

Lamesa ISD

Migrant Handbook

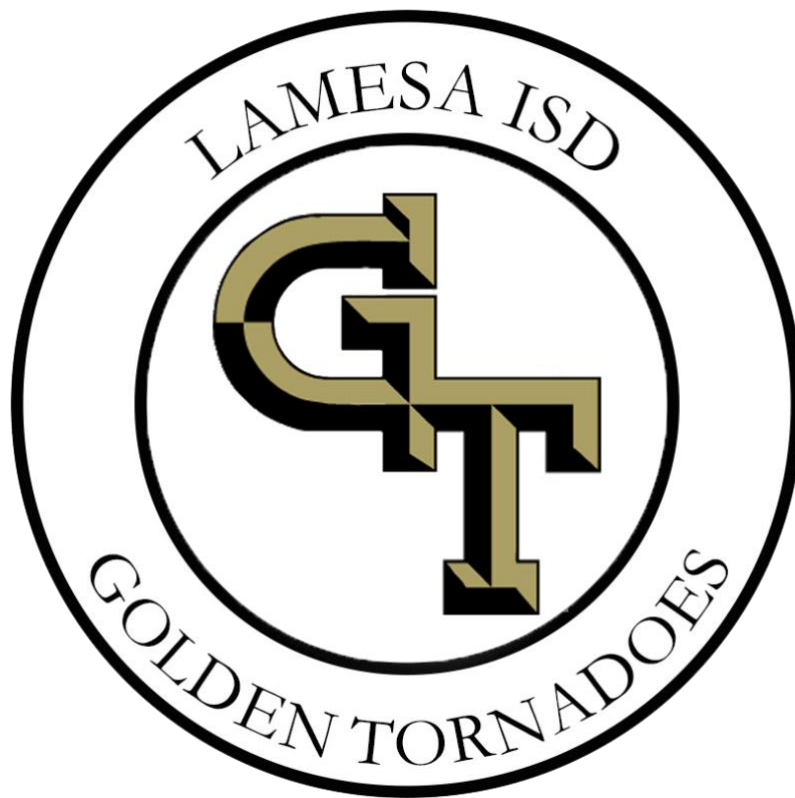


Table of Contents

Mission Statement.....	2
Overview.....	2
Program Purpose.....	3
Identification and Recruitment.....	6
Priority for Services.....	7
Services Provided.....	8
Parent Advisory Council	8
Program Coordination.....	9
Staff Development.....	9
Files and New Generation System.....	10
Supplement not Supplant.....	10
Annual Needs Assessment.....	11
Appendix	
Medical / Dental Needs	12

Mission Statement

Because migrant students encounter unique barriers to their education, we have planned this program with the students' needs as our first priority. We believe that all students can learn regardless of economic status, ethnic heritage, or language proficiency. We expect every migrant student in our program to achieve success in his/her education.

Overview

Every year, a unique group of children move from place to place and enroll in one or more school districts. They may stay in a particular community for several months or for as little as a day or two. There are thousands of these children in our nation. Like other children, they deserve the opportunity to learn in school, yet the total amount of time they spend in the classroom is far less than the national average.

Who are these children? They are the sons and daughters of migratory agricultural workers or migratory fishers. Their mobility is not by choice but by necessity. Their parents must continually seek temporary or seasonal employment in agriculture, fishing, or related industries.

Since migrant families must move to find work, their children often miss out on a continuous learning process, which is so necessary for their educational and social growth. The special academic needs created by this lack of continuity may be further complicated by health and social problems, which sometimes result from frequent mobility. All of these factors can have a direct bearing on the children's achievement in school.

Because the particular needs of migrant children are not always met by the regular school system, the Migrant Education Program (MEP) is authorized and federally funded under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Augustus F. Hawkins- Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297), the No Child Left Behind Act (NCLB) of 2001 and the Every Student Succeeds Act (ESSA) of 2015.

Under the Title I, Part C, Migrant Education Program (MEP), the U.S. Department of Education awards grants to the Texas Education Agency for the purpose of establishing and improving programs and projects that are designed to meet the special educational needs of children of migratory agricultural workers or migratory fishers.

Migrant education is one of the less familiar parts of the Title I of the Elementary and Secondary Education Act. Included under part C, the Migrant Education Program's (MEP) purpose is defined as:

1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging academic content and student academic achievement standards that all children are expected to meet;
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post-secondary education or employment; and
6. Ensure that migratory children benefit from state and local systemic reforms.

The migrant program dates back to the 1960s, after Edward Murrow's documentary 'Harvest of Shame' drew attention to the living conditions of seasonal and farm workers. In the Elementary and Secondary Education Act (ESEA) of 1965, the provision (Title I, Sec. 103) was titled: "Payments to State Educational Agencies for Assistance in Educating Migratory Children of Migratory Agricultural Workers." Today, the MEP serves over 500,000 children in all 50 states, Puerto Rico, and the District of Columbia. The most recent reauthorization of the ESEA, Every Student Succeeds Act (ESSA), has not made significant changes from its predecessor, the No Child Left Behind (NCLB) Act. The changes are with regard to: the system by which allocations to states are determined; the priority for services, and the program definitions. But let's first look at the key components of the MEP:

- a. Identification, recruitment, and eligibility: MEPs may serve children from birth to the age of 21 that qualify for migrant services. In order to qualify for services, children must have moved within the past three years, across state or school district lines with or to join a migrant parent or guardian who is seeking to obtain qualifying temporary or seasonal employment in agriculture, fishing, or dairy.
- b. Program Planning: MEPs must complete and submit to the Office of Migrant Education at the US Department of Education a Comprehensive Needs Assessment and a Service Delivery Plan.
- c. Provision of Services: Provide service from identification and recruitment to programs in academic year and summer schools.
- d. Family Engagement: MEPs have regular meetings and activities with families of migrant children.

- e. **Program Evaluation and Performance Reporting:** MEPs must establish goals based on the Government Performance and Results Act (GPRA) and report their progress toward those goals.

Changes to the Migrant Education Program under ESSA

1. **Allocations:** ESSA establishes that allocations to states will be made via the average number of identified migrant students in the three preceding years plus the number of students served during the summer rather than the count of total students by a certain date.
2. **Priority of Services:** Under ESSA, services must be prioritized to students that are failing or at risk of failing; and students who have dropped out of school.
3. **Program definitions regarding eligibility:** The definition of 'migratory agricultural worker' remains the same as 'an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products.' The same for the definition of 'migratory child': 'a child or youth who made a qualifying move in the preceding 36 months'-
 - a. as a migratory agricultural worker or a migratory fisher; or
 - b. under ESSA, it is necessary to prove that these workers moved in order to obtain work, and that they are actively seeking qualifying work.

The MEP faces the challenge of locating, enrolling, and maintaining contact with eligible students and their families in the language that the parents best understand. They must also establish programs that meet the unique living conditions of these families and students. Still, MEPs do work that is essential in order for children of migrant workers to be able not only to succeed academically, but also to be career and college ready when they complete their education.

Program Purposes

- To reduce education disruptions and other problems that result from repeated moves;
- To ensure appropriate education services;
- To ensure opportunity to meet state content standards and student performance standards.

Texas has the second largest migrant population in the United States. In order to serve these children with quality programs that will keep them in school, improve their academic

achievement, and increase their graduation rates, they must first be identified and recruited.

Identification and Recruitment

Many of these children would not fully benefit from school (and in some cases would not attend school at all) if the Migrant Education Program did not identify and recruit them. Therefore, the identification and recruitment of all migrant students is an essential part of the Lamesa ISD Migrant Education Program. Migrant and clerical personnel at each campus are trained to seek, refer, and identify migrant students.

Campus Procedures

School personnel involved with the registration of new students contact the Migrant Services Office daily with a list of students who have enrolled. A migrant recruiter will visit the parents of students who list their employment as agriculture related.

ENROLLMENT OF IN-DISTRICT MIGRANT STUDENTS - Personnel from the Migrant Services Office will check the rosters of each campus to identify eligible students.

WITHDRAWAL OF MIGRANT STUDENTS - The Migrant Services Office is to be notified within 24 hours of any migrant student that withdraws from Lamesa ISD.

Eligibility

All children identified as migrant and whose eligibility has been properly recorded on a Certificate of Eligibility (COE) may receive MEP services.

“Children” means preschool children from age 3 and up, and those persons up through age 21 who are entitled to a free and appropriate public education through grade 12. Eligibility lasts for three years from the date of their “Qualifying Arrival Date” on their COE.

A “migratory child” is a child who is, or whose parent/spouse/guardian is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisher); and who, in the preceding 36 months, in order to obtain (or accompany) such a parent/spouse/guardian temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Priority for Services (PFS)

NCLB P.L. 107-110 § 1304 (d) requires that “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are:

Grades K-2

Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.

Grades 3-12

Students who failed one or more sections of the STARR, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the STAAR testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; and have their school interrupted during the previous or current regular school year.

Districts are required to target MEP services to “Priority for Service” students. These students must be identified through NGS by running a Priority for Service Report. Information regarding services provided to these students will be monitored through the Texas Education Agency’s monitoring system called the Performance-Based Monitoring Analysis System (PBMAS).

Services Provided – Instructional Programs

- Birth to 5 years old and their parents will receive services as needed;
- Elementary School (North/South) and Middle School (LMS) Students
 - Help with school supplies
 - Tutorials
 - Summer Project - SMART (Summer Migrants Access Resources through Technology)
- High School (LHS) Students
 - Help with school supplies
 - Tutorials
 - Summer Project SMART (Summer Migrants Access Resources through Technology)
 - Opportunity to take extra credit
 - Opportunity to take correspondence classes
 - Help with academic testing fees
 - College visitations

Support and Community Services

The role of the Lamesa ISD Migrant Education Program is to coordinate community and support services to help migrant families. Migrant personnel in conjunction with district personnel are continuously identifying local, state, and federal resources. Lamesa ISD offers referrals to local agencies for support in medical assistance, counseling and drug prevention/intervention, emergency assistance for housing and food, financial aid, transportation, child care, legal assistance, rehabilitation commission, and parent education. The Migrant Education Program also offers financial assistance for doctors' fees and prescriptions for migrant students based on identified need. The Migrant Services Office coordinates with in-district and out-of-district personnel to provide needed services to families.

Parent Advisory Council (PAC) and Family Involvement

Title I, Part C Migrant Education Program rules require that programs be designed and conducted in consultation with the Parent Advisory Council (PAC).

The Lamesa Title I/Migrant PAC is composed of parents of migrant students, migrant students themselves, volunteers, Migrant Services Office staff, or other interested people; to serve as an officer, however, one must be the parent/guardian of a migrant child. The Lamesa Title I/Migrant PAC meets a minimum of two times of year but sometimes as often as monthly. The Lamesa Title I/Migrant PAC (along with input from other parents) gives valuable information to help design, implement, and evaluate migrant services for their children.

The Migrant Services Office provides training for the Lamesa Title I/Migrant PAC. Lamesa Title I/Migrant PAC members are encouraged to attend regional training sessions, State PAC meetings, migrant conferences, and parenting conferences. The Migrant Services Office may provide funding for parent training.

Program Coordination

The Migrant Education Program functions more effectively through the coordination of people within the school, the school district, and the surrounding community.

Coordination of Instructional Programs

1. Coordinated lesson planning by the classroom teacher and supplemental personnel.
2. Continuous coordination with principals and other district personnel to provide training and daily informal contact to ensure an understanding of the migrant program services and goals.
3. Concerted effort among Migrant Service Office personnel, administrators, teachers, counselors, secretaries, and instructional aides to ensure that migrant students do not experience discrimination due to late entry and/or early withdrawal, and that each student is afforded the opportunity to participate in any program for which he/she is eligible.
4. Continuous monitoring, by Migrant Service Office personnel, teachers, counselors, administrators and others who work with migratory students, of their academic progress.

Interagency Coordination

The Migrant Education Program personnel work with staff from other programs to ensure that migratory children receive all of the services to which they are entitled.

Staff Development

Migrant personnel and instructional aides who work with migrant students attend training sessions at Region 17 Educational Service Center. Regional training includes areas such as: identification and recruitment, eligibility criteria, the New Generation System (NGS), the Migrant Student Information Exchange (MSIX), secondary credit accrual, the Standard Application System, parenting education, coordination of services, early childhood home education, Project SMART, and other areas important to the development of an effective Migrant Education Program.

The Migrant Services Office provides local staff development on such topics as identification and recruitment, classroom modifications, coordination of services, the Migrant Education Program, and federal/state/local laws, policies, guidelines, and requirements.

Files and New Generation System (NGS)

To accurately document the number of migrant children, the district must maintain NGS files. Each family file must contain a completed Certificate of Eligibility (COE) form for each migrant family that must be dated and signed.

Family eligibility files shall be maintained for currently and formerly migratory children.

Reports Submitted for Migrant Students

1. Residency Verification/Mass Enrollment
2. Assessments
3. Terminations
4. Secondary Credit
 - a. Graduation Plan
 - b. Grades
5. Checklist
6. Health
7. NGS/Mass Withdrawal
 - a. During School Year
 - b. End of Year
8. Summer School/Project SMART
9. Performance Report
10. NCLB Consolidated Application System Migrant Education Program
11. Absences
12. Supplements
13. Others

Student Records

Lamesa ISD requests the records of eligible migrant children who arrive in the district from their prior district. Lamesa ISD also transmits records of those migrant children who move out of the district to another location in a timely manner (including health information) whether or not the move occurs during the regular school year.

“Supplement not Supplant”

“Supplement, not supplant” is the phrase used to describe the requirement that Migrant Education Program funds be used only to supplement (or increase) what is being provided by local and foundations funds. In no case may Migrant Education Program funds be used to supplant (i.e., replace) funds from non-Federal sources.

Annual Needs Assessment and Evaluation

Each year the district will examine statewide areas of focus and evaluate the participation and performance of migratory students. This assessment will form the basis for designing and improving the Lamesa ISD Migrant Education Program. The annual needs assessment criteria are directly related to the following academic excellence indicators:

- STAAR scores in the core areas
- Annual Dropout Rate and Completion Rate
- Attendance Rate
- College Admissions Test
- Migrant Secondary Credit Accrual based on district
- Migrant Students Over-age for Grade
- Graduation Plan
- Graduation Rate

Lamesa Independent School District

Liz Poage
Chief Financial Officer
(806) 872-5461, ext. 611
lpoage@lamesaisd.net

P.O. Drawer 261
Lamesa, TX 79331
FAX (806) 872-6220

APPLICATION FOR DENTAL OR MEDICAL NEEDS

Student's Name _____ Migrant _____ Title I _____ (check one)
Last First Age _____ Grade/School _____
Parent/Guardian's Name _____
Last First Relationship _____
Address _____ Student is on _____ free _____ reduced lunches (check one)
Reason for visit _____
Other Remarks _____ Name of Doctor _____
Visited by _____ Referred by (if different) _____
Student/Parent/Guardian signature _____ Date _____

Dear Parents:

We are pleased to inform you that your child is eligible for financial assistance under the Title I or Migrant Education Program. In accordance with our policy, we can pay \$100.00 during the year to pay doctor and hospital costs. Please be informed that you are responsible for doctor and hospital costs above the \$100.00 that Lamesa ISD provides.

Thank you for your attention to this matter.

Sincerely,

Liz Poage
Chief Financial Officer

I have read this letter and understand that Lamesa ISD can help with \$100.00 during this school year to cover the cost of medical bills incurred by my child. I further understand that I am responsible to the doctor and/or hospital for any charges above the \$100.00.

Signature

Date

Estimados padres:

Estamos alegres a informaries que su nino(a) esta elegible a recibir ayuda financiera bajo el programa de Titulo 1 o la educacion migratorio. De acuerdo a nuestra poliza, podemos ayudaries con \$100.00 este ano para cubrir el costo de la visita a un medico o hospital. Por favor de estar acuerdo que usted es responsable por los costos de el medico o al hospital mas de los \$100.00 que el distrito escolar Lamesa proveer. Gracias por su atencion.

Sinceramente,,

Liz Poage
Chief Financial Officer

He leído esta carta y comprendo que el distrito escolar Lamesa nos puede ayuar con \$100.00 este ano para cubrir parte de los costos de el medico o el hospital. Tambien comprendo que yo soy responsable por los costos mas de los \$100.00

Firma

Fecha

FAMILY DOCTOR: The above named student, to the best of our knowledge, has \$100.00 for medical expenses in either the Title I or Migrant school account. The student, parent, and/or guardians understand that any expenses over a total of \$100.00 for the year will be their responsibility and not that of Lamesa ISD. These funds are good for this date of visit only. If you have any questions, contact the school nurse listed below. Thank you for your time and consideration in this manner.

Steve Ruiz, RN
872-8385, ext. 229

APPROVED: _____