The purpose of this document is to provide distance learning guidance for migrant students' instructional access and is aligned to the [SDCOE Instructional Continuity Learning Plan Template]() and the [Equity Resource Summary]()

[Migrant students]() are considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity. A young adult may also qualify if he or she has moved on his own within the past three years to engage in qualifying work or sought to obtain qualifying work (with a history of qualifying moves). [Migrant student profile]().

Communication	**Consider pre-pandemic factors**
	● What steps have been taken to identify migrant students and families?
	● How did the school or district offer support understanding that the school/district may not know all the members of their migrant student and family population?
	● What was the level of engagement for migrant students and families in the class/site/district community?
	● Are all communications offered in all the languages spoken by identified migrant families?
	● What efforts have been made prior to the pandemic to solicit the voice of migrant students and families?
	● Are there individuals, groups, or processes in place to facilitate communication with migrant students and families?
	● What supports were in place through McKinney-Vento or other resources prior to the pandemic?
	Conduct a quick communication audit
	● Has anyone reached out to migrant students and families, specifically? If so, who?
	● Is there a record (ex. log, entry into SIS, etc.)
	● Were they successful in making contact?
	● What percentage of the migrant students and of the class/site/district were reached?
	● What was stated? What was asked?
	● What data (anecdotal, quantitative, or qualitative) was collected during the class?
	● Was it recorded? If so, how?
	● What were the overarching themes and needs shared?
	● How is the support the McKinney-Vento liaison was providing pre-Covid been translated to the mid-pandemic reality?

	● What new resources are being provided to migrant students and families? ● Were the themes and needs that emerged from the data addressed through the supports that are currently in place? ● What additional supports need to be put in place to meet identified needs? What resources are needed to make it happen? **If active communication has not taken place:** ● Assuming the available data is incomplete, how will the site/district provide information to the school community in order to reach the target population? ● Create questions to be asked and statements to be shared with migrant students and families ● Design a process for communication to families. Ensure multiple methods of communication are used to increase the likelihood of connection. (Whatsapp, social media, texting, etc.) ● Allocate staff complete the task ● Ensure staff has the necessary tools to complete the tasks (access to phone, phone list, etc) ● Provide a template to record data from the call (anecdotal, quantitative, or qualitative) ● Create a process to analyze the collected data and use it to inform actions.
Social Emotional Supports	**Consider pre-pandemic factors:** ● What social emotional supports were in place for migrant students and families prior to the pandemic at school and for home purposes? ● Who offered those supports and at what location (school site, home, etc.)? ● What resources are provided to migrant students (referrals for mental health services, social worker(s)/counselor(s), etc.)? **Consider the current reality:** ● How have these supports been translated into the current system of services being offered to students? ● Are the staff members who provided support to migrant students prepared and available to continue to provide services through other means as we socially distance? ● If no supports were in place, what resources and staff are available to provide support now? ● Is support available in the languages necessary to appropriately serve the migrant student population? ● How will the school or district make students and families aware of the available supports, understanding that the school/district may not know all the members of their migrant student and family population? ● How will these supports be made accessible to migrant students and families? **Safety and Confidentiality**

Being identified as a migrant student or family does not indicate their legal or residential status, nor does it hinder children and families from receiving services.

- All students have a right to privacy. This includes keeping a student's legal or residential status confidential. If a student's status is found out by an employee that status should not be documented or kept in a student file.
- Students have the right to openly discuss and express their legal status and how much information to share.
- District and school personnel may encounter situations where students have not publicly disclosed their legal status; therefore, school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's legal status. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's legal status. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to the student's legal status.

What are the physical safety needs of migrant students?
- Consider assessing student needs daily/weekly through distance learning.
- Consider students needs regarding food insecurity
- Ensure students have access to health care providers
  - Physical health needs with primary health care physician for services such as HRT
  - Mental health care services
- Consider students' risk of commercial sexual exploitation and human trafficking. Consider provision to staff, families, and students information and resources regarding CSEC (see reporting protocol). SDCOE provides LEAs training opportunities, resources, technical assistance and consultation.

Mental Health and Safety Resources
- Trauma Informed Educational Practices (Webinar)
- SEL Resources for Educators,
- Mental Health and Wellness Resources
- CDE - Information & Resources on COVID-19 (español)

Migrant Ed. Mental Health Resource list:
- Presentations
- Info on Covid-19
- SEL

	● Grief ● Migrant Ed. Mental Health Folder -Complete!	
Key Components	**Sub-Components**	**Resources to Support Actions**
Expanding the Equity Lens	**Expanding inclusive practices**	● Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues ● Implementing California's New Law on Educational Equity for Students in Immigrant Families ● All In: Know Your Education Rights (please see the Know Your Education Rights and All In Safe School for All Families cards at the bottom of the webpage)
	Expanding Educational Equity Consciousness	● Disrupting the patterns of inequity- What does it mean to disrupt inequity in education? (Webinar) ● Equity Framework 2020-21: Equity by Design ● Safe Havens (link to English and Spanish resources) ● AB 699 ● AB2121 ● National Equity Project (NEP) Featured Resources (link to resources) ● National Equity Project Webinars (link - free registration required)
	Culturally Responsive/Equitabl e Instruction	● Increasing Equity in Online Learning (webinar - Adult Ed) ● National Equity Project: Rebel Leadership an d COVID-19 (link to resources)
Digital Content Delivery	**Core Materials**	● How are ELD strategies embedded, integrated, or aligned across all content areas and curriculum? ● How are language development strategies embedded into remote or distance learning?

		● How is STEAM curricula being offered to migrant students?
	Resources for educators	● Teaching Resources ● ELD Standards ● Designated & Integrated ELD - SDCOE
	Teacher Created Materials	● Migrant Education Resource Folder
Digital Devices and Internet/WiFi Access	**District, personal, community**	**Consider pre-pandemic factors:** ● What percentage of your migrant students and families have access to a wifi-enabled device that can easily be used for virtual learning that is NOT a cell phone? How do you know? ● How did you provide access to technology in support of their learning prior to the pandemic? ● What percentage of your migrant students have wifi access where they reside? How do you know? ● How did you provide access to wifi/internet in support of their learning prior to the pandemic? **Consider the current reality:** ● Does the LEA provide access to wifi and devices for migrant students and families who do not have them where they reside? ● How are students and families notified that the LEA will provide students with wifi access and devices? Email? Phone call? Text message? Mailers? Are multiple methods used? ● How do migrant students and families gain access to the devices? Pick-up? Delivery? By appointment? Multiple methods? ● What are the implications for the methods used? Examine the barriers and plan ways to overcome them. ● What is the policy regarding lost or stolen devices? ● What are the implications of those policies? **Consider what's next:** ● How will students be supported with issues related to devices? WiFi/internet access? ● Is the support available in languages that will allow migrant students and families access that support? ● How will they be made aware of support availability? Email? Phone call? Text message? Mailers? Are multiple methods used? ● How will they access that support?

		● What are the implications of using the identified methods?
Non-tech Options	**Hard copies**	**If technology is not an option:** ● How do we ensure instructional access for migrant students and families for whom the use of technology is not an option? ● Will hard copy lessons be made available? ● How do we provide necessary materials (ex. Text books, paper, pencils, etc.) to students and families? ● How is work provided? ● How do we provide feedback to the students on their work? ● How will we provide instructional support? ● How will we make sure support is provided in the languages necessary to appropriately serve our migrant student population? SDCOE Graphics Production can assist with production.
Community Partners		● How will we continue to reach out to community partners for support? ● North County Health Services ● Alianza ● Vista Community Clinic ● Mexican Consulate ● Mini Corps ● Gear Up ● CSUSM - CAMP
Best Practices for supporting Migrant students		**Home Visits** ● How will families be communicated with to schedule appointments? ● How will time at family homes be limited? ● What PPE will be provided ? **SEL** ● Social Worker/Counselor referrals ● Parent & student workshops ● Staff training on SEL topics ● Restorative Practices