

Bonneville School District 93



Migrant Education Plan 2008-2009

Introduction

The goal of the Migrant Education Program is to ensure that all migrant students complete challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

Identification and Recruitment

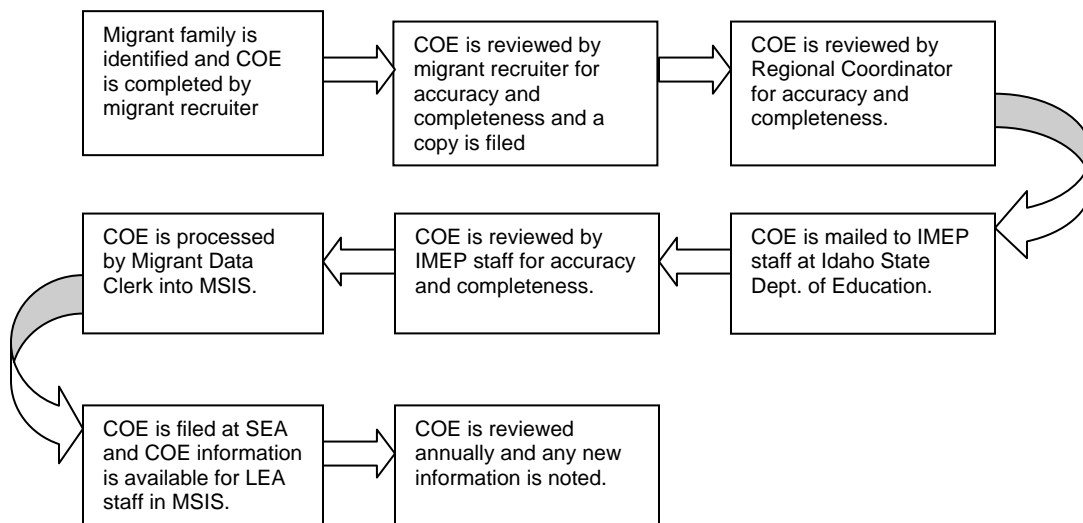
Students must meet federal eligibility requirements that identify them as being migrant. The Migrant Family Liaison will contact potentially migrant families upon their arrival in the district. A Certificate of Eligibility (COE) must be completed for all qualifying migrant students and their families in order for the student to qualify as Migrant. Migrant students will be exited from the Migrant program when their Certificate of Eligibility expires (3 years)

A MIGRANT student is defined as an individual **Who** is:

A child of any ethnic background, 3 years of age to 22 years of age, who is, or whose parents, spouse or guardian is, a migratory agricultural worker, including dairy work and Who in the preceding 36 months, accompanies such parent, spouse or guardian from one school district to another in order to obtain temporary or seasonal employment in agriculture. (See Appendix on page 9 *Basic Migrant Child Eligibility Factors*).

As of January 14, 2009 Bonneville School District 93 has 24 migrant families, 54 migrant children, 41 enrolled in school.

FLOW OF THE COE AND QUALITY CONTROL



Migrant Services

Because student success is the overarching goal of the MEP, services are a vital aspect of the program. Bonneville School District 93 gives priority to migrant children who are failing or are most at-risk of failing and whose education has been interrupted during the regular school year. School district 93 will monitor each migrant student's English proficiency level, State assessment scores (IRI, ISAT, DWA, DMA) and School grades in the fall of each school year. These scores will be shared with Migrant/LEP staff. SD 93 will also comply with the requirements of record keeping of the Migrant Student Information System.

The targets of the program are School Readiness, Reading/Math, and Graduation. Bonneville School District 93 offers the following services to meet these goals:

- **Preschool**
 - Bonneville School District 93 provides a pre-school for up to twelve students per session. Migrant students have priority and students scoring at level I or II on the first 28 questions of the IELA Placement
- **Kindergarten**
 - Qualified kindergarten students are offered an additional ½ day of language/academic services at Bridgewater Elem.
- **Tutorial Services**
 - Migrant Students identified as LEP in grades K-12 receive language/academic tutorial services.
 - Pull out or in class assistance provided by a bilingual staff person.
- **Summer School**
 - Bonneville SD 93 offers a 4-5 week Summer School Program for Migrant/LEP students
- **Free Lunch**
 - Free lunch is provided for all migrant students
- **Home Visits**
 - Weekly home/phone visits will be conducted by the Family Liaison to identify and address the needs of migrant children.
 - The Family Liaison will maintain a Family Contact Log and MEP Recruiter Log on a weekly basis.
- **PASS**
 - Pass courses are offered to eligible migrant students at no cost.
- **Referrals for Health, Nutrition, Clothing, Legal, Financial, Housing.**
 - Follow-ups to ensure that the identified needs have been addressed.
- **Transportation**
 - Migrant students have bussing to all special programs that they attend (Preschool, Kindergarten, Summer School, After School Programs)
- **After School Programs**
- **Translation/Interpretation**
 - Translated into Spanish school/district documents/notes are sent home
 - Interpreting services are offered for school meetings, parent/teacher conferences, etc.

- Transfer Documents/Bi-National Program
 - Forms are available to obtain student transcript information

Parent Involvement

Parental involvement is an integral part of all Title 1 programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, Bonneville School District 93 implements programs, activities, and procedures that effectively involve migrant parents.

Parents of children placed in the Migrant Program will be informed and involved in the following:

- Parents will be invited to participate in a migrant PAC. PAC members will meet 3 times a year to consult with them about the comprehensive assessment of the needs of migratory children and the design of the comprehensive service delivery plan. Comprehensive needs assessment surveys are going to be conducted in these meetings. School District 93 will consult with the Migrant PAC in the planning, review, and improvement of the migrant education program. Common concerns will direct the decisions in editing the Migrant Plan of services.
- Parent input concerning priority of services such as after school programs, preschool, summer school, etc. will be strongly consider.
- Migrant parents and community members will be invited to meetings held 2 times each school year to inform them as to how they can participate in the management of educational programs for Migrant students and information about school and community services will be provided.
- PAC members are invited to attend state PAC meetings.
- A copy of the Migrant Plan is provided in Spanish to all migrant families.
- Where parents of Migrant children are not literate in the home language, interpreters will provide the summary where practicable.
- Parents of Migrant students identified as ELL will be notified of the potential eligibility of their child for ELL program services and permission will be requested for placement.
- The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement
- The method of instruction that will be used in the program, including a description of other alternative programs
- How the program will meet the educational strengths and needs of the child
- How the program will meet the objectives of an individualized education program for a child with a disability
- Their rights, FERPA, written guidance that (A) specifies the right that parents have to decline to enroll their child in any program or (B) to choose another program method of instruction, if available, and (C) assists parents in selecting among various programs and methods, if more than

one program or method is offered. Examples of alternative programs are: Preschool, full day kindergarten, attendance at a school with bilingual teaching staff, after school program, summer school and English for credit (secondary schools).

- Parents of Migrant students are invited to attend the “El Valor de los Padres” program offered by HELP Inc. and Bonneville SD 93. Monday and Tuesday mornings they learn parenting skills and ESL.
- The school district also offers an Even Start program for preschoolers and parents. Parents either attend the ESL classes at the Eastern Idaho Voc School or classes at Lincoln HS for a high school diploma. While parents are in school children receive language development in English.
- Migrant parents are invited to participate in adult ESL classes during summer school.

Professional Development

Qualified teachers will be recruited to teach/serve Migrant students. If assigned to teach ESL they must hold a current Idaho teaching certificate and an endorsement in ESL or bilingual education. Teachers who teach ELL students attend the SIOP class.

Paraprofessionals having instructional assignments with migrant students must meet the criteria set forth in NCLB -2001.

-high school diploma or GED, and

-30 college semester credits OR,

-Demonstrate competency on the Praxis paraprofessional exam.

Paraprofessionals must meet these requirements before they can be hired.

Monthly staff development will be conducted under the direction of the Migrant/LEP Coordinator. This training will include second language acquisition theory and practice for ESL Staff. Core subject teachers will receive training with the SIOP Model. Training will be offered on use of curricula and assessment with sufficient intensity and duration to have lasting impact on the teachers' performance in the classroom.

Monthly staff training for *migrant specific* needs will be conducted by the district Migrant Coordinator.

The Migrant Family Liaison will attend Identification and Recruitment trainings.

Professional development for teachers will be used that is based on scientifically based research demonstrating the effectiveness of the professional development in increasing English language proficiency and academic success.

Paraprofessionals will be under the supervision of a certified teacher who will conduct visits 3 times a week to assist in the development of lesson plans and teaching strategies.

Appendix

Recruiter Roles and Responsibilities

The role of the recruiter in the success of the MEP cannot be overstated. A recruiter's work allows eligible children to access supplemental educational and supportive services provided by local school districts and the State of Idaho. Recruiters' proper eligibility determinations ensure that eligible children receive needed services and prevents resources from being depleted among ineligible students. In addition, recruiters act as representatives of the local school district and the MEP in their interactions with families. In many cases, this contact with recruiters sets the tone for the home-school relationship and thereby contributes to children's educational success. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction between the migrant community and permanent residents.

A recruiter's primary responsibilities are to:

- locate potentially MEP-eligible children and self-eligible youth;
- gather and analyze information concerning the child(ren)'s eligibility from parents, guardians and self-eligible youth in a personal interview;
- clarify such information with additional sources when necessary;
- accurately and completely document on a Certificate of Eligibility (COE) information that establishes eligibility; and
- collect data that is required to enroll eligible children in the Idaho Migrant Student Information Database - the database that enables students' health and educational records to be transferred among school districts and participating states; and
- Participate in all necessary Idaho MEP quality control efforts.
- Maintain auditable records; records should be current, complete and correct

In order to achieve these responsibilities, a recruiter must:

- attend annual identification and recruitment certification training as well as other training sessions/opportunities as they occur;
- maintain auditable and current records relating to identification and recruitment; and
- serve as a link between schools, parents/guardians, growers, and community agencies.
- dedicate and document the appropriate amount of time when reporting time and effort records.

Recruiter Qualifications:

Educational

- Must, at a minimum, be a high school graduate or possess a GED.
- Must be able to read, write and speak fluently in English and the language spoken by migrant parents, spouses, and/or students in their homes (typically Spanish).

Personal

- Must be sensitive to the strengths and challenges of the migrant population.
- Must be able to work with people by being patient and willing to answer parents' and students' questions and by providing them with information about local resources.
- Must be willing to work evening and weekend hours when necessary to recruit all MEP-eligible children.
- Must be able to travel and work independently.

Professional

- Must attend local, regional and state in-service trainings.
- Must be able to complete accurate and timely reports.
- Must have the ability to develop a role as a liaison between the child's home, school and community.
- Must be willing and able to work collaboratively with "sister" programs (e.g. Migrant and Seasonal Head Start, Migrant Education Even Start).
- Permitted and able to have a flexible work schedule

Recruiter Job Description:

- Identify the presence and location of migrant children.
- Recruit those identified MEP-eligible migrant children within the area, and encourage children and their parents/guardians to participate in program services.
- Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
- Become knowledgeable about all Federal and State regulations pertinent to identification and recruitment by studying the ID & R Manual, attending training sessions and participating in other opportunities for professional development.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Effectively collaborate with "sister" programs:
 - Migrant Education Even Start (MEES) *See Appendix for local programs*
 - Inform local MEES staff of eligible children between the ages of 0 - 7.

- Provide copies of COEs of potential MEES-eligible families to MEES staff.
- Interview families that MEES staff indicates are likely to be eligible.
- Migrant and Seasonal Head Start (MSHS) *See Appendix for local programs*
 - Inform local MSHS staff of eligible children.
 - Include local MSHS staff within the network of local recruitment partners.

Possible Additional Duties: may include but are not limited to, the following:

- Assist in parents' involvement in the Migrant Parent Advisory Council (PAC) at local and/or State level or other Parent involvement activities.
- Serve as a home/school Coordinator or community liaison
- Assist in referring parents to community agencies for needed resources.
- Bilingual

Basic Migrant Child Eligibility Factors

The following factors are based the national Certificate of Eligibility form proposed by the U.S. Office of Migrant Education. This form has yet to be finalized and approved, and therefore, is subject to change..

MOVE ACROSS SCHOOL DISTRICT BOUNDARIES

1. The child(ren) moved from a residence in a school district to a residence in another school district on the Qualifying Arrival Date (QAD).

DATE OF MOVE

2. The child(ren) moved on the QAD:

- on own as a worker **OR**
- with the worker who is the child's parent, spouse, guardian **OR**
- to join* the worker, who is the child's parent, spouse, guardian.

* In cases where the child moves before the worker moves, the QAD would be the date the worker joins the child.

PURPOSE OF MOVE

3. The worker moved due to economic necessity in order to obtain:

- qualifying work, and obtained qualifying work, **OR**
- any work*, and obtained qualifying work, **OR**
- qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - the worker has a prior history of moves to obtain qualifying work (requires comment), **OR**
 - there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available (requires comment).

* Specific intent to obtain non-qualifying employment would not qualify. Recruiters should be attentive to situations whereby the worker expresses specific intent to obtain only non-qualifying work.

QUALIFYING WORK

4. The qualifying work was temporary employment (determine temporary employment under #5), or seasonal employment in agricultural work or fishing work (requires description of agricultural or fishing work, such as "picking strawberries") for an employer (provide name and address), as self-employment, or for personal subsistence.

5. The work was determined to be temporary employment based on:

- the worker's statement (requires comment), **OR**
- employer's statement (requires comment), **OR**
- State's documentation of the temporary nature of the work (requires comment).

AGE

6. The child is younger than age 22.

SCHOOL COMPLETION

7. The child is *not* a high school graduate or does *not* hold a high school equivalent certificate.

