
Identifying Obstacles to Migrant Secondary School Student Success

Answering the following questions will help local schools identify educational obstacles to migrant student success. Identifying the challenges is half the battle!

Identify the migrant student

- When entering students enroll, how are those who may qualify as migrant identified? By what process is the Migrant Home Visitor requested to interview the family?
- How do high school teachers, counselors, the registrar and school nurse know which students they serve are migrant? How frequently is the information updated?
- Who notifies the school food service director which students are migrant and automatically qualify for free and reduced-cost meals? How is this done, and in what timeframe?

Empower the migrant family with accurate information

- What is the procedure for informing migrant families about:
 - ✓ discipline policies of the school?
 - ✓ high school graduation requirements of the district?
 - ✓ Washington school attendance laws?
 - ✓ The link between consistent school attendance and credit accrual?
 - ✓ The importance of credit accrual for high school graduation?
 - ✓ When grading periods begin and end in the school?
 - ✓ When and how report cards are issued?
 - ✓ When their students will register for the next school term?
 - ✓ Educational attainment their child needs to achieve his/her career goal?
 - ✓ Availability of funding for postsecondary education?
- How and when is the migrant family involved in development of the student's HS + graduation plan? Does the plan identify the CADR requirements for Washington university admission?
- What strategy has the PAC developed for return of school equipment and books when the family decides on short notice to move from the district? How is that information conveyed to migrant families as they enroll their children in your schools?
- By what method does the migrant family learn which people at the school they should contact in a range of situations? Written, easy to retain and find when needed?
- If you knew nothing about telephone books except that entries are alphabetical, how quickly could you find contact information and addresses for each of your district's schools?
- Evaluate signage:
 - ✓ How does a migrant family entering your community from any highway know where to find the local schools, or the place to go to register their children for school?
 - ✓ Are signs within your buildings provided in both English and Spanish? Is the content welcoming? Are entry doors locked with no explanation?
 - ✓ When a migrant parent enters your school for the first time, through any available entrance, how easy is it for them to find the office?
- In summer, how does a migrant family working in your area learn about the summer school their children could be attending?

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Placement Issues

- When and by whom is the MSIS database consulted before placing a migrant student in classes?
- Are requirements of the migrant student's intended graduation district obtained by the counselor prior to making placement decisions?
- What is the process by which counselors refer migrant students to the district's summer school each spring? How specifically are the student's credit accrual needs identified in that process?
- Are the school counselors actively involved in PASS placement and course selection decisions?
- What resources are available to the counselors to assess the student's reading level in making a PASS placement decision? Are the counselors trained to accurately interpret reading
- Does the PASS Contact Person check with SEMY to learn if an incoming migrant high school student has partially completed a PASS course that needs to be finished now? Does this occur routinely and uniformly? How quickly does it happen after the student enters the school?
- Does your PASS Contact Person notify the Records Clerk each time a migrant student is enrolled in a PASS course? By what method? When does this occur? When does the Records Clerk enter Secondary Supplemental Code 15 in the MSIS database record for that student?
- Who can a summer school teacher contact in you district to identify credit needs of a student being placed in classes? (Person needs access to fall pre-registered classes list.) Is this contact information prominently announced on your district's website?
- What accommodations are offered so migrant students can participate in extracurricular activities of the school, including music, sports, drama, leadership positions, etc.?

School Attendance

- Who investigates when a migrant student is absent several consecutive days to learn if the family has left the district? How many days of absence prompts this investigation?
- When a migrant student will be home-bound several days or weeks due to illness or childbirth, what option do the counselors offer the student and family? Is the student encouraged to withdraw from school?
- How quickly after a migrant student drops out of, or simply stops attending, school is the Becca enforcement officer notified?
- Through what personal contacts by school staff, teachers, or administrators is the student who has left school personally invited and encouraged to return? Who initiates this?
- What supportive services are immediately provided to the student who returns to school after nearly dropping out?

Credit Accrual Issues

- Have all the high school counselors and the registrar completed the Credit for Education in Mexico workshop offered by SEMY within the past five years?
- Do the counselors equitably award incoming transfer credit for 9th grade and higher education in Mexico based on seat hours ?
- Do counselors or the registrar document partial credit earned before the family's mid-term move on the migrant student's final transcript?
- By what method do counselors uniformly calculate partial credit earned based on data reported on the Withdrawal Form?
- If partial credit is not transcribed, what specific obstacles must be overcome to make that happen? Are counselors or the registrar limited from transcribing partial credit due to a written district or building policy? Is there an issue with the transcribing software?
- If partial credit is not presently transcribed, what is the procedure for getting a copy of the Withdrawal Form to the Records Clerk? Within what timeframe does that occur?
- How do the counselors obtain course syllabi from the teachers each grading period?
- Is the scope and sequence of each partially completed course forwarded with the Withdrawal Form to the next school attended by the migrant student?

Educational Intervention

- When a teacher sees that a migrant student is struggling in a class required for graduation, or any math class, through what supportive process is the student connected with tutorial support?
- Is the migrant student's progress toward a trajectory of higher level math classes in high school evaluated periodically? When and by whom? What interventions are provided to get the student who is falling behind back on track? How is the family informed and involved?
- Are students placed in a year-long strand of related courses at the beginning of the year? What options are offered so a student who fails the first course in the strand does not continue into the next without essential prerequisite skills? How are migrant students and families made aware of these options and encouraged to utilize them?
- Do the teachers provide targeted tutoring to a PASS student on request of the PASS CP?
- Are MSIS database secondary credit accrual reports evaluated periodically to identify courses in which migrant students struggle? Who does this and when? What process is then initiated to learn from classroom teachers the supplemental support migrant students need to complete required assignments and succeed in the courses?

Graduation Requirements

- If the student had partially or fully completed culminating project requirements, by what method is that information conveyed to the counselor of the next school attended?
- How is the senior portfolio the student was compiling conveyed to the next school?
- What in-school opportunities for community services are offered to migrant youth who cannot otherwise complete that requirement?

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The Mid-Term Move

- Is a Withdrawal Form processed documenting class exit grades even when the family does not formally withdraw its children from school before moving mid-term?
- Who is responsible for initiating that Withdrawal Form, and within what timeframe?
- What is the procedure by which the Withdrawal Form is efficiently routed to each teacher and tracked to support its prompt returned to the counselor or registrar?
- By what process are the student's teachers, counselor, and PASS Contact Person, as well as the district Migrant Records Clerk, Registrar and School Nurse, notified that the migrant family has moved out of the district? How quickly does this occur?

Grading Issues

- Do teachers and counselors now have the option of awarding a No Credit grade instead of a Failing grade for any class offered at the high school? What obstacles must be overcome to make that option available?
- When a Withdrawal Form is circulated, do high school teachers uniformly record the class grade as of the last date the student attended the class, or the grade as of the day they get the form?
- Does the migrant student advocate review grades awarded to mid-term exiting migrant students? What is the procedure to appeal teacher-assigned grades to a school authority on behalf of the student?

Transcript Issues

- How soon is the migrant student's transcript issued after the counselors or registrar becomes aware the family has left the district? By what process is a copy of the transcript conveyed to the Migrant Records Clerk?
- How quickly after receipt of the withdrawn student's transcript and/or Withdrawal Form does the Migrant Records Clerk update the MSIS database?
- Is the Migrant Records Clerk entering untranscribed partial work documented on the Withdrawal Form as "unresolved coursework" in the MSIS database? How quickly following the move does this occur?
- Are high school counselors and the registrar entering HEC Board Code B on the transcript beside each course that satisfies a CADR for university admission?
- If unpaid school fees or fines remain following the family's move from the district, is release of school transcripts delayed? Can your district's Homeless Act Liaison provide McKinney-Vento funds to pay those fees or fines?

When your district or building has answered these questions, and identified barriers to migrant student success, you will have taken an essential step toward overcoming them. We can help. Give us a call!

Secondary Education for Migrant Youth (SEMY)

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