Kinship service providers (and/or school staff) are welcome to share and use a free resource that includes videos and a lesson plan, known as [Grandfamilies 101](#). This basic training for professionals who are new to serving kinship/grandfamilies was prepared for the Grandfamilies & Kinship Support Network by our partner ZERO TO THREE.
 - » A basic written overview of the families could also be shared - [Kinship/Grandfamilies: Strengths and Challenges](#).
 - » As part of training, it’s important for all children and families that school staff understand the **impact of trauma and its effects on education outcomes**. This resource contains links to interactive virtual courses, toolkits, and other materials to help professionals learn about broad categories of mental health needs, including trauma: [Guide for Providers: No-Cost Training Resources on Kinship/Grandfamily Mental Health Needs](#).

Bonus Tip!

- As an educational leader, consider joining a cross-system committee or council to promote collaboration, discuss challenges, and problem solve to better serve kinship/grandfamilies.
 - » The Network’s initiative *Bridging Systems for Kinship Families* in Idaho and San Diego County each includes schools as critical stakeholders.
 - » Many states, including Michigan and Washington State, have Kinship Advisory Councils that include education stakeholders.
 - » The [KIN-TECH Kinship Navigator Practice Model](#) in Florida coordinates the Kinship Community Collaborative, a multisystem, multisector partnership including schools that meets monthly to support the kinship navigation work in the community.
 - » If you need assistance finding a group in your area, please contact the Network. We may be able to help.

3

Use Inclusive Language in All School Communications and Activities

Principals, counselors, and other school administrators:

- ✓ School communications to families traditionally use terms like “Mom,” “Dad,” or “Parent,” but kin caregivers may not see themselves in those roles. The same is true from the children’s perspective. When schools send materials home for “parents,” children raised by kin may think the communication is meant for their absent parents and just throw it away, rather than share it with their caregivers. The resource below explains why inclusive language is important and provides examples of inclusive language.

| Instead of: | Use: |
|--------------------------------------|--|
| Mother, father, parents | Caregiver, family member, grownup, adult |
| Son, daughter | Child, children, student |
| Husband, wife, boyfriend, girlfriend | Partner |
| Members of a household | Family members |
| Immediate and extended family | Family |
| Parent-teacher conferences | Family-teacher conferences |

**The table above is a re-created version of a table that appears in [Welcoming All: How Educators Can Use Inclusive Language with Kinship Caregivers and Grandfamilies](#), from Regional Educational Laboratory Appalachia.*

- ✓ As discussed under action 1, do not limit language to “parent or guardian.” While it’s a common term, guardianship may not be a legal relationship that’s available in your community. Caregivers who have legal custody, for example, may not identify with the term “guardian.”

Teachers:

- ✓ When emailing the students' families, ensure that you don't limit your email by starting it with "Dear Parents." Be inclusive. Caregivers often don't see themselves in the word "parent." Write "Dear Families."
- ✓ Be mindful of the children in your classroom who are being raised by kin, and use inclusive language with them too. These students can often feel isolated or different from their peers who are being raised by their parents.
- ✓ When naming classroom or other activities for families, use inclusive language. As the [Regional Educational Laboratory Appalachia advises](#), events such as "Donuts with Dads" or "Muffins with Moms" could be called "Coffee with Caregivers" or "Feasting with Families" instead.
- ✓ While Mother's Day and Father's Day events are important to many families, make sure that the kin caregivers of children in your classroom are specifically included in your email or flier outreach. For example, for Mother's Day, make it broad and include moms or an important adult woman in the child's life. Consider adding Grandparents Day celebrations to your calendar and specifically include grandparents raising grandchildren.

4

Include Children and their Grandparent and Other Kin Caregivers in the Individualized Education Program (IEP) Process and in the Development of 504 Plans

Everyone:

- ✓ Schools should accept referrals from grandparent and other kin caregivers for requests to assess the children they raise for special education services and should include caregivers in the process of developing these services. The federal Individuals with Disabilities Education Act (IDEA) requires the provision of special education services for children with disabilities regardless of who is raising them: The U.S. Department of Education regulations implementing the IDEA define "parent" to include kin caregivers. The definition of "parent" is found in [Title 34 of the Code of Federal Regulations \(CFR\) at section 300.30\(a\)](#):

The term parent means -- ... (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed in accordance...

Please note:

- Part (4) of this definition of "parent" includes all kin caregivers who are acting in the place of a parent. It is not limited to relatives by blood or marriage.
- This inclusive definition of "parent" does not impact parental rights. If a birth or adoptive parent wants to act on behalf of the child and still has the legal rights and responsibilities for the child, that parent – not the kin caregiver – would be considered the "parent."

The plain language of IDEA indicates that becoming a surrogate is not required for kin caregivers to be involved in the IEP process or in the development of 504 plans. As examples, [Arizona](#) and [Oklahoma](#) specifically cite this regulation in their statutes concerning surrogate parents, thereby affirming that grandparents and other relatives who are acting as parents are not required to become surrogate parents.

Principals, counselors, and other school administrators:

- ✓ Collaborate with [Parent Centers](#) funded by the U.S. Department of Education. These Centers, available across the U.S., are tasked with providing free education and support to families of children and youth with disabilities.
- ✓ Provide plain language resources to all families, including kinship families, on the IEP and 504 plan process. Understood.org is a good resource to share with caregivers to help them understand the [differences between IEPs and 504 plans](#) and how they can help a child with disabilities or special needs thrive in educational settings.

5

Consider Providing School-Based Supports Tailored to Kinship Families

Education policymakers and school principals:

- ✓ Explore the possibility of partnering with [Family Resource Centers \(FRCs\)](#). An FRC is a community hub of support, services, and opportunities for families. In Kentucky, the FRCs are school-based Family Resource and Youth Service Centers. School-based FRCs are a great resource for families to access concrete goods and services in a convenient, familiar environment. Learn how to start an FRC at your school by [reaching out](#) to the technical assistance specialists at the Grandfamilies & Kinship Support Network, who can also connect you with our subject matter experts at the National Family Support Network.
- ✓ If your state has a federally-funded statewide [family engagement center](#), consider partnering with them to reach and engage kinship families.
- ✓ Consider designating the school district's homeless liaison and foster care point of contact (often a single person performing both roles) as the kinship liaison for the district, as well, so kinship/grandfamilies have a primary point of contact. The existing roles intersect with kinship families and would be a natural fit for this helpful role. The existing liaison is already likely serving as a kinship liaison, so this designation may not add to their workload. You know your school district best; if this designation is unfeasible and will create a capacity challenge, explore designating someone else, perhaps at the school level.
- ✓ If you oversee or work at a Title I school, intentionally reach out to grandparent and other kin caregivers and their service providers to get their input on how Title I funds should be used. For tips on how to thoughtfully engage kin caregivers in decision making, see this [resource](#). Ask caregivers if a school-based peer support group would be a welcome service.

- ✓ Explore the possibility of developing a school-based support group for kin caregivers and children raised by their grandparents or other kin, to help them connect with one another and see that they are not alone.

- » [Grandfamily Support Groups: Seven Tips for Getting Started](#)

- » [Webinar: Support Groups: Recruiting, Retention and Everything in Between](#)

- » Investigate the prospect of working with the State Medicaid agency to use Medicaid to pay for such supports. At [Medicaid.gov](#), they state that “Medicaid programs may cover youth peer support services. Some states, for example, have incorporated peer support services into schools. States should carefully determine qualifications including age and lived/living experience, training, what types of practitioners are considered competent mental health professionals for supervision of youth peer support providers, and how close and frequent that supervision must be. These requirements should also address how youth peer support providers will be reimbursed.”

Additional Resources

- The Ohio Statewide Family Engagement Center at The Ohio State University has a helpful resource with additional strategies to engage kinship families: [School Family Engagement with Grandfamilies in Mind](#).
- The Regional Educational Laboratory Appalachia has a Supporting Students, Grandfamilies, and Kinship Caregivers Community of Practice. Their many helpful materials can be found by clicking on the products tab at this [link](#).
- This guide by Dr. Tamara Thornhill provides tips to help families support their students: [Dr. Tamara Thornhill’s Back-To-School Guide to Easing Transitions for Kids and Families](#).

For help implementing any actions in this toolkit, please do not hesitate to reach out for assistance, free of charge, from the [Grandfamilies & Kinship Support Network](#). Complete this short [form](#) and one of our TA Specialists will get back to you.

The Grandfamilies & Kinship Support Network: A National Technical Assistance Center (Network) helps government agencies and nonprofits in states, tribes, and territories work across jurisdictional and systemic boundaries to improve supports and services for families in which grandparents, other relatives, or close family friends are raising children whose parents are unable to do so. For more information, please visit [www.GKSNetwork.org](#).

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APPENDIX A

Sample Outreach Letter to Schools from a Nonprofit Service Provider

Dear _____,

We hope this letter finds you well. We would like to bring to your attention to an increasingly significant demographic in your school district that may require additional support: kinship families. Kinship families, comprising of relatives, close family friends or anyone who has a preexisting relationship with the family or child, who have assumed caregiving responsibilities for children when their parents are unable to do so, are an integral part of our community. Over the past few years, there has been a notable increase in the number of kinship families; in the nation, in our state, and within our schools, and this trend shows no sign of abating. In RI, there are over 18,000 children/youth being raised in Kinship families, the majority of those being grandparents.

It is important to recognize that kinship families play an extremely important role in providing a safe, secure and loving home to these children. Research has shown that children and youth do best when placed with kin, rather than in a traditional foster home. While these families play such an important role in the well-being of the children they care for, there are many challenges. Kinship families have unique needs that differ from those of traditional nuclear families.

The dynamics and circumstances surrounding kinship care can present challenges that impact the educational experience of the children involved. Therefore, we believe it is essential for us to proactively support these families to ensure the academic success and well-being of the

students in their care. The Village for RI Foster and Adoptive Families is a grass roots 501(c)(3) organization who is committed to providing peer support, family events and resources to foster, kinship, adoptive families and Kinship Caregivers/Caregivers age 55+ through funding received from both DCYF and The Office of Healthy Aging (OHA).

I would like to propose arranging a meeting at your earliest convenience to explore potential avenues of support. During this meeting, we can discuss the specific needs of kinship families, strategize on how best to address them and acquaint you with The Village and how we support kinship families. The Village can also conduct educational sessions for staff to raise awareness and enhance understanding of the unique challenges and strengths of kinship families.

In closing, we look forward to the opportunity to collaborate with you and other community stakeholders to better support kinship families in RI and within your school district. We will follow up soon to schedule a meeting.

Should you have any questions or require further information in the interim, please do not hesitate to contact me at (401) xxx-xxxx or x@rivillage.org.

Thank you for your attention to this matter. I appreciate your commitment to ensuring the success of all students within your district.

Warm regards,

Kinship Project Director

The Village for RI Foster and Adoptive Families



APPENDIX B

Educational Enrollment and Services for Kinship Families Under the McKinney-Vento Act

42 USC §11431 et seq

Children around the United States who are in the care of a relative or other kin because their parents or legal guardians cannot raise them may qualify for educational enrollment, school transportation, free school meals, and other services under the federal McKinney-Vento Act.

National guidance and sample forms:

For a thoughtful and clear explanation of eligibility requirements, along with useful template forms, see the National Center for Homeless Education's [Students Living with Caregivers: Tips for Local Liaisons and School Personnel](#).

McKinney-Vento state coordinators:

Each local education agency (LEA) or school district is required by federal law to have a local homeless liaison. If you do not know who your local liaison is or how to find them, contact your state coordinator of McKinney-Vento. This list has the name and contact information for each state coordinator.

Sample state forms for enrolling children and accessing services under McKinney-Vento:

- [Florida Caregiver Authorization Form](#)
- [Maine McKinney-Vento Homeless Education Program Caregiver Authorization Form](#)
- [Missouri Caregiver Authorization Form](#)
- [Tennessee Department of Education's Sample Caregiver Authorization Form](#)
- [West Virginia Educational Stability for Homeless Children and Children in Foster Care](#)

If you work at a school, an education agency, or a kinship-serving agency, please do not hesitate to reach out for assistance, free of charge, from the [Grandfamilies & Kinship Support Network](#). Complete this short [form](#) and one of our TA Specialists will get back to you.



APPENDIX C

States with Educational Consent Laws

Education consent laws allow grandparents and other kin caregivers to complete and sign an affidavit affirming that they are the child's primary caregiver, so they can enroll the child in public school tuition-free and access related school services for the child. Unlike power of attorney laws, these laws do not require parental signatures, which in some circumstances can be impossible to obtain. The laws do, however, protect parental rights by allowing a parent to rescind the affidavit at any time.

The following table contains information on states that have educational consent laws. If a state with an educational consent law also has a related health care consent law, that law is cited as well. For more information, see Generations United's policy brief on [State Educational and Health Care Consent Laws](#).

State Laws Not Included

Please note that some states, including [Indiana](#), [Michigan](#), [Rhode Island](#), [South Dakota](#), and [Texas](#), have laws allowing for the enrollment of children in the care of their relatives in public school tuition-free, but they are not educational consent laws as such and therefore not included here. Other states – including [Massachusetts](#) and [Virginia](#) – are also omitted from the following chart because they call for a parent to complete an affidavit or power of attorney as part of the enrollment process.

| State | Educational Consent Law | Health Care Consent Law | Form for Caregiver School Affidavit |
|-----------------------------|-----------------------------------|--|---|
| California | Cal. [Fam.] Code §§ 6550 & 6552 | Cal. [Fam.] Code §§ 6550 & 6552 | Caregiver's Authorization Affidavit |
| Connecticut | Conn. Gen. Stat. Ann. § 10-253(d) | | DECLARATION OF LEGAL RESIDENCY Family Members Living with Relatives or Family Friends (form #3) |
| Delaware | 14 Del. Code Ann. § 202 | 13 Del. Code Ann. §§ 707 & 708 | Delaware Relative Caregivers' School Authorization Affidavit |
| District of Columbia | DC Code § 38-310 | | Other Primary Caregiver Forms |
| Georgia | Ga. Code Ann. § 20-1-16 | Ga. Code Ann. § 31-9-2 | Kinship Caregiver's Affidavit |
| Hawaii | Haw. Rev. Stat. § 302A-482 | Haw. Rev. Stat. § 577-28 | Form for Affidavit for Caregiver Consent found in law - Haw. Rev. Stat. § 302A-482 |
| Kentucky | Ky. Rev Stat. § 405.024 | Ky. Rev Stat. § 405.024 | Caregiver's Authorization Affidavit |
| Louisiana | La. Rev. Stat. Ann. § 9:975 | La. Rev. Stat. Ann. § 9:975 | Form for Non-Legal Custodian's Affidavit found in law - La. Rev. Stat. Ann. § 9:975 |
| Maryland | Md. Code. Ann., Education § 7-101 | Md. Code Ann., Health-General § 20-105 | Form for Affidavit found in law - Md. Code. Ann., Education § 7-101 |
| Missouri | Mo. Ann. Stat. § 431.058 | Mo. Ann. Stat. § 431.058 | Relative Caregiver Affidavit |
| Montana | Mont. Code Ann. § 20-5-503 | Mont. Code Ann. § 40-6-502 | Form for Affidavit found in law - Mont. Code Ann. § 20-5-503 |
| New Jersey | N.J. Stat. Ann. § 18A:38-1 | | Affidavit Student |

| State | Educational Consent Law | Health Care Consent Law | Form for Caregiver School Affidavit |
|-----------------------|-------------------------------------|-------------------------------|--|
| New Mexico | N.M. Stat. Ann § 40-10B-15 | N.M. Stat. Ann § 40-10B-15 | Caregiver's Authorization Affidavit |
| North Carolina | N.C. Gen. Stat. Ann. § 115C-366(a3) | | Affidavit of Caregiver Adult |
| Ohio | Ohio Rev. Code Ann. § 3109.65 | Ohio Rev. Code Ann. § 3109.65 | Caregiver Authorization Affidavit (Grandparent only - Ohio is the only state that limits its authorizations to grandparents) |
| Oklahoma | 70 Okla. Stat. Ann § 1-113(A)(1) | | Establish Residency by Affidavit (Oklahoma City Schools) |
| Oregon | O.R.S. § 109.575 | O.R.S. § 109.575 | Link to Relative Caregiver Affidavit at Oregonlawhelp.org |
| South Carolina | S.C. Code Ann. § 59-63-32 | S.C. Code Ann. § 44-26-60 | School Affidavit |

If you work at a school, an education agency, or a kinship-serving agency, please do not hesitate to reach out for assistance, free of charge, from the [Grandfamilies & Kinship Support Network](#). Complete this short [form](#) and one of our TA Specialists will get back to you.



School professionals, including teachers, social workers, and administrative staff, can help ensure that all children are able to be enrolled in school, have the adults who are raising them meaningfully engaged in their education, and can access special education.



**Read the
online version
of the toolkit
to access the
hyperlinked
resources.**

**GRANDFAMILIES & KINSHIP
SUPPORT NETWORK**
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