

## ACADEMIC GUIDANCE IN ACTION - DRAFT

	STRATEGIES	ACTION – HOW TO'S
<b>Placement Considerations</b>	Collaborate with counselor to interpret student's transcript; and identify learning gaps	<ul style="list-style-type: none"> <li>• Top priority in placement: student complete classes required for graduation.</li> <li>• If late entry resulted in placement in Alternative HS, identify how and when the student can return to the regular high school.</li> <li>• Identify if student is likely to graduate on time.</li> <li>• Identify if placement decisions are supporting completion of CADR requirements in English, math, science, etc.</li> </ul>
	Support counselor in combining partially completed coursework to meet a requirement.	<ul style="list-style-type: none"> <li>• Consult student's record in the Migrant Student Information System database. Note partial work completed ("Unreported data, withdrawal processed").</li> <li>• Verify credit for education in a previous state/country was fairly awarded as transfer credit to the student.</li> <li>• Ensure that as incoming credit is transcribed, required HEC Board codes are added as appropriate.</li> <li>• Ensure counselor combines partial credits to satisfy graduation requirement(s).</li> </ul>
<b>Collaboration and Advocacy</b>	Follow up on issues affecting academic achievement e.g. Is homework turned in daily and especially after excused absences? Are teacher, parents, and students communicating?	<ul style="list-style-type: none"> <li>• Formally or informally meet with student to discuss academics.</li> <li>• Follow up with parent(s) and teacher(s) and ask if each party is satisfied with the level of communication amongst student, parent, and teachers.</li> <li>• Help student prepare for difficult conversations through role playing.</li> <li>• Ensure access to teacher and or other staff (as appropriate) to discuss issues/concerns impacting academic achievements.</li> </ul>
	Interact with and advocate for individual student needs with instructors.	<ul style="list-style-type: none"> <li>• Help teachers and other appropriate staff to understand the student's unique academic needs resulting from high mobility and the migrant lifestyle.</li> <li>• Encourage instructors to accept make up work/missing assignments when student has excused (or unavoidable) absences.</li> <li>• Identify if instructor offers any additional support for students e.g. one on one instruction time (before school, during lunch, afterschool, extra credit assignments, etc.</li> </ul>
	Conduct classroom Learning Walks to assess migrant student engagement, and collaborate with teacher and student.	<ul style="list-style-type: none"> <li>• Follow district etiquette or establish acceptable etiquette with instructors when conducting learning walks.</li> <li>• Follow up with student and ask meaningful questions (during or after) to assess level of student engagement. Use real examples and observations.</li> <li>• Follow up with instructor/student: share learning walk outcomes, provide feedback and suggestions to increase student engagement e.g. recommended interventions, differentiated instruction methods to accommodate student learning style, note taking strategies, etc.</li> </ul>
	Mentor students to understand relevance to learning.	<ul style="list-style-type: none"> <li>• Develop relationship with student through formal or informal interview to learn student family, interests, favorite academic subjects, goals, etc.</li> <li>• Meet with student formally and informally to discuss how things are going for them and how they are progressing academically. Ask students meaningful questions to link academics to postsecondary goals e.g. What is the student currently studying in class? Why is the content relevant to their academic/postsecondary, etc?</li> </ul>
	Refer students to tutoring programs.	<ul style="list-style-type: none"> <li>• Collaborate with counselor and teachers to identify supplemental instructional support needs.</li> <li>• Coordinate student access to available district and/or community tutoring services.</li> </ul>
<b>High School and Beyond/ Plan of Action</b>	Utilize the High School and Beyond Plan or Migrant Student Plan of Action to student with student and family to understand graduation requirements and postsecondary goals (see plan.)	<ul style="list-style-type: none"> <li>• Ask student or sending school for portfolio and progress of culminating project.</li> <li>• Ensure student and family possess and thoroughly understand the written high school graduation plan and the importance of following it in successive enrollments based on remaining graduation requirements.</li> <li>• Encourage family to use as a tool to advocate for proper placement in other schools.</li> <li>• Identify with family how they can help the student avoid future credit deficiencies (homework, attendance, grades).</li> </ul>
	Ensure migrant student plan of action aligns with scheduling, High School and Beyond Plan, and placement decisions.	<ul style="list-style-type: none"> <li>• Ask to see student's High School and Beyond Plan and ask student if the plan still includes the intended school of graduation.</li> <li>• Ensure proper graduation requirements are documented in the plan.</li> <li>• Utilize the High School and Beyond Plan as the foundation of the Migrant Student Plan of Action. When plan does not exist, help student &amp; family participate in developing a Migrant Student Plan of Action.</li> </ul>
<b>Withdrawal</b>	Ensure that seat hours and exit grades are documented when student formally or informally withdraws from school.	<ul style="list-style-type: none"> <li>• Request exit grades on a withdrawal form.</li> <li>• Ask for course syllabi.</li> <li>• Identify options to complete the work now.</li> <li>• Ensure all partial or full credit earned is documented on transcript.</li> <li>• Help the family obtain the needed Binational Transfer Agreement or Apostille to accompany a Washington school transcript for acceptance in Mexico (Mexican Consulate).</li> </ul>