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School Attendance Barriers and McKinney-Vento Screener

Compulsory School Age

- Is the student between the ages of 6-18 (compulsory school age)? Student's age:
If the student is no longer of compulsory school age, truancy cannot be pursued.

Contact Information

- What is the parent/caregiver's updated contact information? Provide all current relevant phone numbers, emails, and current address:
Prior to today when was updated information last collected?
If contact information has been updated, school staff should ensure that all school databases and departments are notified of the change.
Do the caregivers communicate in a language other than English?
Yes No
If so, what language(s)?

School Enrollment

- Does the parent/caregiver need help enrolling a child in school?
Yes No
If yes, all absences should be changed to excused.

McKinney-Vento Eligibility

Students who lack a permanent, adequate nighttime residence are McKinney-Vento eligible and need to be recognized and provided with support from the school. Use these questions to determine if the student is eligible. If so, refer the student to the McKinney-Vento liaison.

- Does the student have a stable place to stay at night?
Yes No
Is the student's current housing permanent?
Yes No
If no, refer the student to the McKinney-Vento liaison to be recognized as McKinney-Vento eligible.
If temporary, is the housing:
with family friends or others due to losing housing or for financial reasons,
shelter or emergency housing,
motel,
in a campground, or
in a place that isn't ordinarily used to live in or has been abandoned

If any of these apply, the student should be referred to the McKinney-Vento liaison.

If the housing is permanent, is it adequate? Yes \_\_\_\_\_ No \_\_\_\_\_

For example:

- Does the student have basic necessities like a kitchen and bathroom?
  - Yes \_\_\_\_\_ No \_\_\_\_\_
- Does it have Licensing and Inspections (L&I) violations, heat for the winter, or a problem with pests?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

**If the answer to any of these questions is “no” the student is McKinney-Vento eligible because they lack adequate housing and should be referred to the McKinney-Vento liaison for services and supports. This law may apply even if a family holds a lease or a deed.**

### **Unaccompanied Youth Are Also McKinney-Vento Eligible**

Is the student living away from/outside of the physical custody of her parent or guardian in this temporary living situation?

- Yes \_\_\_\_\_ No \_\_\_\_\_

If **yes**, the student is an “unaccompanied homeless youth” under the McKinney-Vento Act and needs to be recognized as both McKinney-Vento eligible and unaccompanied. The liaison should work with the student directly.

### **Technology Barriers to Student Attendance**

Ask the caregiver or youth if there are barriers to virtual attendance:

- Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which barriers?

- Lack of consistent and reliable internet access
- Device issues or difficulty logging on
- Family needs assistance navigating internet and school-based platforms
- Child cannot join classes or is muted as form of school discipline, so the child struggles to participate
- Student joined classes an Access Center and is no longer able to go
- Other \_\_\_\_\_

If yes, to either of these questions, connect the parent or youth to needed school supports such as a working device and internet, access to the school’s platforms, technical or digital literacy support for parents, and applications for Access Centers.

**COVID-19-Related Barriers**

- Are there COVID-19-related barriers preventing the student from attending or staying in school? (Exposure to COVID-19, need to quarantine, or concerns about adequacy of or adherence to School Health and Safety Plans)
  - Yes\_\_\_\_\_No\_\_\_\_\_

If COVID-19 barriers exist, the school should connect with the caregiver to provide resources relating to access virtual platforms, make sure that the family has access to a working device and internet and connect the family with district resources that can provided support around using he device or digital literacy.

**English Language Instruction and Language Access Barriers**

- Have school staff communicated with caregivers in their preferred language to address barriers to attendance?
  - Yes\_\_\_\_\_No\_\_\_\_\_
  - If no, what are the communication issues? \_\_\_\_\_
- Does the language of the caregiver **match** the answers given on the **Home Language Survey**?

If caregivers are identified as speakers whose first language is not English, schools should provide language access through written translation and verbal interpretation when providing information based on the caregiver’s preferred language and mode of communication.

- Is the student identified as an **English language learner**?
  - Yes\_\_\_\_\_No\_\_\_\_\_
- If yes, is the student receiving appropriate daily **English language instruction**?
  - Yes\_\_\_\_\_No\_\_\_\_\_

English language learners should receive daily English language instruction based on their language proficiency. Newly enrolled students should be appropriately screened for English language proficiency to determine if daily English language instruction is needed.

**Bullying and Harassment**

- Is the student experiencing bullying and/or harassment?
  - Yes\_\_\_No\_\_\_\_\_

If yes, the school must provide a bullying or harassment complaint form and fully investigate the incident.

- Does the caregiver need help making a report, if one has not been made?
  - Yes\_\_\_No\_\_\_\_\_

If yes, school must provide support to report.

**Pregnant and Parenting Student**

- Is the student expectant or parenting?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, connect the student with the staff member responsible for providing accommodations to expectant or parenting students.

**Special Education, Medical, Behavioral Health, and Mental Health Needs**

Does the child have academic, behavioral, or medical needs that are preventing the child from accessing school or virtual learning that still need to be addressed?

- Yes \_\_\_\_\_ No \_\_\_\_\_

If the caregiver, members of the School Team, or others involved in the child’s education are expressing concerns or requesting more supports, please consult with the Special Educator Director to determine appropriate next steps.

- Are there services required by the student’s IEP or 504 that have not been provided? If so, when did they stop \_\_\_\_\_?

If yes, please consult with the Special Educator Director to determine appropriate next steps to get appropriate services initiated and determine how much compensatory education is owed to make up for the disruption in services.

- Has the parent asked for the child to be evaluated/reevaluated?
  - Yes \_\_\_\_\_ No \_\_\_\_\_
  - If yes, when? \_\_\_\_\_

A school must agree to evaluate the child and issue a PTE/PTRE or issue a NOREP declining to evaluate no later than 10 days after the request is made. The Special Education Coordinator must ensure a parent receives a timely response to a request, as is required by law.

**School Uniforms**

- Does the student have enough school **uniforms** that fit and comply with the school’s dress code?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

- Does the student **need assistance to obtain a uniform or more uniforms**?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, connect the family to school uniform resources.

**Free and Reduced School Meals**

- Child should be screened determine eligibility for **free or reduced school meals**.
  - Is the child eligible? Yes \_\_\_\_\_ No \_\_\_\_\_

- If yes, did the school provide information about how students can receive **school-based meals at home**?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

- If yes, Has the school asked the caregiver if the student needs access to **food resources over the weekend**?
  - Yes \_\_\_\_\_ No \_\_\_\_\_

**Transportation**

- Are there **school-based transportation barriers** that are preventing regular attending such as:
  - Transportation is not set up
  - Bus is late or not showing up
  - Trans passes are needed
  - The pickup or drop off location is wrong
  - Child needs specialized transportation

To gather this information, ask the caregiver and check transportation records. If a barrier is present, all absences associated with the barrier should be marked as excused and the school should connect with the transportation department directly to resolve the barriers.

If yes to any of the above questions, connect the family to the staff person who ensures that eligible children begin to receive school meals, and connect families to any other needed food resources.

**Documenting Excused Absences**

- Has the parent submitted **excuse notes that were not accepted by the school**?
  - Yes \_\_\_\_\_ No \_\_\_\_\_
  
- Has the parent faced **challenges in providing documentation of an excused absence**?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If the parent or caregiver has provided excuses notes that were not accepted or faced in challenges in providing documentation, the School Team should meet with the caregiver to determine whether the absences should be considered unexcused. After the meeting, if the School Team determines that the absences will remain as unexcused, the School Team should give the parent notice in writing with the reason why the notes will not be accepted.