

## PROGRAMS FOR MIGRATORY STUDENTS (K-12 Districts)

To ensure that migratory students, including migratory preschool-age students, receive services for which they are eligible in compliance with district policy, the Boonville R-I School District provides the following procedures.

### Definitions

*Migratory Student Eligible for Services:* A student who meets all of the following conditions:

1. The student is not older than 21 years of age.
2. The student is either entitled to a free, public education pursuant to Missouri law or is below the age of compulsory attendance.
3. The student is a migratory agricultural worker or migratory fisher or has a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.
4. The student has moved in the preceding 36 months in order to seek or obtain qualifying work or to accompany or join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher who moved to seek or obtain qualifying work.
5. The student has moved from one school district to another.

*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 Work:* The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees, that is performed for wages or personal subsistence.

*Fishing Work:* The catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence.

*Temporary Employment:* Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. Some such work, though available on a year-round basis, may still be temporary if the worker is not likely to remain permanently at the job because of working conditions or intermittent periods of slack demand. Work may also be considered temporary when the

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Department of Elementary and Secondary Education (DESE) has determined the position to be temporary due to a significant turnover rate.

*Seasonal Employment*: Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

## **Program Components**

### ***Screening, Identification and Notification***

All students will, as part of the enrollment process, be asked questions designed to help identify migratory students. Responses indicating potential migrant status will be forwarded to the superintendent or designee.

The superintendent or designee will notify the Migrant Education and English Language Learning (MELL) supervisor of migrant identification and recruitment regarding any student who may be eligible for migrant services. A MELL recruiter will then determine whether the student is eligible for migrant services. Once a student is identified, the district will contact the family to determine whether the family also has students of preschool age so that those students can be offered available services as well.

### ***Recruitment***

To assist in the district's effort to identify and recruit migratory students, the superintendent or designee will provide information about the district's migrant education program (MEP) to employers in the district that hire seasonal or temporary workers and request that the employer make the information available to their workers. In addition, the district will place information about the MEP in locations where migratory workers may be, such as hotels and grocery stores.

### ***Educational Services***

The district will coordinate the MEP with other district programs that provide services to students including, but not limited to, services for students with disabilities (including Child Find activities under the Individuals with Disabilities Education Act), the district's English learner (EL) program, and school nutrition services. Migratory students will have access to the full range of educational services for which they are eligible. Services provided to migratory students will supplement, not replace, district programs.

### ***Needs Assessment and Advocacy***

The superintendent or designee will assess the educational, health and social needs of each identified student, including preschool students, to determine whether services other than educational services are required in order for the student or preschool student to succeed. Based on the needs assessment, the district will inform migratory students and their families of, and advocate for them to gain access to, health, nutrition, social and other educational services. Such services will include Parents as Teachers (PAT); Head Start; Family Services; the Women, Infants and Children (WIC) program; and services offered by local and county health departments, as applicable. To the extent feasible, the district will establish family literacy programs designed to serve family members of migratory students.

The superintendent or designee will use a combination of the following methods to determine student and family needs:

1. Family interviews.
2. Language proficiency assessments.
3. A skills checklist.
4. Referrals from district employees.
5. Surveys and questionnaires.
6. Input from parents/guardians.
7. Review of attendance and academic records.

Diagnostic assessments will be age appropriate.

### ***Parent Involvement***

Parents/Guardians 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/guardians of MEP students and, if practicable, will be provided in a language they can understand.

Parents/Guardians of MEP students will be regularly consulted regarding program components and will be given the opportunity to have input on 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.

If the district's migrant program extends for the duration of the school year, the superintendent or designee will establish a local migrant parent advisory council (MPAC) that all parents/guardians of migratory students will be encouraged to join.

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1. The MPAC will consist primarily of parents/guardians of migratory students, but district staff members who work with and know the needs of migratory students may also be involved.
2. At least one meeting will be held annually during which school officials will offer information and respond to questions about the MEP.
3. Meetings will be scheduled for the convenience of the parents/guardians who are members.
4. The MPAC may request training from regional MELL personnel to assist them in carrying out their responsibilities; request copies of laws, regulations and reports created by the district or DESE pertaining to the program; and make recommendations for planning, implementing and evaluating the program.
5. One or more members of the district MPAC will attend the regional MPAC meeting scheduled by MELL officials. While teachers and administrators may also attend the meeting, the majority of the voting members must be parents/guardians.

***Professional Development***

The superintendent or designee will arrange for professional development for all teachers on meeting the needs of migratory students. Professional development may include providing current information about the special needs of migratory students; onsite, offsite or online training; or a combination of information and training. The superintendent or designee will notify district personnel of their obligation to participate in MELL-required professional development.

***Continuation of Services***

A student who ceases to be a migratory student during a school term shall be eligible for services until the end of the term. If comparable services are not available, a student 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.

The superintendent or designee will notify the regional MELL recruiter when the district becomes aware that a resident student between the ages of 16 and 21 who is eligible for migrant services drops out or fails to enroll in the district.

### ***Priority for Services and Action Plan***

Pursuant to law, the district must prioritize the federal funds it receives for migratory students who are in the greatest need. Students receiving the highest priority are those who are failing or at risk of failing to meet the state's challenging academic standards and whose education has been interrupted during the school year. These students will be classified as priority for service (PFS) students.

An "educational interruption" occurs when a student who, in the immediately preceding 12-month period, has changed schools or missed ten or more days of school during the regular school year due to the child's or family's migrant lifestyle. This will be documented upon review of all available data sources. The district will review attendance records and consider information obtained from the family, such as medical problems and problems with housing or transportation, in determining whether the student has experienced an educational interruption.

When determining whether a student is failing or at risk of failing, the district will consider whether the student:

1. Scored at "Below Basic" on the state assessment.
2. Is an English learner.
3. Has an age and/or grade discrepancy.
4. Was retained.
5. Has an unweighted GPA of 2.0 or below or insufficient credits for promotion or graduation.

Migratory students who are at risk of not being promoted or graduating in a timely manner due to low grades or insufficient credits will be given priority above other PFS students even though they are at grade level, have not been retained, are not EL students and have scored at proficient or above on the Missouri Assessment Program (MAP) test.

The Boonville R-I School District's action plan for ensuring that MEP funds and other resources are used to address the needs of PFS students before meeting the needs of other migratory students includes the following steps:

1. The superintendent or designee will develop and provide schools with a report that includes MAP results, retention data, GPA, EL status, absenteeism, age/grade discrepancy, and credit accrual data for all migratory students enrolled in a particular school. PFS students will be flagged on the report.
2. PFS migratory students identified on the report will be provided with one or more of the following support services based on available resources and individual student needs:
  - < Administration of formal, informal and alternative student assessments and analysis of test data and student performance.

- < Monitoring of attendance, follow-up assistance and implementation of interventions to increase attendance.
  - < Referral to other district or community programs.
  - < Access to individual and/or small group supplementary instruction provided by an effective teacher.
  - < Access to computer-assisted and/or online instruction.
  - < Participation in tutoring before, during and after school.
  - < Participation in extended-day learning programs and extended school-year programs.
  - < Access to family literacy resources, training and follow-up assistance.
  - < Access to take-home reading materials and reading incentive programs.
3. Migrant advocates, aides and school social workers will document services that have been provided to PFS migratory students on a PFS report that will be maintained at school sites. A copy of the report will be provided to MELL twice a year.
  4. The superintendent or designee will evaluate this action plan by analyzing MAP assessment results and promotion, retention and graduation data as part of the overall evaluation of the district's MEP.

## **Records**

The superintendent or designee will maintain and regularly update education and health records of migratory students. Each record will include the date the student was identified and approved for services and the services provided. Information will be provided to DESE for entry into the state database, and all student records, including health records, will be provided upon request to a school where a migratory student who previously attended the district is enrolled or enrolling. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

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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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Boonville R-I School District, Boonville, Missouri