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TERMINOLOGY

AISD – Amarillo Independent School District
ARD – Admission, Review, and Dismissal
COE – Certificate of Eligibility
DNQ – Does Not Qualify
EOE – End of Eligibility
ESC – Education Service Center
ESL – English as a Second Language
FERPA – Family Educational Rights and Privacy Act
GED – General Education Diploma
ID – Identification
ID&R – Identification and Recruitment
LEA – Local Education Agency
LEP – Limited English Proficiency
LQM – Latest Qualifying Move
MEP – Migrant Education Program
NGS – New Generation System
OSY – Out of School Youth
PAC – Parent Advisory Council
PEIMS – Public Education Information Management System
PFS – Priority for Service
QAD – Qualifying Arrival Date
STAAR – State of Texas Assessments of Academic Readiness
TAKS – Texas Assessment of Knowledge and Skills
TEA – Texas Education Agency
UG – Ungraded
INTRODUCTION

The Migrant Education Program (MEP), Title I Part C, is authorized under Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended. The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. (www.ed.gov)

The purpose of the AISD MEP is to:

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

* Ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner.

* Ensure that migratory children have the opportunity to meet the same challenging state content standards and challenging state student performance standards that all children are expected to meet.

* Design programs that help migrant 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 employment.

* Ensure that migratory children benefit from state and local systemic reforms.

* Identify “Priority of Service” (PFS) students and provide services to meet the needs of those students.

The purpose of this manual is to assist the Amarillo Independent School District (AISD) Migrant Education Program (MEP) personnel in completing the entire range of tasks they may be called upon to perform.

MANUAL OBJECTIVES

1. To improve the identification of Amarillo migrant children.
2. To improve the education of migrant students in AISD
3. To provide the appropriate forms to document student success.

AISD MEP personnel will identify, recruit and educate migrant students. AISD MEP personnel will abide by the state and federal MEP policies and procedures.
JOB RESPONSIBILITIES OF THE
AISD MEP PERSONNEL

A. AISD Migrant Services Coordinator

PRIMARY PURPOSE:
To provide leadership in coordination of instructional services for migrant students, parent training, and early childhood education of the Migrant Education Program. Provide academic guidance for students served by the program. This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Oversees the daily operation and activities of the migrant staff and office, staying current in the Migrant Education Program (MEP) guidelines.
2. Collects and compiles data for program evaluations.
3. Oversees the design and implementation of a coordinated plan for providing instructional guidance, counseling, tutorial and other support services for migrant students.
4. Monitors the academic progress of migrant students.
5. Coordinates activities that provide migrant parents access to Adult Basic Education programs.
6. Coordinates support and community services for migrant families.
7. Collaborates with early child education programs to serve migrant 3 year-olds as required by federal guidelines.
8. Compiles data to complete the standard and specialized funding requests from TEA.
9. Compiles other reports required by TEA and monitors program functions and activities.
11. Assists in the migrant identification and recruitment of students.
12. Develops and manages the program budget.
13. Coordinates the Parent Advisory Council (PAC) for migrant students.
14. Completes weekly and monthly reports.
15. Attends required ID&R and NGS trainings.
16. Performs other duties as determined by Cluster Director.

B. Migrant Advisor

PRIMARY PURPOSE:
To help provide leadership in coordination of instructional and support services for migrant students and parent training. Provide academic guidance for students served by the Migrant Education Program (MEP). This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Stays current with the Migrant Education Program (MEP) guidelines and attends required trainings and staff meetings.
2. Collects and compiles weekly, monthly, and end of the year reports and other data for required program application, compliance report, and annual evaluations.
3. Assists with the implementation of a coordinated plan to provide instructional guidance, counseling, tutorial and other support services for migrant students.
4. Monitors the academic progress of migrant students through ongoing monthly campus visits, serves as a sponsor of the high school migrant student leadership clubs and collects and maintains documentation of club meetings.
5. Makes referrals to the Migrant Social Worker to obtain requested social services for migrant families.
6. Assists with the Parent Advisory Council (PAC) and other events and training for migrant parents.
7. Performs other duties for migrant students and families as determined by the AISD Migrant Services Coordinator.
C. Migrant Recruiter

PRIMARY PURPOSE:
Recruit eligible migrant students. This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Identifies and recruits eligible migrant students.
2. Attends required ID&R training prior to recruitment and subsequent periodic scheduled training sessions.
3. Certifies the eligibility of children to participate in MEP activities according to program eligibility criteria.
4. Complete Certificate of Eligibility (COEs)
5. Makes referrals to school and community agency resources, upon migrant parent request.
6. Collects data that are required to enroll eligible children in the local MEP.
7. Maintains proper auditable records and current information relating to identification and recruitment.
8. Serve as a communications link between the migrant office, the schools, and the communities.
10. Visit health clinics, charity organizations, civic groups, and other community agencies, in order to find prospective migrant families.
11. Conduct periodic survey of migrant housing areas.
12. Serve as a liaison between the migrant family and the school.
13. Help refer migrant parents to community agencies for needed services.
14. Participate in evening meetings and activities.
15. Completes weekly and monthly reports.
16. Performs other duties for migrant students and families as determined by the Migrant Services Coordinator.

D. Parent Involvement/Community Liaison, School/Home and Recruiter

PRIMARY PURPOSE:
To foster a positive and effective working relationship among the school, home and community in order to facilitate the academic improvement of migrant students. This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Attends district parent involvement monthly meetings and shares activities and resources with them.
2. Connects parents with teachers, social workers, school counselors, and schools.
3. Helps plan and participates in evening AISD Migrant Parent Advisory Council (PAC) meetings and/or child and parent activities.
4. Makes referrals to school and community agency resources, upon migrant parent request.
5. Completes residency verifications for two year old turning three year old children.
6. Coordinates the Building Bridges home-based lessons with migrant parents and three to five year old children and refers parents to child learning center community-based programs, Region 16 Head start, and the AISD Parents as Teachers programs.
7. Identifies and recruits eligible migrant students.
8. Attends required ID&R training prior to recruitment and subsequent periodic scheduled training sessions.
9. Certifies the eligibility of children to participate in MEP activities according to program eligibility criteria.
10. Completes Certificate of Eligibility (COEs)
11. Completes weekly and monthly reports.
12. Performs other tasks and accepts such other responsibilities as may be assigned by the AISD Migrant Services Coordinator.
E. Migrant Data Entry Clerk

PRIMARY PURPOSE:
To effect the efficient operation of the Migrant office routine and practices associated with a busy, productive and smoothly run office, so that it can play its effective part in the education process. This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Reviews the accuracy of Certificates of Eligibility (COE), receives the COE and stamps it.
2. Is notified by recruiters when COE requests come in and handles all requests for COEs for AISD from outside districts and documents the date of the COE request, the outside district and contact person who requested it, and the date it was faxed or emailed to the outside district. Also, is responsible for all AISD COE requests to outside districts and documents the date of the COE request to the specific district and contact person.
3. Enters all migrant student demographic, academic and health information into the NGS system for nationwide access.
4. Maintains and reconciles migrant student records with PEIMS and in the NGS.
5. Completes weekly and monthly reports.
6. Attends required ID&R and NGS trainings.
7. Performs annual enrollment and withdrawal for migrant students.
8. Performs other tasks and accepts such other responsibilities as may be assigned by the Migrant Services Coordinator.

F. Migrant Clerk/Secretary

PRIMARY PURPOSE:
To effect the efficient operation of the Migrant office routine and practices associated with a busy, productive and smoothly run office, so that it can play its effective part in the education process. This position is supplemental to locally funded positions.

MAJOR RESPONSIBILITIES AND DUTIES:
1. Prepares monthly requisitions, vouchers, mileage, and weekly reports.
2. Identifies and recruits eligible migrant students.
3. Attends required ID&R training.
4.. Certifies the eligibility of children to participate in MEP activities according to program eligibility criteria.
5. Collects data that are required to enroll eligible children in the NGS and the local MEP.
6. Reviews annual budget with Migrant Services Coordinator.
7. Updates and translates materials in Spanish, including a Directory of Service.
8. Participate in evening meetings and activities.
9. Performs other tasks and accepts such other responsibilities as may be assigned by the Migrant Services Coordinator.
G. Migrant Social Worker

**PRIMARY PURPOSE:**
To collaborate with staff and community service agencies to provide school linked services for migrant families. Assist migrant families with community agencies as needed. This position is supplemental to locally funded positions.

**MAJOR RESPONSIBILITIES AND DUTIES:**
1. Consults and collaborates with other school personnel in gathering and giving information about migrant students as part of the MEP.
2. Makes home visits for the purpose of identifying and recruiting eligible migrant students/children.
3. Attended training prior to recruitment and subsequent periodic scheduled training sessions.
4. Certifies the eligibility of children to participate in MEP activities according to program eligibility criteria and completes Certificate of Eligibility (COEs).
5. Collects data that are required to enroll eligible children in the local MEP.
6. Maintains proper auditable records and current information relating to identification and recruitment.
7. Serves as a liaison between home and school when follow-up is necessary.
8. Assists school counselors and school nurses in accessing available and appropriate resources for migrant students and families.
9. Assists in the referral of migrant families to outside agencies, including dental and medical care.
10. Provides on-going information to schools concerning community resources available for students and families.
11. Participates in evening meetings and activities provided by the MEP.
12. Serves as a liaison between families, the school, and community resources.
13. Works with community agencies to identify resources for student and family support.
14. Performs other tasks and accepts such other responsibilities as may be assigned.

H. Campus Extended Day and/or Saturday Tutors

**MAJOR RESPONSIBILITIES AND DUTIES:**
1. Provides individual help to students in their specific educational need(s).
2. Helps students to enhance their studying skills and Texas Assessment and Knowledge Skills (TAKS), End of Course (EOC), State of Texas Assessment of Academic Readiness (STAAR) testing.
AISD MEP ELIGIBILITY

The AISD MEP is following the current MEP ID&R guidelines. In analyzing the eligibility criteria, it helps to proceed with an understanding of the criteria that must be met in order to identify and recruit a child as legally eligible for the MEP. The eligibility criteria are described as well in the AISD MEP Brochure that is used for ID&R, Recruitment purposes as well. (Attachment 1)

Eligibility criteria for the AISD migratory children can be described using five basis elements:

| WHO | A child who is, or whose parent, spouse, or guardian, is a migratory agricultural worker, or a migratory fisher, |
| WHAT | working at a qualifying activity, |
| WHERE | that moved the children across school district lines, |
| WHY | in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work that serves as the principle means of livelihood for the worker and his or her family, |
| WHEN | within the preceding 36 months. |

AISD PRIORITY FOR SERVICE (PFS)

AISD migrant students are identified as PFS if they meet both of the following criteria: In grades K-2, students who are designated as Limited English Proficient (LEP), 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. In grades 3-12, students who failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, absent or were not enrolled in a Texas school during the TAKS testing for their grade level, including Ungraded (UG) or Out of School (OSY) students, and have their school interrupted during the previous or current regular school year. Please refer to Attachments 16 to 19 for documentation of the PFS criteria flyer and other documents and services provided.
AISD MEP SERVICES

Coordinated services provided to AISD migrant students may include the following, upon parent request:

* After school and/or Saturday Tutoring one-on-one
* Fee assistance with summer school tuition (Attachment 16)
* School supplies and Materials and Resources for Out of School Youth (OSY) (Attachment 2)
* Stepping Stones home based instruction for preschool children or a referral to community based programs
* Community/School Services Referral form – coordination of services for eye exam & eye glasses, transportation, health, emergency food, clothing, Adult English classes, English as a Second Language or Bilingual classes, and other resources, as requested (Attachments 3, 7, and 8)
* Clothing - two pairs of jeans, three shirts, one package of socks, one package of underwear, and one pair of shoes (Attachment 4)
* Dental preventative care - preference is given to high priority needs and priority for service (PFS) migrant children. (Attachment 5)
* Medical care – preference is given to high priority needs and PFS migrant children. (Attachment 6)
* Transportation – bus passes for students and taxi assistance for students and parents (Attachment 8)

The AISD MEP is a school program and all visits are confidential. It is not connected with any employer, state, or city welfare, or immigration program.

AISD MEP PROCEDURES

1. AISD MEP personnel will follow and document all required activities and deadlines outlined in the NGS Manual.

2. The AISD MEP personnel will attend the required annual Migrant Identification and Recruitment (ID&R) training provided by ESC Region 16.

3. The AISD Migrant Services Coordinator and Clerk will both attend the required New Generation System (NGS) annual training provided by ESC Region 16.

4. AISD MEP personnel will display ID&R posters in the schools and community, such as a post office, laundry mat, grocery store, and churches. (Attachment 10)

5. AISD MEP personnel will set up an exhibit to recruit migrant parents in various sites, such as a local grocery store and Kidsfest.
AISD MEP PROCEDURES CONTINUED

6. AISD schools will place the parent survey forms in the student enrollment packets each fall. (Attachment 9)

7. AISD MEP personnel will complete a staff weekly report of provided services, referrals, and training attendance and submit it to the AISD Migrant Services Coordinator every Friday. (Attachment 11) The AISD Migrant Services Coordinator will review the weekly reports and submit a monthly report for each staff member to the designated Cluster Director.

8. AISD MEP personnel will collaborate with ESC 16 in the ID&R process.

9. AISD MEP personnel will communicate regularly with the Public Education Information Management System (PEIMS) personnel to assure proper coding of migrant students.

10. The AISD MEP personnel will co-facilitate the AISD Migrant Parent Advisory Council (PAC) with elected PAC officers and a minimum of 5 members. The AISD PAC by-laws will be followed. (Attachment 20) At least two (2) required PAC meetings will be held during the school year. Migrant parents will receive an English/Spanish meeting invitation and the previous meeting minutes through the U.S. mail. Child care and refreshments will be included and transportation will be provided at each meeting, upon parent request. A survey will be mailed to parents/guardians in English/Spanish requesting their input on needed services, the best time to hold a PAC meeting, and future program topics of interest.

11. AISD MEP personnel will organize and maintain COE files pertinent to the MEP for ten (10) years.

12. AISD Migrant Services Coordinator will maintain and update, as needed, an inventory list of technology and other equipment purchased with MEP funding.

13. The AISD Migrant Services Coordinator and AISD Migrant Clerk/Secretary will both maintain and update purchase requisitions, as needed.

14. The AISD MEP Coordinator will help to prepare the MEP compliance report and the following year's grant application.

15. AISD will communicate each May with the AISD State Assessment Personnel regarding state assessment results.

16. AISD MEP personnel will keep the latest copy of the TEA MEP Texas manual for the Identification and Recruitment of Migrant Students in the migrant office. The link to the manual is found on TEA’s website: http://www.tea.state.tx.us
AISD ID&R PROCEDURES

1. AISD MEP staff will follow the current Texas MEP ID&R Manual.

2. When completed parent surveys arrive in the AISD MEP office, the migrant office clerk/secretary will stamp the surveys and check for possible student NGS history. The secretary will place them in a folder by campus name.

3. The AISD Migrant Services Coordinator will review the surveys on a weekly basis, write a “DNQ”, the date reviewed, and his/her initials on the survey if the family has not moved within the past six months and/or done agricultural work. For the surveys that require a contact, the AISD Migrant Services Coordinator will distribute them among all staff recruiters once a week.

4. The recruiter will review the received parent surveys for possible qualifying families or by the parent contacting the AISD Migrant personnel.

5. The recruiter will contact the parent/guardian to set up a home visit interview.

6. If the parent/guardian does not have a telephone number, the recruiter will send a letter home through the school secretary. If there is no reply from the parent/Guardian, the recruiter will write a letter and send it through the Post Office to the parent/guardian. If there is no reply, the recruiter will make a home visit and leave a door hangar on the outside door knob, if the family not home. (Attachment 13) All dates of contact attempted will be documented by the recruiter.

7. Then the parent/guardian is reached, the recruiter will make a home visit and complete a new COE. (Attachment 12)

8. The recruiter will deliver the completed COE to the data entry clerk.

9. The data entry clerk will stamp the COE as received.

10. The data entry clerk will review the COE for eligibility and sign off on it. If there are two or more required comments (special circumstances or conflicting information), then the data entry clerk will consult with the ESC Region 16 Migrant program.

11. The data entry clerk will check the PEIMS data.
12. The data entry clerk will do a family enrollment into NGS, within 5 working days after the COE is received.
13. The data entry clerk will stamp the COEs as entered/transmitted.
14. The data entry clerk will make a file for current/active records and will update school records for Migrant identification and funding purposes.
CONTINUATION OF SERVICES
(When the Migrant Family is Still Eligible for Program based upon a previous COE eligibility)

1. The recruiter will re-interview the parent/guardian for a possible new QAD.

2. The recruiter will request a current COE from a previous district and re-interview the family to determine previous eligibility information.

3. The recruiter will obtain the parent/guardian signature for residency verification of the current school year, in case the family does not have a new QAD.

4. The recruiter will deliver the COE to the data entry clerk.

5. The data entry clerk will update the family information on the NGS.

6. The data entry clerk will enter an enrollment of the family with new residency verification into the NGS.

NEW GENERATION SYSTEM (NGS) DOCUMENTATION PROCEDURES

1. The AISD MEP staff will follow the current Texas Manual for NGS data management requirements.

2. The AISD data entry clerk will verify COE information/content within five (5) working days of recruitment or the ESC 16 Migrant program will verify if there are more than two comments required.

3. The AISD data entry clerk will enter early withdrawal data into the NGS within one (1) working day of its receipt at the terminal site.

4. The AISD data entry clerk will date stamp all incoming migrant data on the date received from district personnel, as well as the date it is entered into the NGS database.

5. The AISD migrant office will maintain a white original COE for seven years after the end of eligibility. COEs/files will be maintained in alphabetical order by current mother’s last name.

6. The AISD data entry clerk will follow local procedures regarding sending out requested / requesting COEs from outside districts (Attachment 13)
TEXAS IDENTIFICATION VERIFICATION PROCESS FOR P3-P5 YEAR OLD CHILDREN

On the first contract work day in August, the Parent Involvement/Community Liaison will look for Migrant children that have turned three years old during the summer months. The child must still have eligibility and live in the AISD. The Parent Involvement/Community Liaison will review the Two Year Olds Turning Three Report in order to locate these children.

According to the current Texas Manual for Identifying Migrant children, the Parent Involvement/Community Liaison must conduct a face to face interview with the parent, guardian or worker and get their signature on the original Certificate of Eligibility (COE) for P2's turning P3. P3 residency verification must be conducted for all P3s on or after the 3rd birthday in order to document the child's eligibility for the migrant program.

Residency Verification Date
On or after September 1, a personal interview must be conducted if no attendance record is available for any children listed on the COE and are not attending school in the district and that includes P2s turning P3.

Once the P3 children have been identified in AISD, the Parent Involvement/Community Liaison must then support all other educational programs in AISD and begin the process of referring them to educational settings in the following order.

1. Head start
2. Community Based Programs in the child learning centers
3. Parents as Teachers Programs
4. Migrant Stepping Stones Program

First, the Parent Involvement/Community Liaison will ask the parent which educational setting will able to fit his/her schedule best. If the other settings have a full schedule, the Parent Involvement/Community Liaison will attempt to sign them up for the Migrant Stepping Stones program. The parents have a choice of filling out a participation form or a non-participation form. (Attachment 15) If for some personal reason they are not able to participate immediately, the Parent Involvement/Community Liaison will make a return visit and/or phone call and assure the parent that the Building Bridges program is still available for his/her child.

Once the parent has either signed up or declined an educational setting referral site, the Parent Involvement/Community Liaison will then prepare the necessary paperwork, which the parent has to sign and date it. The Parent Involvement/Community Liaison will turn in all paper work to the AISD migrant data entry clerk. If the child is enrolled in Stepping Stones, then the data entry clerk enters enrollment into NGS.
After the parent signs up for the Stepping Stones program, the Parent Involvement/Community Liaison will conduct a home based instructional lesson for forty five minutes once a week with the parent and child. The Parent Involvement/Community Liaison will keep a record of all required documentation.

DISTRICT SUMMER SCHOOL
The AISD summer school program is held annually in June at various AISD elementary, middle and high schools. An AISD migrant parent and/or summer school principal can request summer school tuition assistance, for up to three courses, for an eligible high school migrant student from the AISD Migrant office, if no other funding is available to pay for these classes. The summer school principal will complete the summer school tuition assistance form (Attachment 16) and send it to the AISD Migrant Services Coordinator. The coordinator will review and sign this document and then send the form to the AISD accounting department. Once the coordinator has confirmed that the migrant student is attending summer school classes, then the coordinator will notify the accounting department to pay for the summer classes.

CONCLUSION
The AISD MEP will continue to follow the designated federal and state guidelines in order to use the MEP funding wisely and effectively to serve eligible AISD migrant students. This procedures manual will be updated, as needed.

The following Attachments, 1 to 21, are at the end of this manual.
ATTACHMENT 1 – MEP BROCHURE

For More Information
Para Más Información

Teresa Kennedy, AISD Migrant Services Coordinator
(806) 326-3884
teresa.kennedy@arenaisd.org

Leticia Garcia, Secretary & Recruiter/Secretaria y Reclutadora
(806) 326-3880

Elaine Martinez, Parent Community Liaison/Recruiter
(806) 326-3882

Monica Ortega, Recruiter/Reclutadora
(806) 326-3883

Teresa Martinez, Migrant Database Clerk
(806) 326-3881

Myma Ruiz, Social Worker/Trabajadora Social
(806) 326-3886

AISD Migrant Advisor/Consajero:
Santos O. Tenorio, (806) 326-3887

National Migrant Education Hotline
(800) 234-8848

AISD
Migrant Education Program (MEP)
Supporting Educational Programs for Migrant Children

Updated August 2012 Amarillo Independent School District
**What is Migrant Education?**

To meet the special educational needs of migrant children, Congress created the Migrant Education Program in 1966. The U.S. Department of Education allocates funds to the states based upon each state's identified migrant student population.

**How Do You Qualify?**

*Have you and your children moved into or out of the school district within the last three (3) years?

*Have you worked either part-time or full-time within the last three (3) years at any of these places, or did you seek work in any of these occupations within the last three (3) years?

*at a fruit, vegetable, dairy, turkey, chicken, tobacco, or egg farm?

*at a food, meat or fish processing plant?

*on a fishing boat?

**Who Works in the MEP?**

The **Migrant Education Recruiter** enrolls your children in the migrant education program and assesses your family's needs.

The **School/Home Community Liaison** connects parents to schools and provides parent training. Refers families to appropriate school and community resources.

The **Migrant Advisor** assures that your children are placed in the proper grades and receive all necessary credits.

The **Migrant Social Worker** helps you find requested services, such as medical & dental services, food and clothing for your children.

**¿Quién Trabaja en el Programa Migrante?**

Las **Reclutadoras** inscriben a sus hijos en el programa y le informan sobre los servicios.

El **Enlace de Escuela** une a los padres con la escuela y provee entrenamiento para los padres. Une a la familia con recursos adecuados en la escuela y comunidad.

El **Consejero** examina los documentos escolares de sus hijos para asegurar que estan en el grado correcto y tengan los créditos necesarios para graduar de la preparatoria.

La **Trabajadora Social Migrante** le ayuda a encontrar los servicios sociales como servicios médicos y dentales, alimentos y ropa para sus niños.
**What Can You Do To Help**

As a parent, you are your children’s first and most important teacher. As you move from one school district to another take all important papers with you to enroll your children in school. You will need birth certificates, most recent report cards, shot records, and proof of address. Call your child’s school for more information.

* Encourage your children to do well in school.
* Show them that you are interested in what they learn.
* Encourage them to do their homework.
* Make sure they attend school everyday.
* Meet with your children’s teacher and discuss with them how you can help your child at home.
* Attend parent-teacher conferences and school events.
* Join a Parent Advisory Council (PAC).

**¿Qué Puedo Hacer Para Ayudar?**

Como padre usted es el primer maestro de sus hijos. Cooperando con las escuelas también puede ayudar a sus hijos con su educación. Al mudarse de un distrito escolar a otro lleve todos los documentos importantes con usted. Necesita certificado de nacimiento, las últimas calificaciones de la escuela, tarjeta de vacunas, y prueba de su domicilio. llame a la escuela de sus hijos para más información.

* Hable con sus hijos de la escuela.
* Muestreles que tiene interés en lo que aprenden.
* Animelos que hagan la tarea.
* Asegure que asistan a la escuela lo mas posible.
* Conozca a los maestros de sus hijos y pregunteles comopuede ayudar a su hijo/hija en casa.
* Asistir a conferencias de padres y maestros y eventos escolares.
* Hágase miembro de un Consejo Consultivo de Padre (PAC)

**¿Qué es la Educación Migrante?**

Para apoyo la educación de niños migrantes, el Congreso instituyo el programa de Educación Migrante en 1966. El Departamento de Educación de los Estados Unidos provee fondos a los estudiantes basado en la población de estudiantes migrantes identificados.

**¿Cómo Califica Usted?**

*¿Se ha mudado con sus hijos a otro distrito escolar en los últimos tres (3) años?

*¿Ha trabajado usted parte de tiempo o días completos en los últimos tres (3) años en algunos de los lugares siguientes o ha buscado o solicitado empleo y no ha recibido el trabajo?

*¿En fincas de fruta, vegetales, lechería, pavo, pollos, tabaco, o de huevos?

*¿En fábricas de procesamiento de comida, carne, o pescado?

*¿En un barco pesquero?
How Can Migrant Education Help Your Children?

*Summer School tuition and supplies
*Career awareness
*Referrals for School Leavers
*Health referrals and medical assistance
*Dental preventative care assistance
*Pre-school program referrals
*Eye exam and eye glasses referral
*Tutors to help your child one-on-one
*Translations
*School supplies
*Adult English class referral
*Transfer of records from school district to school district
*English as a Second Language (ESL) or Bilingual classes referral
*Priority for Service (PFS) needs of eligible children offered, first

Priority For Service Student Criteria

Kindergarten through 2nd grade Students meet the Priority For Service (PFS) criteria if they have their school interrupted during the previous or current school year AND one of the following: be designated as Limited English Proficiency (LEP), or have been retained, or are overage for their current grade level.

For students, in grades 3 to 12, they must have their school interrupted during the previous or current school year AND one of the following: failed one or more sections of TAKS, or are LEP Exempt, or Admission, Review, & Dismissal (ARD) Exempt, absent or not enrolled in a Texas school during the TAKS testing period for their grade level, including Ungraded (UG) or Out of School (OS) students.

All visits are confidential.
Migrant Students
School Supplies Form
2012 – 2013

Requested by: Parent/Guardian □_____ Staff Member □___________
Date requested: ____________________________

Student’s Name: ______________________________ 
NGS # _______ EOE Date: __________
Campus/School: ______________________________ 
Student ID # __________________ Grade: ________
Parent’s Name: __________________________________
Address: ______________________________________ 
Phone # __________________

Supplies Bought and Number of Items Given:

Backpack - Donated □
Backpack – MEP □
Total Items: 14

Received By: ___________________________ Date: __________

Referred By: ___________________________ Date: __________

Given by / Delivered By: __________________ Date: __________
Out of School Migrant Youth
Materials and Resources Form
2012 – 2013

Requested by: Parent/Guardian □ _____ Staff Member □ ________
Student □ ________________

Date requested: __________

Student’s Name: ____________________________
NGS # _________________ EOE Date: __________
Campus/School: ______________________________
Student ID # _________________ Grade: ________

Parent’s Name: ____________________________
Address: ___________________________________
Phone # ______________________

Materials and Supplies Bought and Number of Items Given: _________
________________________
________________________

Received By: ________________________________ Date: __________

Referred By: ________________________________ Date: __________

Given by / Delivered By: ______________________ Date: __________
ATTACHMENT 3 – COMMUNITY/SCHOOL SERVICES REFERRAL

The purpose of this referral form is to document any referrals requested by AISD migrant families and sent to Myrna Ruiz, AISD Migrant Education Program Social Worker.

| Initial referral made by: _______________________________ | Date: __________________ |
| Referral given to: Myrna Ruiz, AISD Migrant Social Worker | Date: __________________ |
| Referral requested by: Parent/Guardian ☐  ________________ | Staff Member ☐  __________ |

Mother’s /Guardian’s Name

Address: __________________________ Zip Code _________ Phone________________

Student Name/Campus/Grade/NGS #:

| Food ☐  | Eye exam ☐  | Eye glasses ☐  | Medical ☐  | Dental ☐  | Furniture ☐  | Legal ☐  |
| Literacy ☐  | GED ☐  | English as a Second Language/Bilingual ☐  | Clothing ☐  |
| Utilities / Rent Assistance ☐  | Other (please describe) __________________________ |

Shirt size: __________________________
Pants Size: __________________________
Underwear Size: __________________________
Socks Size: __________________________
Shoe Size: __________________________

Date/Need/Action Taken/Comments:

________________________________________________________________________________________

Follow-Up Date/Comments:

________________________________________________________________________________________

Follow-Up Date/Comments:

________________________________________________________________________________________

For Additional Follow-up Date/Comments: (Use the back of this page, if needed)

________________________________________________________________________________________

Myrna Ruiz, AISD Migrant Education Program Social Worker’s Signature

20
ATTACHMENT 4 - CLOTHING

AISD Migrant Students Clothing Form Request
2012 - 2013

Requested by: Parent/Guardian ☐ _____ Staff Member ☐ __________
Date Requested: __________

Student's Name: ___________________________
NGS # __________ EOE Date: __________
School/Campus: _________ Grade: _______
School ID # _______________
Address: __________________________
Phone # _______________

Gym Clothes ☐ white t-shirt (size) _________ shorts & color (size) ______

<table>
<thead>
<tr>
<th>Clothing Limits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 pairs of jeans</td>
</tr>
<tr>
<td>- 3 shirts</td>
</tr>
<tr>
<td>- 5 pairs of socks</td>
</tr>
<tr>
<td>- 5 pairs of underwear</td>
</tr>
<tr>
<td>- 1 pair of walking shoes</td>
</tr>
</tbody>
</table>

Shirt size: __________________________

Pants Size: __________________________

Underwear Size: ____________________

Socks Size: _________________________

Shoe Size: _________________________  Donated ☐ / Migrant Funds ☐

Referred/Approved by: ___________________________ Date: __________

Received by: ___________________________ Date: __________

Given by/ Delivered by: _________________ Date: __________
ATTACHMENT 5 – DENTAL PREVENTATIVE CARE
AISD Migrant Education Program Student Dental Referral Form
2012 - 2013

To be filled out by the school nurse or MEP staff:

Student Name ___________________________________________ ID# __________________________

Current Address ___________________________ Current Phone # __________________________

Parent/Guardian Name __________________________ Student’s Birth date __________ Grade______

Needs: Teeth Cleaning YES ☐ NO ☐ Sealant YES ☐ NO ☐

Other need: ________________________________________________________________

Reasons for Request: _____________________________________________________________

Is this a High Priority need? YES ☐ NO ☐

School Nurse Exam Results: ____________________________________________

Date of Last Dental Exam:______________

School Nurse ___________________________ Phone _______________ Campus ________________

Comments: ___________________________________________________________________

Please fax completed form to 381-7342 or send through the school mail to Travis Middle
School/Migrant Office. Questions? Please contact Myrna Ruiz at 326-3886 or 316-7704.

To be filled out by Migrant staff:

Student NGS# __________________________ EOE date __________________________

Appointment Date/Time ___________________________ Note: Parent/Guardian needs to take student
to and show a form of ID at the dental appointment. If family has Medicaid, the AISD MEP staff
will give them a referral list of dentists that accepts this insurance.

Date of Last Dental Exam: __________ Is this a High Priority need? YES ☐ NO ☐

Comments: ______________________________________________________________________

Medical Services Provided (Migrant Office Use Only):

Total $________________________

Approved by _____________________________ Date __________________________

Dental Preventative Care Limits

- Teeth cleaning
- X-rays
- Sealant(s) and cavities filled, if needed.
- PFS migrant students will be served first, if parent requested.
### ATTACHMENT 6 – MEDICAL CARE

**AISD Migrant Education Program Student Medical Referral Form 2012 – 2013**

<table>
<thead>
<tr>
<th>To be filled out by the school nurse or MEP staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name ________________________________  ID# ____________________</td>
</tr>
<tr>
<td>Current Address _____________________________  Current Phone # ____________________</td>
</tr>
<tr>
<td>Parent/Guardian Name _________________________  Student’s Birth date ______  Grade____</td>
</tr>
<tr>
<td>Needs: Wellness Check YES ☐  NO ☐  Sick Visit YES ☐  NO ☐  Immunizations YES ☐  NO ☐  Follow-Up Visit YES ☐  NO ☐</td>
</tr>
<tr>
<td>Reason for Request: ________________________________________________________________</td>
</tr>
<tr>
<td>Is this a High Priority need? YES ☐  NO ☐</td>
</tr>
<tr>
<td>School Nurse Exam Results: ____________________________________________________________</td>
</tr>
<tr>
<td>Date of Last Medical Exam or Medical Office Visit: ________________</td>
</tr>
<tr>
<td>School Nurse ________________________  Phone _______________  Campus ________________</td>
</tr>
<tr>
<td>Comments: ____________________________________________________</td>
</tr>
<tr>
<td>Please fax completed form to 381-7342 or send through the school mail to Travis Middle School/Migrant Office. Questions? Please contact Myrna Ruiz at 326-3886 or 316-7704.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To be filled out by Migrant staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student NGS# ____________________  EOE Date: ____________________</td>
</tr>
<tr>
<td>Appointment Date/Time ________________  Note: Parent/Guardian needs to take student to and show a form of ID at the doctor appointment. If family has Medicaid or CHIP, the AISD MEP staff will give them a referral list of doctors that accepts this insurance.</td>
</tr>
<tr>
<td>Date of Last Medical Exam: ________________  Is this a High Priority need? YES ☐  NO ☐  Prescription Needed? YES ☐  NO ☐  Comments: ______________________________________</td>
</tr>
<tr>
<td>Medical Services Provided (Migrant Office Use Only):</td>
</tr>
<tr>
<td>Medical Visit Total $_______________  Prescription(s) $_______________</td>
</tr>
<tr>
<td>Approved by ________________________  Date ________________</td>
</tr>
</tbody>
</table>

**Medical Care Limits**
- Wellness Check, Sick visit(s) and/or Follow-up visit(s)
- Immunizations
- Prescription(s)
- PFS migrant students will be served first, if parent requested.
### To be filled out by the school nurse:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Address</td>
<td>Current Phone #</td>
</tr>
<tr>
<td>Parent/Guardian Name</td>
<td>Student’s Birth date</td>
</tr>
<tr>
<td>School Nurse Exam Results</td>
<td>With Eyeglasses</td>
</tr>
<tr>
<td>Does the student wear eyeglasses regularly?</td>
<td>YES</td>
</tr>
<tr>
<td>Reasons for Request</td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td>Phone</td>
</tr>
</tbody>
</table>

Please fax completed form to 381-7342 or send through school mail to Travis/Migrant Office. Questions? Please call Myrna Ruiz at 326-3886 or 316-7704

### To be filled out by Migrant staff:

<table>
<thead>
<tr>
<th>Student NGS #</th>
<th>EOE Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment Date/Time</td>
<td>Note: Parent/Guardian needs to take student and show a form of ID. If family has Medicaid, we will give them a referral to a vision doctor that takes this insurance.</td>
</tr>
<tr>
<td>Date Last Received Services:</td>
<td></td>
</tr>
</tbody>
</table>

### Medical Services Provided (Migrant Office Use Only):

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$______________</td>
</tr>
</tbody>
</table>

Approved by | Date |
|-------------|------|
ATTACHMENT 8 – TRANSPORTATION
Migrant Transportation Request Form
Public City Bus / Taxi
2012 - 2013

Requested by: Parent/Guardian □ _____ Staff Member □ _________
Date requested: ____________

Student’s Name: __________________________
NGS # _____________________ EOE Date: ____________
Campus / School: _________________________
Student ID # _______________ Grade: ___________

Parent’s Name: __________________________
Address: ________________________________
Phone # ________________________________

Total # of Transportation Passes Issued: __________

Parent/Student’s Name that need Taxi transportation: ____________

Received By: ____________________________ Date: __________
Referred By: ____________________________ Date: __________
Given by / Delivered By: ____________________ Date: __________
Dear Parents/Guardians,

Your children may qualify for a **FREE** program offered by the Amarillo Schools. If requested by a parent/guardian and if necessary for children’s educational need, they may be eligible to receive school supplies, summer school tuition, medical and dental services, and/or referrals for eye glasses and other social services.

Please complete the information below and answer **ALL** of the following questions:

Name of Parent/Guardian ___________________________________________________

Address ____________________________________________________________ Zip Code ____________

Email address: __________________________________________________________

Phone number _____________________ Cell Phone number ________________

Best time to contact you: ____________ a.m. ____________ p.m.

**List the first and last names of ALL children**

__________________________________ **Campus**

__________________________________

1. Have you or your family moved from one city or state to another city or state within the past 3 years? ______ Yes ______ No

2. If yes, what was the last city and state in the United States of America that you have performed agricultural/fish related work? ________________________________________________

3. Within the past 3 years, have you applied or obtained work in any of the following areas? If no, write N/A.

<table>
<thead>
<tr>
<th>Area</th>
<th>Date obtained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Packing</td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td></td>
</tr>
<tr>
<td>Ranching</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
</tr>
<tr>
<td>Feed Lot</td>
<td></td>
</tr>
<tr>
<td>Poultry, turkey, or hog farm</td>
<td></td>
</tr>
<tr>
<td>Hoeing, irrigating, plowing, etc.</td>
<td></td>
</tr>
<tr>
<td>Cotton Farming/gin</td>
<td></td>
</tr>
<tr>
<td>Cannery</td>
<td></td>
</tr>
<tr>
<td>Fishery</td>
<td></td>
</tr>
<tr>
<td>Plant Nursery</td>
<td></td>
</tr>
<tr>
<td>Picking fruits, nuts or vegetables</td>
<td></td>
</tr>
<tr>
<td>Tree growing or harvesting</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:** ________________________________

Please send these completed forms to the Travis Middle School Migrant Office, 2815 Martin Road, Amarillo, TX, 79107. Thank you.
Estimados Padres/Guardianes,

Sus hijos pueden calificar para un programa de las escuelas de Amarillo. Si son solicitados por los padres/guardianes y si son necesarios para la educación de los niños, ellos pueden recibir materiales para la escuela, colegiaturas para las escuelas de verano, servicios médico o dental, o referidos para lentes y servicios completamente GRATIS.

Por favor, complete la siguiente información y conteste TODAS las preguntas:

Nombre del Padre/Guardián ____________________________________________
Dirección __________________________ Código Postal____________________
Numero del Teléfono __________________________ Celular _________________
Correo electrónico: _____________________________________________________
El mejor tiempo para llamarle ____________ a.m. ____________ p.m.

Nombre y Apellido de TODOS los niños de su hogar

<table>
<thead>
<tr>
<th>Escuela</th>
<th>Matanzas Fecha que aplicó o consiguió:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Granjas Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Rancho de Ganado Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Lecherías Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Engordadero Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Finca de pollos, pavos, o maranos fruta Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Limpia de algodón, irrigación, cultivando, etc. Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Algodonero Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Fábrica de Conservas Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Pesquería Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Vivero de Plantas Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Piscando frutas, nueces, o vegetales Fecha que consiguió:</td>
</tr>
<tr>
<td></td>
<td>Sembrando árboles Fecha que consiguió:</td>
</tr>
</tbody>
</table>

COMENTARIOS: ____________________________________________________________

Favor de mandar estas formas a Travis Migrante Oficina, 2815 Martin Road, Amarillo, TX, 79107. Gracias.
¿En la actualidad trabajan en la agricultura (empacadoras de carne, trabajo de campo, ganadería, lácteos, pesca, etc.) o han trabajado en agricultura en los últimos 3 años? Si su respuesta es SI, usted podría calificar para un programa gratuito que ofrece el Distrito Escolar Independiente de Amarillo. Por favor llame a Monica Ortegon @ (806) 326-3883 para una entrevista telefónica.
Do you currently work in Agriculture (Meat Packing, Field Work, Ranching, Dairies, Fisheries, etc.) or have worked in Agriculture in the past 3 years? If your answer is YES, you could possibly qualify for a FREE program offered by the Amarillo Independent School District. Please call Monica Ortegon @ 326-3883 for a phone interview.
## ATTACHMENT 11 - AISD MEP STAFF WEEKLY REPORT

**Office of Migrant Education (OME) Seven Areas of Concern**

1. Educational Continuity
2. Instructional Time (IRI, IMI, etc.)
3. School Engagement
4. English Language Development
5. Access to Services (clothing, school supplies, shoes, social services, transportation, bus passes, parent training, etc.)
6. Health (vision screening, eyeglasses, etc.)
7. Educational Support in the Home (early childhood education, home visits, laptop & book rental, etc.)

**Eight Texas MEP Needs and one AISD Need**

1. More migrant first graders must be promoted to second grade.
2. More migrant students who failed TAKS in any content area(s) must attend summer remediation.
3. More migrant middle school students must (3) use effective learning and study skills, (4) have timely attention & appropriate interventions and (5) have necessary homework assistance & tools at home.
4. More migrant secondary students must earn required credits for on-time graduation.
5. More migrant secondary students must make up coursework missing due to late entry or early withdrawal.
6. More students migrating outside of Texas in summer must be served in out-of-state summer migrant programs through interstate coordination efforts.
7. AISD migrant parents need to learn how to use a computer and the Internet, Skyward, and other online resources in order to help their student(s) be successful in school.

**Compliance Report Purposes:** Time Spent Related to Required Program Activities

A. Identification and Recruitment (ID&R) - identify and recruit migrant children and youth, including annual residency verification
B. New Generation System (NGS) - encode all required data into the NGS and conduct all required activities
C. Migrant Services Coordinator (MSC) - determine individual needs for instructional/support services, identify available resources, access and follow-up
D. Secondary Students - coordinate with available programs offering options for credit accrual/recover to ensure students access opportunities available
E. Middle School Students - coordinate with available mentoring program or support organizations to develop student learning & study skills
F. Middle School Students - coordination of resources by contacting student or family regarding needs for homework assistance & tools, collaborate with existing programs/organizations for student access to resources, provide students/parents with information on how to access homework assistance.
G. Middle School Students - provide presentation/information to school staff to increase awareness of students’ needs for attention/appropriate interventions and must include directions for non-MEP staff to notify MEP staff of referrals and interventions.
H. Middle School Students - provide supplemental information to parents on how to collaborate with school staff and access resources.
I. Students in Grades 3-11 - coordinate with staff and TX Migrant Interstate Program (TMIP) to ensure students who failed any subject area of state assessment are accessing local, intrastate, and interstate opportunities available for summer state assessment remediation.
J. Early Childhood/School Readiness - within 60 days of school year that eligible preschool children, aged 3-5, are in the school district, determine individual educational needs, coordinator with/provide services to meet identified needs (Head Start, Even Start, or other early childhood programs).
K. District Procedures - that outline a variety of strategies for partial and full credit accrual for students with late entry and/or early withdrawal & saved source slots.
L. Interstate Coordination - use the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange.
M. Intrastate and Interstate Coordination - designate and enter into NGS a district summer contact person available in summer months with access to student records.
N. Migrant Parent Advisory Council (PAC)
O. Program Evaluation - conduct an evaluation of the district Migrant Education Program

P - PEIMS Migrant Indicator Code (MIC) - Migrant Coordinator will provide a list of migrant students or copies of COEs to be encoded into PEIMS with MIC.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name/ School/ Grade level or Preschool age</th>
<th>Migrant office/ESC/ Campus/ Home visit</th>
<th>OME Areas of Concern (List # below)</th>
<th>8 TX Needs &amp; 1 AISD Need (List # below)</th>
<th>Time Spent in Required Program Activities (List Alphabet(s) and hours spent below)</th>
<th>Support Services and Referrals (describe below)</th>
<th>Attended Training/Program/Meeting/ Event/Other Activity (describe below)</th>
<th># of Hours Worked Per day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>TOTAL Referrals:</strong></td>
<td></td>
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<td></td>
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</tbody>
</table>

30
AISD Migrant Education Program

WHILE YOU WERE OUT
____________________________________________________
came to visit with you.

School District: ________________________________

Date: __________________ Time: ______

We would like to visit with you about the following:

____ Migrant Program

____ Meeting for Migrant parents

____ Invitation to an activity

____ Early Childhood enrollment

____ Permission for your child to attend an event

____ Other ________________________________

Please contact, ____________________________

at (____) ______-__________ to reschedule our visit.
ATTACHMENT 14 –
AISD STUDENT COE (Certificate of Eligibility) REQUEST
DOCUMENTATION

<table>
<thead>
<tr>
<th>Date Records Were Requested</th>
<th>Name of Student &amp; Student NGS #</th>
<th>Name of Person who requested records and School District</th>
<th>AISD MEP Staff member who sent FAX or Email</th>
<th>Date of the FAX or Email Sent</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

34
ATTACHMENT 15 –
PARTICIPATION OR NON-PARTICIPATION FORM
Participation / Non-Participation Form — English/Spanish

(Please check one)
(Por favor marque una)

☐ I would like my child to participate in the Stepping Stones program.
   Me gustaría que mi hijo(a) participe en el programa de Stepping Stones.

☐ I would not like my child to participate in the Stepping Stones program.
   No me gustaría que mi hijo(a) participe en el programa de Stepping Stones.

My child attends or receives services from ___________________________. (Head Start, public preschool, etc.)
Mi hijo(a) asiste o recibe servicios en

Parent’s Name
Nombre del Padre

Child’s Name
Nombre del Niño(a)

Child’s Date of Birth
Fecha de Nacimiento del Niño(a)

Address ___________________________ City ___________________________ State __ Zip Code ________
Dirección

Phone #/ Teléfono # ___________________________

Parent’s Signature ___________________________ Date ___________________________
Firma del Padre ___________________________ Fecha ___________________________

ATTACHMENT 16- SUMMER TUITION DOCUMENT
2013 Amarillo ISD Summer School Tuition Form for High School Migrant Students

This voucher is to pay for summer school tuition for currently eligible AISD high school migrant students.

Please complete this form and return it to Teresa Kenedy at the Migrant Education Program Office at Travis Middle School on **Monday, June 10, 2013**.

The AISD Migrant Advisor will serve as the AISD middle and high school contact person during summer school in June 2013 and the advisor can be reached at 326-3887.

The AISD Migrant Education Program will reimburse the district for tuition expenses for up to **three** summer classes per migrant student.

<table>
<thead>
<tr>
<th>Summer School Campus (circle one)</th>
<th>CHS</th>
<th>PDHS</th>
<th>THS</th>
<th>AHS</th>
</tr>
</thead>
</table>

Student Name: _________________________

Migrant NGS#______________________ (to be added by Migrant office)

Grade Level ___________________

Subject/Teacher ________________________________ $________________

Subject/Teacher ________________________________ $________________

Subject/Teacher ________________________________ $________________

TOTAL: $________________

**SIGNATURES:**

Summer School Principal: ______________________________ Date: ____________

I agree to attend summer school and to complete all required assignments:

Student’s Signature: ______________________________ Date: ____________

AISD Migrant Services Coordinator: _____________________ Date: ____________

Questions?

[teresa.kenedy@amaisd.org](mailto:teresa.kenedy@amaisd.org)

Please call 326-3884 or 672-5219

Updated September 2013
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Grade</th>
<th>NGS #</th>
<th>Federal Programs</th>
<th>State Programs</th>
<th>Local Programs</th>
<th>Services Received Dates</th>
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</thead>
<tbody>
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</table>
### ATTACHMENT 18 – AISD PFS HOME VISIT LOG

**Migrant Advisor:**

**AISD Migrant Student Priority For Services - Home Visit Log**

2012 - 2013

**Month / Year:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>School</th>
<th>Grade</th>
<th>NGS #</th>
<th>Address</th>
<th>Phone #</th>
<th>Purpose of visit</th>
<th>PFS Check list Reviewed / Attached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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**AISD Priority For Service (PFS) Checklist for Home/School Visits**

**NAME OF STUDENT:** ______________________________________________________

**NGS#:** ________________________________________________________________

**SCHOOL:** _____________________________________________________________

**GRADE LEVEL** __________

**TEACHERS:** ___________________________________________________________

**NAME OF PARENT/GUARDIAN:** __________________________________________

**ADDRESS:** ____________________________ **PHONE NUMBERS:** ____________

**PRIMARY LANGUAGE:** ____________________________________________

**Please Write Legibly**

<table>
<thead>
<tr>
<th>ACADEMIC PROGRESS CATEGORIES</th>
<th>DISCUSSION NOTES &amp; PLAN(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grades and Grade Point Average (look on Skyward)</td>
<td></td>
</tr>
<tr>
<td>Previous TAKS/STAAR State / Other Assessment test results</td>
<td></td>
</tr>
<tr>
<td>Upcoming TAKS/STAAR State / Other Assessment tests</td>
<td></td>
</tr>
<tr>
<td>State of Texas Assessments of Academic Readiness (STAAR) for 3-8 graders and End of Course (EOC) for 9-12 graders:</td>
<td></td>
</tr>
<tr>
<td>What is STAAR? (reviewed STAAR brochure with parent)</td>
<td></td>
</tr>
<tr>
<td>How does STAAR affect my child?</td>
<td></td>
</tr>
<tr>
<td>What is the End of Course? (High school students take 5 tests per year in 9th, 10th, 11th grades)</td>
<td></td>
</tr>
<tr>
<td>Attendance and Tardiness</td>
<td></td>
</tr>
<tr>
<td>Homework, Credits and Credit Recovery</td>
<td></td>
</tr>
<tr>
<td>Tutoring received and/or needed:</td>
<td></td>
</tr>
<tr>
<td>Which subjects?</td>
<td></td>
</tr>
<tr>
<td>Review of Graduation Plan / GED / High School Equivalency Program (HEP):</td>
<td></td>
</tr>
<tr>
<td>College and Scholarships</td>
<td></td>
</tr>
<tr>
<td>SAT/ACT information and exams</td>
<td></td>
</tr>
<tr>
<td>Supplies and backpack needs</td>
<td></td>
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<tr>
<td>Summer School and tuition assistance</td>
<td></td>
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<td>-------------------------------------</td>
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<tr>
<td><strong>Texas Migrant Interstate Program (TMIP):</strong></td>
<td></td>
</tr>
<tr>
<td>What is it? (see handout)</td>
<td></td>
</tr>
<tr>
<td>How does it serve my child?</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral issues and consequences:</strong> (look on Skyward)</td>
<td></td>
</tr>
<tr>
<td>In School Suspension</td>
<td></td>
</tr>
<tr>
<td>Alternative Education Placement</td>
<td></td>
</tr>
<tr>
<td>Other disciplinary action(s):</td>
<td></td>
</tr>
<tr>
<td><strong>Other student academic needs:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other information/help requested:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Follow-up visit or phone call date (if needed):</strong></td>
<td></td>
</tr>
</tbody>
</table>

This student’s academic progress and PFS checklist were reviewed with the parent/guardian listed below during a home or school visit.

__________________________
Parent/Guardian’s Signature

__________________________
AISD Migrant Social Worker’s Signature

__________________________
Date
AISD Priority for Services students are migrant children who are:

**In Kindergarten through 2nd grade:**
Must have started late or left early from school during the past or current school year **AND** speak limited or no English, or were held back a grade, or are older than other students in their same grade.

**In grades 3 to 12:**
Must have started late or left early from school during the past or current school year **AND** failed one or more sections of the TAKS test, or speak limited or no English, or are in Special Education, were absent or not enrolled in a Texas school during the TAKS testing for their grade level, including students who are no longer in school.

If your child is eligible for Priority for Services, then he or she could have the **first** opportunity to receive some of the following AISD Migrant Program services, if needed: school supplies, tutoring, dental, medical, and clothing.

**Below are some tips to help your child be successful in school:**
- Make sure that your children attend school
- Stay in touch with your child’s teacher and ask for help
- Set up a place at home for your child to study
- Read to and with your child
- Check your child’s homework to make sure it is done
- Attend parent and teacher meetings
- Call the AISD Migrant Education Program (MEP) with your questions or concerns

**For more information, please contact:**
- Myrna Ruiz, Social Worker - 326-3886
- Teresa Martinez Mancha, Clerk - 326-3881
Los Estudiantes de AISD con Prioridad de servicios son los estudiantes migrantes que:

Del kinder al segundo grado:
Si empezó tarde o se fue temprano de la escuela el último año o este año escolar y su Inglés es muy limitado o no habla Ingles, o lo detuvieron un año, o tienen más años que otros niños en su clase.

De grados 3 al 12:
Si empezó tarde o se fue temprano de la escuela el último año o este año escolar y reprobó una o más secciones en el examen de TAKS, si su Inglés es limitado o no habla inglés, o están en Educación Especial, estuvieron ausentes o no registrados en una escuela de Texas durante el examen de TAKS de su grado incluyendo estudiantes que ya no están en la escuela.

Si su hijo es elegible para Prioridad de Servicios, el o ella puede tener la oportunidad de recibir primero los servicios del Programa Migrante de AISD, si es que los necesitan: útiles, tutorías, servicios dentales y médicos, y ropa.

Aquí están algunos consejos para ayudar a su hijo para ser exitoso en la escuela:
Asegúrese de que sus hijos asistan a la escuela.
Manténgase en contacto con el maestro/a de su hijo y pida ayuda.
Establezca un lugar en casa para que su hijo estudie.
Lea con su hijo.
Revise la tarea de su hijo para asegurarse que si la hizo
Asista a las reuniones de padres.

Para obtener más información, pónganse en contacto con:
Myrna Ruiz, Trabajadora Social - 326-3886
Teresa Martinez Mancha, Capturista de datos - 326-3881
ATTACHMENT 21 – AISD MIGRANT PAC BYLAWS

AISD BYLAWS FOR MIGRANT PARENT ADVISORY COUNCIL (PAC)

DISTRITO ESCOLAR DEL AMARILLO 2011-2012 REGLAMENTOS PARA EL CONCILIO CONSEJERO DE PADRES DEL PROGRAMA MIGRANTE
Bylaws for the Migrant Parent Advisory Council of the Amarillo Independent School District

INTRODUCTION

Bylaws provide the Migrant Parent Advisory Council with rules to govern their actions. Written regulations help avoid confusion in operating procedures of a council when questions or problems arise.

ARTICLE I: NAME

The name of this council is the Migrant Parent Advisory Council of the Amarillo Independent School District, hereafter referred to as the PAC.

ARTICLE II: ROLE OF THE PAC

The role of the PAC shall be to advise the district in planning, implementing and evaluating the district’s program which is designed to meet the educational needs of migrant children. The recommendations of the PAC shall be submitted to the district’s director of the Migrant Education program, for their execution. In fulfillment of this role, the PAC shall be invited to comment and make recommendations on the following:

Section 1: Improving the District Improvement Plan for the Migrant Education Program

Section 2: Improving programs and services offered to migrant children.

Section 3: Improving evaluation of the Migrant Education Program.

Reglamentos para el Concilio Consejero de Padres Migrantes del Distrito Escolar de Amarillo

INTRODUCCIÓN

Los reglamentos proporcionarán al Concilio Consejero de Padres Migrantes, reglas para gobernar sus acciones. Reglamentos escritos ayudan a evitar confusión en el procedimiento del concilio cuando surjan preguntas o problemas.

ARTÍCULO I: NOMBRE

El nombre del Concilio será: Concilio Consejero de Padres Migrantes de Distrito Escolar de Amarillo, que en lo sucesivo se referirá como PAC.

ARTÍCULO II: EL PAPEL DEL PAC

El papel del PAC será de aconsejar al distrito en planear, llevar a cabo y evaluar el programa del distrito que es diseñado para responsabilizarse de las necesidades educativas de niños migrantes. Las recomendaciones del PAC serán sometidas al director del distrito del Programa Migrante, para su ejecución. En el cumplimiento de este papel, el PAC será invitado a comentar y hacer recomendaciones en lo siguiente:

Sección 1: Mejorar el plan de mejoramiento del distrito para el Programa Migrante.

Sección 2: Mejorar los programas y los servicios que se les ofrecen a los niños migrantes.

Sección 3: Mejorar la evaluación del Programa Migrante.
Section 4: Increasing the quantity and quality of parent involvement.

Section 5: Considering other items which may be appropriate to the role of the PAC (i.e., service delivery, needs assessment, etc.).

ARTICLE III: BASIC POLICIES

Section 1: The PAC shall be non-political, non-commercial and non-sectarian (not connected to any political group, business or religion).

Section 2: The PAC shall support the improvement of education in cooperation with the district.

Section 3: The PAC shall work within the local administrative structure (the way the school system is set up). Keeping in mind its advisory responsibility, it shall not seek to control or establish policies for the district.

ARTICLE IV: MEMBERSHIP

Section 1: The majority of the PAC membership shall consist of migrant parents or guardians of eligible identified migrant children.

Section 2: District personnel who represent the interest of migrant parents may also be members.

Section 3: Members shall be selected through election, by volunteering, nomination and/or may be appointed.

Section 4: The membership shall consist of no less than 5 members, if possible.

Section 5: Members shall be appointed to a two-year term and may be eligible for reappointment for one consecutive term.
Section 6: Members who serve two consecutive terms are eligible to serve again after sitting out one term (2 years).

Section 7: Each new term shall begin September 1.

Section 8: All members shall be knowledgeable of the needs of migratory children.

Section 9: Members whose eligibility expires during the school year may continue to serve on the council until the end of that school year.

Section 10: All PAC members must be endorsed by the appropriate district administrator.

ARTICLE V: ELECTION OF OFFICERS

Section 1: The PAC shall elect a President, Vice-President and a Secretary.

Section 2: The officers shall be elected to serve for a term of one year. The officers shall be eligible for re-election upon successful completion of their term.

ARTICLE VI: DUTIES OF OFFICERS

Section 1: President: The President shall be charged with the responsibility of providing leadership and presiding over meetings. Other duties include the right to call a meeting, appoint committees, and in conjunction with PAC members, set the agenda for the next meeting, or to appoint other officers/committees as needed. Members shall have the opportunity to give their suggestions for the agenda at the close of each meeting.

Sección 6: Los miembros que sirven dos términos consecutivos tienen derecho de servir otra vez después de no participar por un término (2 años).

Sección 7: Cada término nuevo empezará el 1 de septiembre.

Sección 8: Todos los miembros deberán tener conocimiento de las necesidades de los niños migrantes.

Sección 9: Los miembros cuya elegibilidad se vence durante el año escolar podrán seguir sirviendo en el PAC hasta el fin de ese año escolar.

Sección 10: Todos los miembros del PAC deben ser aprobados por el administrador apropiado del distrito.

ARTÍCULO V: ELECCION DE OFICIALES

Sección 1: El PAC elegirá a un presidente, un vice-presidente y un/a secretario/a.

Sección 2: Los oficiales serán elegidos por el término de un año. Los oficiales pueden ser elegibles para ser re-elegidos al cumplir su término con éxito.

ARTÍCULO VI: RESPONSABILIDADES DE LOS OFICIALES

Sección 1: Presidente: El Presidente tendrá la responsabilidad de proporcionar el liderazgo y presidir sobre reuniones. Otros deberes incluyen el derecho de iniciar la reunión, designar los comités, y junto a los miembros del PAC, determinar la agenda para la próxima reunión, o designar a otros funcionarios o comités según sea necesario. Los miembros tendrán la oportunidad de dar sus sugerencias para la siguiente agenda al fin de cada reunión.
Section 2: Vice-President: The Vice-President shall preside in the absence of the President and exercise the duties of that office.

Section 3: Secretary: The Secretary shall maintain adequate minutes of each meeting. The Minutes shall be provided in a format and language all members can understand.

ARTICLE VII: MEETINGS AND ATTENDANCE

Section 1: Meetings may be open to the migrant public, but only PAC members may participate in discussion and voting.

Section 2: Meetings shall be held not less than two (2) times per school year, if possible.

Section 3: Meetings shall be convenient for parents and accommodate parents' work schedules.

Section 4: Meetings shall be conducted in a language all parents can understand. If a translation is needed, one shall be provided.

Section 5: All materials (agendas, minutes, etc.) shall be provided in a language and format all parents can understand.

Section 6: Meetings shall be called by the President, or, in the absence of this officer, by the Vice-President. When scheduling meetings, the President or the Vice-President shall take into consideration the mobility patterns of migrant families.
Section 7: Fifty percent (50%) or more of the PAC members eligible to serve shall constitute a quorum for the transaction of business.

ARTICLE VIII: PARLIAMENTARY AUTHORITY

Section 1: Robert's Rules of Order Newly Revised shall govern the PAC in all cases, except where superceded by these laws.

Section 2: A parliamentarian shall be elected or appointed by the President, if possible.

ARTICLE IX: AMENDMENTS

Section 1: Amendments to the bylaws may be recommended by any PAC member.

Section 2: Amendments shall be presented during a PAC meeting.

Section 3: The bylaws can be amended by a two-thirds vote of the quorum present.