

SPRING LECTURE SERIES 2020
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Supporting Students Who Have Been Displaced or Recently Immigrated

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Abstract:

Given the intense focus on immigration, resettlement, and undocumented students over the past several years, school psychologists may be left with many questions about their responsibilities related to supporting children and their families who are refugees or recently immigrated. This session is intended to help school psychologists understand their legal and ethical obligations, based on recently released NASP resources, when working with families in order to improve school and district practices. Recommendations relate to how students might progress through their education: pre-enrollment/enrollment, active student status, transitioning to post-secondary settings, and broader systemic considerations. Accordingly, this session will cover school employees' roles in determining citizenship status of families who are seeking to enroll their children in school, Immigration and Customs Enforcement (ICE) and Customs and Border Patrol (CBP) activity in and around schools, and facilitating postsecondary transitions for students without citizenship documentation, among other topics. Systemic practices that enhance capacity of school systems to address the needs of students and families who are displaced and/or immigrants will be described. Examples of corresponding practices and policies from public school districts will be shared and explored.