ELL LAU Policy and Procedures

Mission:

The ELL team vows to utilize knowledge and service provided to the homeroom teachers by the ELL team about their students and best ELL practices. Our belief is that collaboration between experts in content with a student focus will create a streamlined and holistic approach to each child's learning needs.

Our promise to homeroom teachers:

We promise to share and explain WIDA scores, know and understand each EL student's socioemotional, behavioral, academic needs, and thoroughly communicate what the ELL team can do to help accommodate your scholar in the classroom.

Our promise to EL Students:

We promise to make our services student-centered. We promise to diligently study ELL trends, culture, and practices to best implement them in activities for students to learn. We promise to lead with a loving emphasis. We promise to get to know the individuals, their home culture, their strengths, weaknesses, and apply best ESL practices towards their betterment in academia and social communicative activities.

Languages at Momentum Academy & What you should know

It is vital to know that no language or culture is better or worse than another. There are no "wrong" cultural norms. There are just "different". At Momentum Academy, scholars practice academics in Standard American English, abbreviated as SAE. Do your best to destigmatize cultural barriers. Use phrases like, "In SAE, we use this style" or "In some settings you might say speak in "one way" and in school settings you may be asked to communicate in "this" way." Be intentional about your corrections in regard to a student's language use. Ask yourself if it is beneficial to correct their speech in that moment or if it would fit more appropriately during an official feedback opportunity.

There may be cultural interferences from students who speak African American Vernacular English (AAVE). Although AAVE is not classified as a second language, many EL strategies can be used for students whose home language is AAVE as well. "Blackness" and "whiteness" have different cultural norms that should be considered by the instructor when teaching. Colorism may be experienced differently by those who are descendants of slaves and students of color who have immigrated to the U.S intentionally or recently.

Current languages spoken by ELLs at Momentum Academy:

Eastern Asian Languages: Nepali, Vietnamese,

Laos

African Languages: Swahili, Ogoni, Congolese,

Amharic, Somali

Middle Eastern Languages: Arabic, Farsi, Kurdish

Americas: Spanish, Haitian Creole

English Dialects: Nigerian English, African American Vernacular English (AAVE),

Mexican- American English (Chicano)

Note: English Dialects are not identified at English as a Second language, however, teachers may experience gaps in phonetics or other language-based skills for students who use a different home language than the one that is used at school (SAE.) EG: a kindergartener who pronounces letter sounds differently than expected may need extra language practice to "pass" the SAE requirement in K assessments if their home dialect is Nigerian English. It is best practice to work with the homeroom teacher and student's guardians to figure out appropriate services.

Definitions

English Learner (EL)- Any student who:

- Is age 3-21
- Is enrolled or preparing to enroll in the district and
- Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English or the opportunity to participate fully in society and
- Meets one of the following additional requirements
    - Was not born in the United States or whose native language is a language other than English
    - Is Native American an Alaska Native or native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English Language Proficiency
    - Is a migratory individual whose native language is a language other than English and who comes from an environment where language other than English is dominant.
- Immigrant Student- A student between the ages 3-21 who was not born in a state of the United States of America and who has not been attending schools in any state

for more than three full academic years.

Identification

In collaboration with school personnel and community organizations, the Local liaison at each campus will identify children and youth who may be considered EL, both in and out of school. The Local liaison will train school personnel on possible indicators of English Language Learners, sensitivity in identifying families and youth, and procedures for forwarding information to the EL Coordinator. The local liaison will also instruct School Operation Managers and Office Managers to inquire about possible English Language Learners upon the enrollment and withdrawal of every student and to forward information indicating EL status to the local liaison.

The local liaison will keep data on the number of children and youth who qualify for EL Services; their academic achievement (including performance on state- and district- wide assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

Screening

The district will screen for EL scholars by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling scholars. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. The survey may be incorporated into the district enrollment forms provided to all scholars.

Scholars whose LUS indicates a language other than English and possible language barriers will be referred to the school specific EL Coordinator for additional screening using the DESE adopted screening tool for determining the level of English Language Proficiency. The screening results will be used identify students eligible for EL Services and assist in a program placement that meets the scholars needs. The district will make every effort possible to complete the screening process within 30 days of the first day of school or for scholars who enroll after the first day, within 30 days of the scholar's first day of enrollment.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students who qualify for EL services may not have school enrollment documents available readily or in the appropriate language. Nonetheless, the school selected for enrollment must enroll any child or youth immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from
- previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- If the homeless coordinator is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within (90)
- days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in § 167.181.3, RSMo.
- Proof of guardianship
- Birth certificate
- Any other document requirements

Services/ Placement

Scholars will be placed in a language education program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. Momentum Academy's program is designed to increase English proficiency and academic achievement. Scholars in these programs will be held to the same academic achievement standards established for all scholars. If the district offers more than one time of LIEP scholars will be placed in an LIEP that is in their best educational interest.

Potential placement options are described in detail below:

Content based ESOL: In this program model, students acquire English as they are learning academic content in the mainstream classroom. Lessons have strong components of English language development and EL research-based strategies are utilized to foster language acquisition.

Push In Services: The ELL teacher supports ELs in the general education classroom as they are working through content currently being taught.

Pull Out Services: ELL students are pulled out of the general education classroom to work with an EL teacher on targeted interventions.

Co-teaching: The co-teaching service delivery model is implemented when a general educator and an ELL educator co-plan, co-teach, and co-assess a subject in the general education classroom setting. This creates a shared classroom with purposeful instruction that includes joint accountability and varied responsibilities for both teachers.

ELD Coaching: EL students scoring at higher levels of English language proficiency are eligible for ELD coaching services. ELL teachers and general education teachers collaborate to make content meaningful for EL students in the general education classroom through a process of co-planning, observation, and feedback. More information on coaching model guidance can be found on DESE's website.

All EL services are provided during the school day by the ELL teacher, either in their general education classrooms through various collaborative models or through pullout services outside of their general education classroom. The type of services a student receives is based upon their needs and level of English language proficiency.

Exit Standards

Students are reclassified based on the following criteria:

- An overall proficiency score of 4.7 or above on the WIDA ACCESS for ELs ELP assessment

OR

- An overall proficiency score below 4.7 on the WIDA ACCESS for ELs ELP assessment AND an ELL portfolio that demonstrates that the student is able to fully participate in English in the mainstream classroom.

The ELL portfolio may consist of the evidence below, additional materials may be added depending on the scholars individual plan or situation. This evidence should demonstrate grade-level proficiency without modified English materials or EL accommodations.

Academic records: content area grades
Writing samples from all content areas
Writing performance assessment with rubric
Speaking rubrics that demonstrate sociolinguistic competence
STEP assessment data NWEA assessment data
Input from stakeholders (EL teacher, content area teacher(s),

*Tools to evaluate an EL student's portfolio can be found on the DESE website.

If a student meets the above criteria, they are reclassified as MY1 and no longer take the WIDA ACCESS test. The Scholar is to be monitored for two school years after exiting. Additional Information regarding the monitoring protocol is outlined in detail below.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have IEPs that specify parallel, alternate standards-related criteria.

Monitoring

In Missouri, LEAs are required to monitor reclassified ELL students for two school years after exiting ELL services. Districts are required to maintain records (final WIDA ACCESS scores, parental notification, portfolios, and state assessment scores) throughout the two-year monitoring period.

Students who are not achieving academically may return to the EL caseload to be monitored more closely (week/bi-weekly basis) to ensure they are receiving appropriate support.

Parental Information

The district will, through parental involvement and outreach activities and provide parents/guardians

of English learners with information about how the parents/guardian dan be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL scholar will be informed of:

- The reasons for identifying their scholars as an English learner in need of placement in the district's LIEP.
- The scholar's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the scholar's academic achievement.
- The method of instruction that will be used in the program the scholar is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.
- How the program will meet the educational strengths and needs of the scholar
- How the program will help the scholar learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements of the program, including expected rate of transition from such programs into classroom that are not tailored for EL students.
- The expected rate of graduation from high school, including four year and extended year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
- If the students has individualized education program (IEP) how the LIEP will meet the scholar's IEP objectives.

Parent Rights

Parent/Guardians will be notified within 30 days after the opening of school enrollment if their scholar is identified for participation in or is participating in a LIEP. For those scholars who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the scholar being placed in an LIEP.

Parents/Guardians of EL Scholars have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their scholar out of the district's LIEP by contacting the EL Coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the scholar's screening assessment and information about the LIEP. Parents /Guardians who decline language instruction will be asked to sign a wavier exempting their scholar from instruction. Scholars removed from their district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the scholar's progress towards English language proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their scholars out of statewide assessments to determine English Proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL scholars and to the extent practicable, will be provided in a language that parents/guardians understand.

Parental Notification

Pursuant to federal law, if the districts English Language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of scholar participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

EL Coordinator

The district's EL programs coordinators are:

- Vacant - Tower Grove South & Gravois Park
- Jason Pullen - Fox Park & Tower Grove East

The EL Coordinator shall have the following duties:

- Provide parents/guardians with notice of and information regarding the LIEP as required by law.
- Ensure that any scholar whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state provided instruments.
- Determine the appropriate instructional environment for EL Scholars
- Maintain records relating to LIEP and prepare reports for submission to DESE
- Reach out regularly to parents/guardians of EL scholars, assist them in becoming active participants in their scholars' learning, and provide information about the district's parent and family involvement and engagement activities.
- Evaluate the effectiveness of the LIEP and make recommendations for revisions.
- Prepare reports on immigrant scholars for submission as required by DESE

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to scholars who are not English language learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL scholars in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic scholars as required by federal law.

ELL
Procedures

Interpretation and Translation Protocol

Parents and guardians whose primary language is not English and cannot proficiently listen, speak, read, or write in English are entitled to certain rights pertaining to communication from school districts. According to the U.S. Department of Education, “schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.” For more information or clarification about what the law requires, please refer to this fact sheet.

At Momentum Academy, the following protocol is required to equitably and efficiently communicate with parents or guardians in our school community that prefer to communicate in languages other than English.

Interpretation (spoken language)

*Students ***should not*** be used for interpretation between guardians and school faculty/staff. Faculty/staff members should also not be used for interpretation unless they are **trained and fluent in the target language.** The best practice is to use formal interpretive services listed below.

Phone interpretation:

Uses: Parent/guardian phone calls from faculty and staff, immediate interpretation needs when a parent/guardian is on-site without a pre-planned meeting

Procedure: Use the Tele-language Interpreted Phone Call Service one-pager (located here) to reach an interpreter. Ensure you provide the correct access code for tracking purposes. When recording the communication in IC, note that interpretive services were used for contact.

In-person interpretation:

Uses: Parent/guardian meetings with faculty/staff occurring on-site, on-site community events

Procedure: Email your EL Coordinator to request in-person interpretation. Please provide the date, time, estimated duration, and purpose of the meeting. Please communicate any changes to meeting dates/times with your EL Coordinator immediately, as this will affect the availability of interpreters and could result in a last-minute cancellation fee.

Virtual interpretation (via Zoom, Google Meets, etc.):

Uses: Parent/guardian meetings with faculty/staff occurring virtually, virtual community events

Procedure: Email your EL Coordinator to request in-person interpretation. Please provide the date, time, estimated duration, and purpose of the meeting as well as a Zoom or Google Meet link. Please

communicate any changes to meeting dates/times to your EL Coordinator immediately, as this will affect the availability of interpreters and could result in a last-minute cancellation fee.

Translation (written content)

Informal documents:

Uses: Documents sent home that are not legally binding and do not have a significant impact on a scholar's standing with the school may be informally translated through Google Translate or Microsoft Word. These documents could include community events, informal updates from teachers, celebrations, etc.

Procedure: Email your EL Coordinator to request formal document translation. Please include a **digital copy** of the document and the languages needed. Once returned, please attach the appropriate translation disclaimer located here. It is best practice to also inform families that they may request further clarification through interpretive phone services if the translation is not fully comprehensible.

Formal documents:
Uses: Documents of a legal nature or emergency communications must be formally translated into applicable languages in order to ensure the highest level of accuracy. This includes documents such as consent forms, quarantine notices, attendance concerns/disenrollment, immunization records, enrollment paperwork, IEPs, results of screenings/assessments, etc.

Important note for enrollment: If families provide supporting documents for enrollment (transcripts, immunization records, birth certificates, etc.) in a language other than English, please scan these documents and provide them to your EL Coordinator for English translation.

Procedure: Email your EL Coordinator to request formal document translation. Please include a **digital copy** of the document and the languages needed.

FAQ

I'm not sure if my student is ELL. What should I do?

You can look it up in Infinite Campus or email your ELL teacher. Office Managers also have this information.

I feel weird talking about ethnicity. How should I approach parents?

Appropriate language can include the following:

- Are there any other languages spoken at home?
- What was the first language you (guardian) learned as a child?

Be mindful that not all people want to share their citizenship status. It can be vulnerable to share that information. By asking about languages, you are able to veer away from families needing to reveal their immigration status and ethnicity. Keep in mind bilingualism and multilingualism qualify students for ELL services as well. When in doubt, you can always ask your ELL teacher.

How to request ELL services

Email your ELL teacher. Explain what gaps and weaknesses your scholar is showing.

How to make accommodations in your classroom

There are several ways to accommodate ELL in the class here are some examples:

- Give instructions in a slower pace & use visuals. Limit the amount of language you use.
- Create visuals to post in the room and on the walls to show vocabulary.
- Explicitly teach English language vocabulary and structures.
- Circle the most important questions on an assignment for a scholar to complete first.
- Adjust the amount of reading required for a scholar. Visit Newsela.org to adjust reading difficulty.
- Pair the EL scholar with another student who is language proficient, so they may rely on peer assistance to follow directions in class.
- Seat the scholar closer to your presentation area.
- Put captions on videos. Play videos at a slower pace.
- For more ideas or clarification contact your ELL teacher.

Accommodations for Testing

ELL scholars should not receive accommodations on tests that they do not receive in class. For example, a student should not have the entire test read for them unless this accommodation is practiced as a norm in their class setting. As for all scholars, teachers may read 1 word aloud to scholars but may not give the definition or read entire questions aloud unless otherwise specified. Below is a list of common accommodations for testing, please note, this list is not exhaustive and there may be additional accommodations not listed below. All accommodations should be made on an individual basis.

- 1-1 testing proctored by their ELL teacher, homeroom teacher, or TA.
- Small group or separate setting for testing.
- Adjustment and/or modifications to the actual test can be made based on the individual needs
- Dictionary: All students may have access to a physical English Dictionary for use ONLY on the Writing Prompt in grades 5 and 8. If the English Dictionary is electronic, it may not connect to the internet.
    - Physical Bilingual Dictionary for use ONLY on the Writing Prompt in grades 5 and 8. If the Bilingual Dictionary is electronic, it may not connect to the internet.
- Grammar Handbook: All students may have access to a physical Grammar Handbook for use ONLY on the Writing Prompt in grades 5 and 8. If the Grammar Handbook is electronic, it may not connect to the internet.
- Thesaurus: All students may have access to a physical Thesaurus for use ONLY on the ELA Writing Prompt in grades 5 and 8. If the Thesaurus is electronic, it may not connect to the internet.
- Translation tool (S109) or Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services, choose this tool for just ONE student in the group. That student should still take the assessment online.
- ELL students in grades 6-8 with this accommodation in their IEP/504 plan, taking the online, paper/pencil, Large Print or Braille assessments may have the ELA Reading Passages read aloud to them in their native language by a human reader.

**This is not the only accommodations that scholars may receive. Accommodations and Modifications should be made on an individual basis to ensure the scholar is receiving appropriate supports.

Printouts for Parents

Parent Teacher Conference Interpreter Request Form
Home Language Survey
Permission for & Explanation of ELL Services
Parental Request to Quit Services
WIDA Score Explained & Translated: From WIDA.wisc.edu
https://wida.wisc.edu/resources?keys=&field_type_target_id%5B355%5D=355

Helpful ELL Websites

- https://newsela.com/
- http://www.readwritethink.org/
- https://www.education.com/
- https://tefltastic.wordpress.com/
- http://www.prepdog.org/K/kindergarten-common.html
- https://www.fluentu.com/blog/english/
- https://www.omniglot.com/writing/languages.htm#o
- https://www.enchantedlearning.com/consonantblends/
- https://www.eslprintables.com/
- For additional guidance: https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

Migrant Education Procedures

Momentum Academy works jointly with the Department of Secondary and Elementary Education to participate in the Missouri Migrant Education Program (MEP) to assist migrant children and youth to overcome challenges of mobility, frequent absences, late enrollment into school, social isolation and other difficulties associated with migratory life in order that they might succeed in school. Momentum Academy is focused on giving priority for services to migrant children and youth who are failing or most at risk for failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year.

Definitions

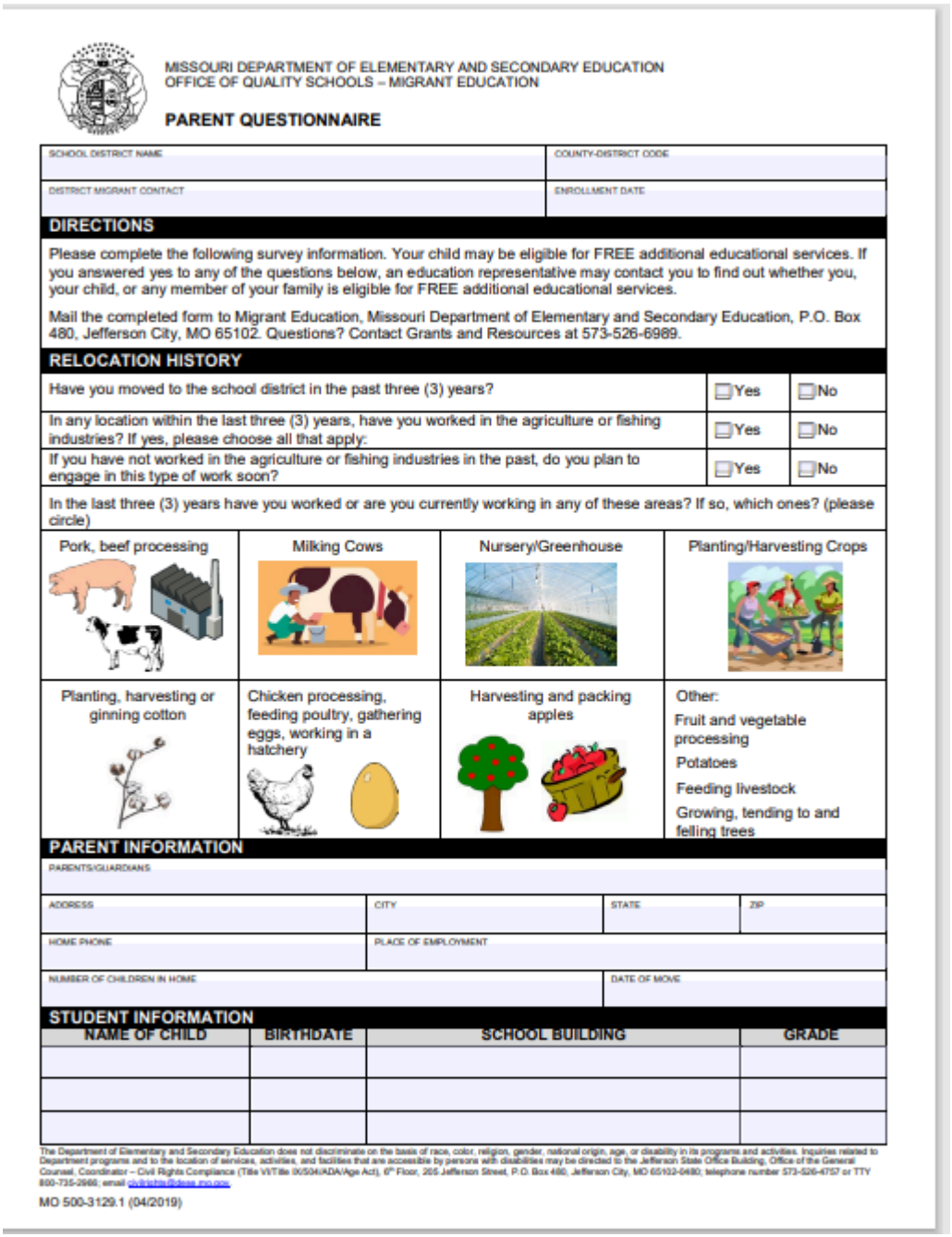
- ACCESS- Assessing Comprehension and Communication in English
- COE -Certificate of Eligibility
- EED -Missouri Department of Education & Early Development
- EL- English learner ELG Early Learning Guideline
- ELL/EL -English Language Learner or English Learner
- ELP -English Language Proficiency
- ESL -English as a Second Language
- LEA- Local Education Agency (also LOA for Local Operating Agency)
- LEP -Limited English Proficiency
- MAP -Missouri Assessment Program
- MEP -Migrant Education Program
- MSIX -Migrant Student Information Exchange
- OME -Office of Migrant Education (of the U.S. Department of Education)
- QAD -Qualifying Arrival Date
- SDP -Service Delivery Plan
- SEA -State Education Agency
- WIDA -World-Class Instructional Design & Assessment

Identification

In collaboration with school personnel and community organizations, the Local liaison at each campus will identify children and youth who are considered Migrant, both in and out of school. The Local liaison will train school personnel on possible indicators of Migrant, sensitivity in identifying families and youth who are considered Migrant and procedures for forwarding information indicating Migrant Learning to the Local liaison. The local liaison will also instruct School Operation Managers and Office Managers to inquire about possible Migrant scholars upon the enrollment and withdrawal of every student and to forward information indicating Migrant to the local liaison.

(The local Liaison at Momentum Academy are the EL Coordinators)

Momentum Academy has a section in the enrollment packet for Migratory Status, if a parent completes that section with any "Yes" then the family may receive the MO MEP Parent Survey Form as part of the enrollment packet. Momentum Academy is responsible for reaching out to the Migrant Recruiters at DESE to share the knowledge that we have a family who qualifies for Migrant learning. The MO MEP Parent Survey Form looks like the one below:



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – MIGRANT EDUCATION

PARENT QUESTIONNAIRE

SCHOOL DISTRICT NAME	COUNTY-DISTRICT CODE
DISTRICT MIGRANT CONTACT	ENROLLMENT DATE

DIRECTIONS

Please complete the following survey information. Your child may be eligible for FREE additional educational services. If you answered yes to any of the questions below, an education representative may contact you to find out whether you, your child, or any member of your family is eligible for FREE additional educational services.

Mail the completed form to Migrant Education, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102. Questions? Contact Grants and Resources at 573-526-6989.

RELOCATION HISTORY

Have you moved to the school district in the past three (3) years?	☐ Yes	☐ No
In any location within the last three (3) years, have you worked in the agriculture or fishing industries? If yes, please choose all that apply:	☐ Yes	☐ No
If you have not worked in the agriculture or fishing industries in the past, do you plan to engage in this type of work soon?	☐ Yes	☐ No

In the last three (3) years have you worked or are you currently working in any of these areas? If so, which ones? (please circle)

Pork, beef processing	Milking Cows	Nursery/Greenhouse	Planting/Harvesting Crops
Planting, harvesting or ginning cotton	Chicken processing, feeding poultry, gathering eggs, working in a hatchery	Harvesting and packing apples	Other: Fruit and vegetable processing Potatoes Feeding livestock Growing, tending to and felling trees

PARENT INFORMATION

PARENTS/GUARDIANS			
ADDRESS	CITY	STATE	ZIP
HOME PHONE	PLACE OF EMPLOYMENT		
NUMBER OF CHILDREN IN HOME	DATE OF MOVE		

STUDENT INFORMATION

NAME OF CHILD	BIRTHDATE	SCHOOL BUILDING	GRADE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

MO 500-3129.1 (04/2019)

The Parent Questionnaire can also be downloaded from the DESE website here.

Coordination

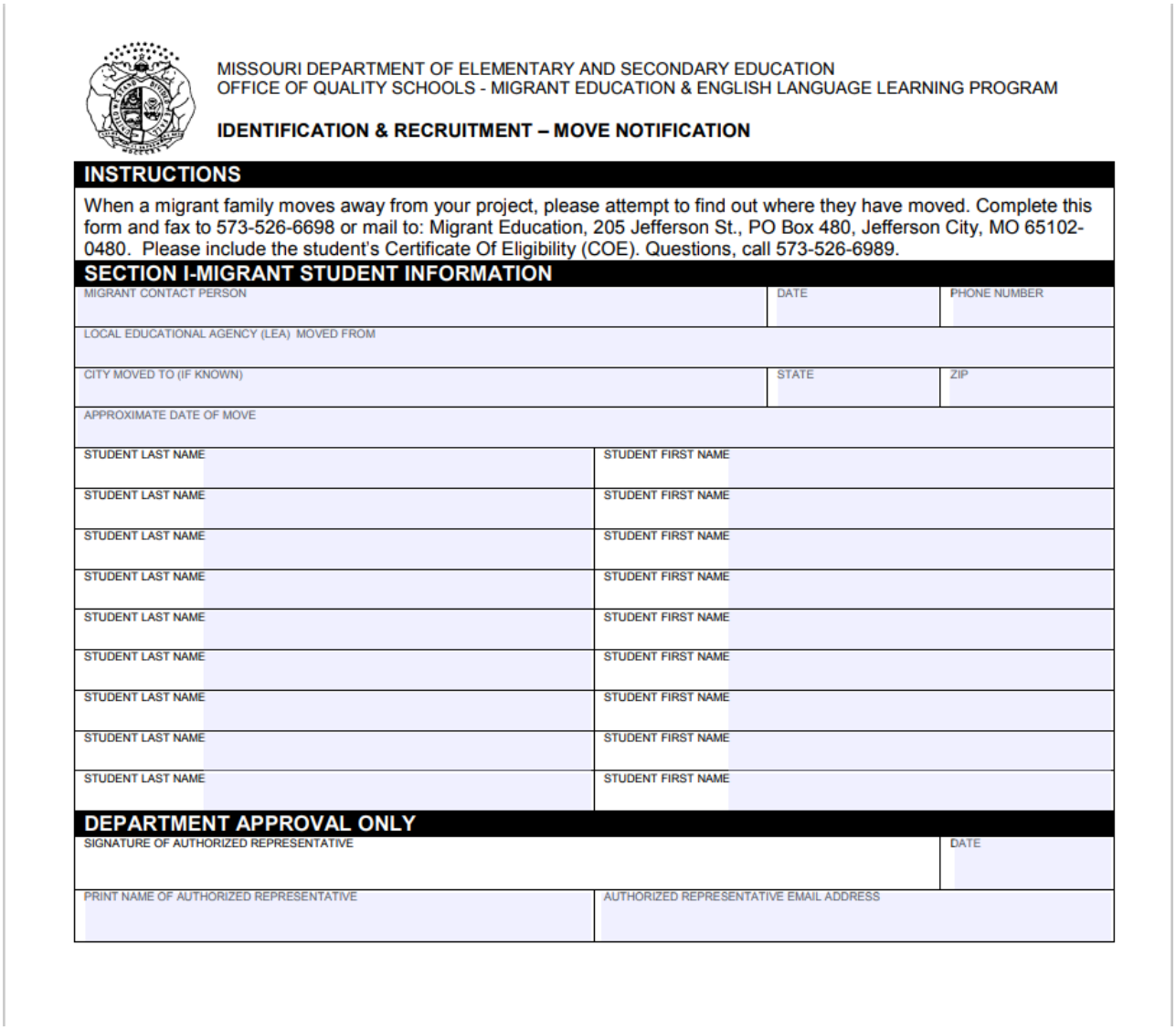
To document the migrant families Momentum Academy's EL Coordinators will be the team member responsible for partnering with one the following MEP Recruiters.

Teresa Webber (Central/ STL Region) Teresa.webber@missouri-mep.org
Bob McGill (Statewide Recruiter) bob.McGill@missouri-mep.org

By coordinating with the recruiters EAGLE will be sure to follow appropriate documentation and tracking of

Identification & Recruitment

When a migrant family moves away from Momentum Academy, we will complete this form and fax it to 573-526-6698 or mail to: Migrant Education 205 Jefferson St PO Box 480 Jefferson City, Mo 65102-0480.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS - MIGRANT EDUCATION & ENGLISH LANGUAGE LEARNING PROGRAM

IDENTIFICATION & RECRUITMENT – MOVE NOTIFICATION

INSTRUCTIONS

When a migrant family moves away from your project, please attempt to find out where they have moved. Complete this form and fax to 573-526-6698 or mail to: Migrant Education, 205 Jefferson St., PO Box 480, Jefferson City, MO 65102-0480. Please include the student's Certificate Of Eligibility (COE). Questions, call 573-526-6989.

SECTION I-MIGRANT STUDENT INFORMATION

MIGRANT CONTACT PERSON	DATE	PHONE NUMBER
LOCAL EDUCATIONAL AGENCY (LEA) MOVED FROM		
CITY MOVED TO (IF KNOWN)	STATE	ZIP
APPROXIMATE DATE OF MOVE		

STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME
STUDENT LAST NAME	STUDENT FIRST NAME

DEPARTMENT APPROVAL ONLY

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
PRINT NAME OF AUTHORIZED REPRESENTATIVE	AUTHORIZED REPRESENTATIVE EMAIL ADDRESS

The form can be found on the DESE website HERE.

Services

Momentum Academy will serve Migrant scholars to the best of their abilities this includes ensuring that they are participating in EL services as outlined above. In addition, scholars and families who qualify under Migrant also have the right to the following: Free Lunch program, Extracurriculars and other services provided to all Momentum Academy families.

Revised July 2022 Board Approved: