

PROGRAMS FOR MIGRANT STUDENTS

To ensure that migrant students receive services for which they are eligible in compliance with district policy, the Boonville R-I School District provides the following procedures. The school district contact person concerning migrant affairs is District Migrant ELL Coordinator.

Definitions

Migrant Child Eligible for Services: A child under the age of 22 who has not graduated from high school or received a GED; who is a migrant worker or has a parent, spouse or guardian who is a migrant worker; who performs qualifying migrant work as a principal means of livelihood; who has moved in the preceding 36 months to seek or obtain temporary or seasonal employment in agricultural or fishing work and has changed school districts as a result of that move.

This also includes a child under the age of three (3) who would benefit from such services but does not generate funding credit for state funding purposes.

Children or spouses of migrant agricultural workers or migrant fishers are not eligible for Migrant Education Program (MEP) services if the children or spouses themselves do not move from one school district to another, even if the parent/guardian or spouse moves.

A child who was not identified when he or she was actively moving may be recruited after he or she settles provided that the state records the basis for determining that the child qualified as a migrant child during the preceding three (3) years. In such a case, the child would retain MEP eligibility as a migrant child for the remainder of the three-year period or until he or she extends the eligibility period by making another qualifying move or terminates eligibility by receiving a high school diploma or its equivalent or by turning 22 years of age.

Continuation of Services: A child who ceases to be a migratory child during a school term shall be eligible for services until the end of the term. If comparable services are not available, a child who is no longer migratory may continue to receive services for an additional school year. Secondary school students who are eligible for services may continue to receive those services through credit-accrual programs until graduation.

Qualifying Work: Any "agricultural or fishing activity" as defined in federal regulations that is the principal means of livelihood and is seasonal or temporary and plays an important part in providing a living for the worker and his or her family. The work need not be the "most important" or "only" type of work performed by family members during the year.

Agricultural Activity: Any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of survival for the worker or the worker's family; the cultivation or harvesting of trees; or any activity related to fish farms.

Fishing Activity: Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of survival for the worker or the worker's family.

Temporary Employment: Employment related to agricultural or fishing activities that is not permanent and usually lasts no longer than 12 months. Employment may also be temporary if because of working conditions or periods of slack demand the worker is not likely to stay on the job permanently.

Seasonal Employment: An activity dependent upon natural cycles.

Program Components

Integration: The district will coordinate the MEP with the Individuals with Disabilities Education Act (IDEA) child find activities and other federal and state programs to ensure that appropriate accommodations are provided and that the special education needs of school-age and preschool migratory children are addressed.

Advocacy and Outreach: To the extent feasible, the district will:

1. Inform migratory children and their families of and help them gain access to health, nutrition, social and other educational services.
2. Provide programs to facilitate the transition from secondary school to post-secondary education or employment.
3. Develop family literacy programs.

Professional Development: To the extent feasible, the district will provide staff development in meeting the needs of migratory children.

Technology: The district will integrate information technology into the MEP as is feasible.

Please Note: The district needs to outline the details of its Migrant Education Program in the Program Components section.

Parental Involvement

Parents of students in the MEP will be involved in the development, implementation, operation and evaluation of the program. This procedure will be provided to all parents of MEP children and, if practicable, in a language the parents can understand.

Parents of MEP students will be regularly consulted regarding program components and will be given the opportunity to have input into the evaluation of the program. Parental involvement will be facilitated through a combination of activities, which may include general meetings, conferences, phone contact, home visits and written surveys.

Parents will be instructed on their shared responsibility for supporting learning including their responsibility to monitor attendance, oversee the completion of homework and provide a home environment conducive to academic achievement.

Identification

The district will determine the presence and location of migratory children. Currently enrolled students will be asked to complete the "Parental Survey" provided by the Missouri Office of Migrant Education and English Language Learning (ME/ELL). All new students will be asked to complete the survey form as a part of the enrollment process. Responses indicating potential migrant status will be forwarded to the superintendent or designee.

The superintendent or designee will notify the director of the ME/ELL office regarding any child identified as currently or potentially eligible for migrant services.

Recruitment

The district will secure the data necessary to document eligibility for migrant education and enroll children in the state database. The district, in cooperation with the regional ME/ELL office, will provide for the completion of the Family Interview Form (see IGBCB-AF) and the Certificate of Eligibility.

1. The forms will be completed based on information obtained through personal contact or home visits by recruiters provided by the state or regional ME/ELL office or properly trained district personnel.
2. The final determination of whether an individual is eligible to receive migrant services will be made by the state office of ME/ELL.
3. Information from these forms will be entered into the migrant database by data entry specialists at the state office of ME/ELL and will be used by the school to assess the educational and related health and social needs of the migrant students within its boundaries.

Implementation

The district will assess the needs of each identified student and place the student in every appropriate program for which the student is eligible. If the district is unable to provide appropriate services, it will request assistance from the office of ME/ELL.

The superintendent or designee will maintain records on children eligible to receive migrant services including the date identified, the date approved for services and the services provided. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). The superintendent or designee, in conjunction with parents of children in the MEP, will annually assess the effectiveness of the identification and recruitment procedures and make modifications as required.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

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Revised:

Boonville R-I School District, Boonville, Missouri

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