

Attendance Scenario

Bryan, age 17, has run away from home after an altercation with his father. He moves from one friend's sofa to the next, "couch surfing." He misses a lot of school due to lack of transportation as not all of his friends attend the same school. Also Bryan has taken a part-time job with a construction company to pay his living expenses and to try to buy a used vehicle. Bryan was hoping to take driver's education through school. He also wants to continue to play football, but is in jeopardy of being kicked off the team due to academic ineligibility issues and missed practices. You learn about Bryan's living situation from one of his teachers who overhears one of Bryan's friends talking about it. The district is about to file truancy charges.

What steps do you take to assist Bryan?

What must the school do to be in compliance with McKinney-Vento?

What issues with parental permissions should be considered? How might the school address those?

What are some creative solutions to Bryan's situation?

How might Bryan attend school and still be able to access funds for living expenses?

What options does the campus attendance officer and/or attendance committee have?

What referrals both within the district and the community might you make?

What policies and/or procedures might have to be changed to address Bryan's situation?

What could the district do to move from compliance to commitment in educating Bryan?

Identification and Enrollment Scenario

Mrs. Acevedo is a single mom with 5 children ranging in age from 3-15 years old. The children are enrolled in the Orange School District. Mr. Acevedo has been detained by an immigration sweep and is awaiting deportation. Mrs. Acevedo has not been able to pay their rent the past four months on her minimum wage salary. The landlord has evicted the entire family. Mrs. Acevedo and her children have moved in with a family friend who lives in the Apple School District. Her friend is nervous about having the family stay, as everyone in the friend's household is undocumented. The friend's family is afraid that with Mr. Acevedo already coming to the attention of the authorities, they will also be in danger of deportation. Mrs. Acevedo is afraid to enroll her children in the Apple District.

How might Mrs. Acevedo and her situation come to your attention?

Who in the community might alert you to her situation?

What information would you gather about Mrs. Acevedo's situation?

What about the host family's concerns? What laws might school staff need to understand in order to assist the family?

How would you help Mrs. Acevedo and her children with enrollment?

What must the school district(s) do to comply with McKinney-Vento?

What services would your district offer?

What policies and procedures might need to be addressed to create systemic commitment to families in this circumstance?

Her friends feel unable to keep all six of the family members for more than a few weeks. How would you assist Mrs. Acevedo with housing?

What kinds of community organizations might help the family and/or Mr. Acevedo?

What might the districts do to move from compliance with McKinney-Vento mandates to commitment to the children's education?

School Success Scenario

Annette is 16, in the 8th grade, and pregnant. When her father finds out, he kicks Annette out of the house. Annette goes to stay with her boyfriend and his mother while she tries to figure out what to do. Annette does not want to return to her school of origin, but prefers to go to the same school as her boyfriend. She is far behind on her schoolwork this year due to a number of absences the first six weeks because of her pregnancy. The new district is concerned about Annette's test scores as well as her grades. She is in jeopardy of not being promoted, and faces difficulty with future credit accrual.

What must the district do to be in compliance with MV?

What strategies should be considered to re-engage Annette academically?

What might be done to assist with accelerated learning to help Annette to be on grade level, or to accrue graduation credits?

What are the issues around parental permissions, prenatal care, future childcare, etc?

What referrals would you make for services within the district and within the community?

What are some of the pitfalls for Annette in being two years behind her grade level and pregnant?

What policies or procedures might be changed or expanded to accommodate Annette's needs?

What things might the districts do to move beyond compliance to commitment to Annette's education?