

or local educational agency staff, or other.

2. Indicate the nature of the mobility you deal with most frequently, (e.g., within district, across districts within your State, or across States), the kind of mobile students you or your organization deals with the most (e.g., migrant children, homeless children, military dependents), and the amount of mobility you deal with (e.g., the approximate percentage of students in your school, district or State who move each year).

*Questions for Commenters*

1. How, in your experience, are students' educational and health records currently transferred across schools, districts and States (e.g., by mail, FAX, telephone, electronic transfer)?

2. For newly arriving students, what information do school personnel and classroom teachers use to enroll students, assign them to a grade level or class, and grant credit for coursework completed at previous schools? Where does this information come from (e.g., teacher observations, the student's

cumulative files, migrant student records, formal or informal needs assessments, or other information obtained from the student, the student's family, or the students' previous schools)?

3. To what extent do schools and teachers rely upon records transferred from other schools to make or confirm enrollment, placement, programming and other educational or support service decisions including the transfer of credits for high school graduation? (Commenters are asked to characterize how much they rely on student records in making or confirming these decisions, and how comfortable they are in doing so, as compared to other information sources like those listed in Question #2.)

4. Are existing methods of transferring student records from school to school adequate? If not, what problems or barriers exist and what are their ensuing consequences for highly mobile students, including migrant students? How prevalent are these problems and their subsequent effects on mobile students? Are there particular situations

in which problems occur most frequently?

5. What can States, school districts, and individual schools do to improve the transfer of student records? What can parents do to ensure that their children's records move from school to school?

6. Should the Federal Government work to advance the development of more effective State and local methods of transferring student records? How?

**Invitation to Comment**

All comments submitted in response to this notice will be available during and after the comment period in room 4100, Portals Building, 1250 Maryland Avenue, S.W., Washington, D.C., between the hours of 8:30 a.m. and 4:30 p.m., Monday, through Friday of each week except Federal holidays.

Dated: January 6, 1995.

**Thomas W. Payzant,**

*Assistant Secretary, Elementary and Secondary Education.*

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