

PARENTS, STUDENTS, TEACHERS AND PROGRAM DIRECTOR

THE LIAISON IS THE GLUE THAT KEEPS
THEM ALL WORKING AS A TEAM IN
ADVOCACY FOR THE MIGRANT
STUDENT

Working with your Director

MAKE SURE YOU ARE IN IMMEDIATE CONTACT
WITH

YOUR DIRECTOR WHEN...

- You notice sudden changes in student grades, attendance, or work completion
- A student is NOT on track to graduate
- You need resources to work with a student
- There is an issue between the family and the school/teacher, or between you and a teacher

Working with your Director

- The student is being discussed in School Improvement Team meetings or if there is an IEP meeting scheduled
- There is a need for a home visit
- Parents need further support or refuse to support your efforts
- A student shows a lack of progress with interventions in place

Continuing to work with your Director

- Have you noticed professional development needs while working with the schools/counselors/teachers? You should share those with the Director.
- When QAD's have expired at the high school level, we still service those students in need as Continuation of Service! Work together to make sure they do not slip through the cracks.
- Know what duties your director expects of you and those that are expected of tutors or paras in the building. Work smarter, not harder!

Working with the School

- You need to know what extra-curricular activities are available and how to access that information
- Are grades available to parents on a computer program? How are parents going to learn to use the program? Do you have access?
- You need to know if your district has interventions (MTSS) for students who are “at-risk.” What are those interventions? Are struggling migrant students involved in those programs?

Working with the School

- You need to know what advanced courses are available or programs to prepare students for the ACT. Do you have migrant students who could be benefitting from those? How many migrant students are involved?
- Are there before, after, or during school homework/tutoring programs migrant students could be attending?
- What transportation is available for students involved after school?

Continuing work with the school

- You need to know when important events are planned so you can communicate those with parents, verbally and written in a language they understand
 - Conferences
 - Awards assemblies
 - PTA meetings
 - Visitations- like college fairs
 - Deadlines of importance
 - Enrollment

Working with the School

- What are the school's expectations?
- Is there a program to welcome new students?
- Do you know who to contact for different business:
 - Counselors
 - Career Centers
 - Administration in charge of discipline
 - Librarian who might be of assistance with reading material
 - Technology department- what assistive technology is available and how do you access it?

Working with Teachers

- When is the best time to make contact and in what form? E-mail, team meetings, PLC's?
- Is the teacher receptive to accommodations and other instructional ideas to support the migrant student(s)?
- Working with multiple teachers/classes will require prioritizing!
- Create a Success Plan- involve the teacher, student and parents!!!
- Make home contacts for teachers who feel uncomfortable due to language barrier. Help them with POSITIVE contacts as well!

Working with Teachers

- Does the teacher know the difference between an ELL student and a migrant student? Migrant students may have severe gaps in content due to frequent moving. The teacher cannot expect the student to have had content that most students have had in prior grades.
- Provide teachers with materials and resources to help fill those gaps, or use those materials with students during tutoring time

Working with Teachers

- Is the teacher willing to negotiate late work?
- Is the teacher willing to negotiate testing accommodations?
- Is the teacher willing to allow a different book to be used instead of the novel everyone else is reading?
- Let the teacher know you are willing to help with support and accommodations to make his/her efforts less challenging!

Continuing work with Teachers

- How often do you want to visit with the teacher about grades/assignments/behavior? Set up a pattern and be consistent.
- Share what you know about the migrant student's learning style- what makes it easier for that student to learn and what makes it harder or frustrating.
- Teachers **MUST** teach to the district curriculum. Always acknowledge that you are supporting that as well. (big rocks/little rocks)
- Many teachers are not aware of culture considerations that effect school. Help them to be aware.

Advocating for the Migrant Student

- Encourage participation in extra curricular activities
- Don't assume the counselor assisted with information and resources; and if he/she did, sometimes that is not enough! Giving a FAFSA form, scholarship information or even an ACT study guide doesn't mean the student understands!
- Is the student in the right course? Be aware of counseling department rules for changing classes. Make the counselor YOUR FRIEND!
- Teachers have a right to know which of their students are migrant so that they may make the best instructional decisions!

Continuing to Advocate on behalf of the Migrant Student

- Be persistent in making sure the student feels comfortable in communicating with his/her teachers. Model and practice what that looks like. Discuss options.
- Ask the student how he/she learns best or what is causing frustration. Visit with the teacher to share that information or provide examples for the teacher.
- Is the student lacking background knowledge to the extent they cannot understand what is going on in class?

On the Home Front

- Building relationships and working with families is of primary importance. Establishing trust is key!
- Is the home in need of resources-books, manipulatives, flash cards, etc.?
- Continually let the parent know of opportunities for participation and involvement. Encourage involvement!
 - Parent Teacher Conferences
 - Events/Assemblies
 - MPAC
 - Open House
 - Extra Curricular Events
 - PTA

Working with Parents/Families

- Some parents fear involvement. Find out why and communicate that with the administration!
 - Fear of language barrier- school provides interpreter
 - Not sure they are invited- awards assemblies and the like are perfect opportunities for parents to come see how the school recognizes their child!
 - They don't know what the PTA does and nobody on PTA speaks their language
 - They work and can't get away- are there other options of times the school can consider?

Continuing to work with Parents/Families

- Explain/model study areas that are conducive to student success.
- What situations at home might effect classroom performance and/or attendance?
- Are there opportunities for parents to volunteer in the classroom?
 - Bulletin boards
 - Displaying student work

Open communication with the family is VITAL for success!

- Are they aware of Adult education opportunities?
- What preschool services are available?
- How do they access community services and/or health services?
- Help them to continuously understand through thought, word and deed that they are partners with the migrant program to ensure success for their child/children
- If a student/teacher contract is created, make sure the parent(s) is a partner in that agreement!

- Don't promise to parents services, programs and resources that are not available.
- Find the door and work your way in; reach out and do not give up!
- LIAISON- bond of union, contractor of connection, to support or urge, to speak in favor of.....

YOU ARE NEEDED AND APPRECIATED FOR ALL YOU DO
TO SUPPORT MIGRANT STUDENTS, FAMILIES,
TEACHERS AND THE SCHOOL!

THANK YOU SO VERY MUCH