

**Bullock County Board of Education  
Union Springs, Alabama**

**Migrant Plan**

**School Year 2018-2019**



**Dr. Christopher Blair, Superintendent of Schools  
Mr. Sean Dees, Federal Programs Director  
Latashia Jackson, Federal Programs Resource  
Specialist/K-12 Literacy Specialist**

**Bullock County Board of Education  
Union Springs, Alabama**

**LEA Migrant Plan**

**2018-2019**



A handwritten signature in blue ink, appearing to read "C. Blair", is positioned above a horizontal black line.

**Dr. Christopher Blair**

# Superintendent of Education

## Bullock County Public School System



### Board Members

**Mr. Gary Coleman, Board President**

**Dr. Scherrie Banks, Vice President**

**Mr. LaDerrick Caldwell**

**Mr. Orlando Johnson**

**Mrs. Alfreda Scott-Meeks**

The **Bullock County Public School System** provides an implementation plan for the Parent-Right-To Know provision based on the statute and on regulations of the Every Student Succeeds Act (ESSA). The Bullock County Public School System Board Members, Superintendent, Administrative Staff, teachers and support personnel share responsibility and dedication to successful student academic achievement and challenges to build partnerships to help students achieve the state's high standards.

**The Bullock County Public School System** provides the following information and procedures in compliance with the Every Student Succeeds Act (ESSA).

# Bullock County School System

## Mission Statement

The mission of the Bullock County School System is to facilitate learning in safe, nurturing, and developmentally appropriate environments and to produce college and career-ready students.

## Vision

The vision of the Bullock County School System is to serve as an educational leader in the preparation of STEM/STEAM (science, technology, engineering, arts, and mathematics) professionals, with a strong emphasis on literacy.

# Title I Staff



**Mr. Sean Dees**  
**Federal Programs Director**

**Ms. Tamara Rover**  
**Federal Programs Secretary**

**Ms. Latashia Jackson**  
**Federal Programs Resource Specialist/K-12 Literacy Specialist**

**Mrs. Shirley Beachem**  
**ESL Coach/ Parent Liaison**

**Jennie Brown**  
**K-12 Mathematics Specialist**

## **Introduction**

Poverty, health problems, discrimination, and language barriers have a dramatic impact on the educational achievement of children of migrant laborers. They share these conditions with many of the poorest populations in the United States today; however, the additional factor of high mobility creates a unique set of obstacles. Studies reveal that migrant students may attend as many as six or seven schools per year. They must not only adapt to new curriculum, sequencing, and procedures, but also, must also continually create new social ties and adjust to new school cultures. For those who are learning to read and write in any language, let alone one that may not be a first language, high mobility can have devastating effects. With the absence of specific procedures, policies, and concerns, the hallmarks of a quality education will be difficult to attain.

It is the desire of the Bullock County Board of Education to provide a comprehensive migrant education program that attempts to mitigate the impact of disruptions on their education and provides the opportunity to meet the Alabama State Department of Education and school district's academic standards. Additionally, it is the desire of the Bullock County Board of Education 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.

The migrant program will ensure that migratory children are provided with appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner and that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Bullock County Board of Education will provide services programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school. The services will include a strong parental involvement. Programs will prepare migratory children to graduate and make a successful transition to postsecondary education or employment. Programs will also address the needs of migratory preschool children to assist with school readiness.

## **Migrant Plan Program Goal**

The goal of the Bullock County Public School System's Migrant Plan is to ensure that all migrant students reach the 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.

## **TITLE I Services for Migrant Children**

Migrant children will be provided services under Title I, Part A whether or not they live in a Title I school attendance area or meet other eligibility requirements. The costs for transporting migrant children will be incurred in the transportation formula. Additionally, any cost associated with tracking or obtaining records needed for enrollment, will be paid by the LEA.

## **MIGRANT EDUCATION PROGRAM**

### **PROGRAM DESCRIPTION**

The Migrant Education Program (MEP) - Title I Part C is authorized under Part C of Title I of the Elementary and Secondary Education Act section. The statutory purposes of the MEP set forth in Section 1304 (b) (1) are to:

- I. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner and to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
- II. Provide assistance with enrollment, school engagement for students and parents, English language acquisition, interpreting, access and referrals to health services and community services, and educational support.
- III. Supplement services such as assistance with enrollment, school engagement for students and parents, English language acquisition, interpreting, access and referrals to health services and community services, and education support are provided through migrant funding during the school year and during the summer as feasible for preschool students. Out-of-School Youth (OSY), and priority for services students. There are also some educational summer programs offered in the State where there is a collaborative effort between Title III, Part A, and Title I, Part C.



# **Migrant Education Program**

## **Bullock County Board of Education**

### **I. Status:**

The Bullock County Board of Education recognizes its statutory obligation to provide services to migratory students that will help them overcome educational disruption, cultural, and language barriers, social isolation, various health related problems, and other factors that inhibit the ability of the children to do well in school.

Migratory students in the Bullock County Public School System will not be segregated or stigmatized on the basis of their status and will have equal access to the same free and appropriate education including public preschool as other children in the school district. Additionally, migratory students will be provided activities and services that will ensure enrollment in, attendance of, and success in school.

Efforts will be made to help all students in the Bullock County Public School System meet the same challenging State content and State student performance standards to which all students are held. Thus, all students will become positive contributing citizens in this global society.

### **II. Program Goal:**

The goal of the Migrant Education Program 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.

### **III. Program Objectives:**

- A. Endure proper and timely identification of all migrant children
- B. Endure that the educational, social, and health needs if migrant students are identified and addressed
- C. Provide migrant students with the opportunity to meet the came challenging state academic and content standards that all students are expected to meet
- D. Ensure the coordinated outreach of services for migrant children, including providing the educational continuity through the timely request of pertinent school records
- E. Provide parental involvement activities and encourage the participation of migrant families.

### **IV. Program Procedures:**

The following procedures will be used in meeting the objectives of the Migrant Education Program.

**Objective A. Ensure proper and timely identification of all migrant children**

- Upon enrollment in school, migrant students will be identified using the Residency Questionnaire. During the enrollment process, each student's needs will be identified and appropriate referrals will be made relative to the needs of each migrant child.
- The board's policy pertaining to the enrollment of migrant, homeless, and limited English proficient students will be enforced.
- The Home Language Survey used to identify limited English proficient (LEP) will be conducted.
- Students identified as LEP will be provided services as approved in the Bullock County Public System ESL Plan and Guide.
- Students identified as homeless will be provided services as approved by the McKinney-Vento Homeless Education Act, Title X, Part C Grant and through the use of Title I. Part A funds.

**Objective B. Ensure that the special educational, health, and social needs of migrant children are identified and addressed**

- Upon enrollment, the needs of all migrant children will be identified. Referrals of any identified needs will be forwarded to the school system's Federal Programs Director. All social needs and concerns will be given to the county's Social Worker, all parental needs will be given to the system's Parent Liaison, all identified health needs and concerns will be forwarded to the school system's Registered Nurse, and the special educational needs will be directed to the Special Education Coordinator.
- Parents of migratory students will be provided the opportunity to participate in all Title I parental involvement activities.
- Provisions of services for migratory students will be provided at the same sufficient level of quality and intensity as all other students in the school system.

**Objective C. Provide migrant students with the opportunity to meet the same challenging state academic content standards that all other children are expected to meet**

- Migrant students will receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Migrant students will have the support needed to help reduce the educational disruption and other problems that result from repeated moves.
- Students will be assessed to determine the areas of school readiness, reading, math, and high school graduation status. Students who move among the States will not be penalized in any manner by disparities among the States in curriculum, graduation requirements
- Students identified as LEP will be assessed using the appropriate instrument. Using scientifically researched based assessments (WAPT, Performance Series, and ACCESS) — as

appropriate - an intervention program will be developed for each student who does not benchmark.

- Intervention assistance will be provided by ESL Coach and Reading Coach where applicable.
- Migratory students will have the same opportunity to participate in after-school programs and summer programs when these programs are made available
- Parents of migratory students will have the opportunity to attend parenting and educational parental involvement sessions/classes to learn ways that they can assist their children in their academic endeavors.
- Correspondence concerning the progress in school will be provided to parents in a format (when possible) that they can understand.

**Objective D.** Promote definite coordination of services of migrant students, including providing the educational continuity through the timely requests for pertinent school records.

- Obtain in a timely manner all educational and health records of migrant students;
- Partner with community and surrounding agencies to provide migrant students and families with identified needed academic, social, and health services.

**Objective E.** Encourage Family literacy services for migrant students and their families

- The county's Social Worker, Parent Liaison, and Migrant Coordinator will serve as an advocate for migrant parents in making referrals for GED and participation in training programs through coordinated outreach efforts;
- Parents will be encouraged to become involved in parental involvement activities;
- Encourage parents of migrant students to serve as presenters in parent activities (preparing cultural food dishes, teaching cultural dances, explaining customs, etc.) involving all parents.

## **V. Professional Development**

Professional development sessions will be held during faculty meetings and on professional development days to:

- Heighten the understanding and sensitivity of personnel to the needs of migrant children.
- Become aware of the policies that deal specifically with migrant children.
- Learn how to identify students who need intervention.
- Provide assess to instructional strategies that will help migrant to learn.
- Learn how to handle problems in the classroom that arise as the result of students' migratory status.
- Become aware of the affective needs of migrant children.

## **VI. Program Evaluation**

Program evaluation will be conducted at the end of the academic school year from the following areas pertaining to migrant students and their families:

- Attendance
- Academic Progress
- Parental involvement

## **VII. Federal Definitions**

Very specific conditions define an eligible migrant child. This definition is extracted directly from the Federal Register dated July 3, 1995, and is to be used when certifying children to be served in the Title I Migrant Education Program.

**A migratory agricultural worker means:**

A person who, in the preceding 36 months, has moved from one school district to another, ... in order to obtain temporary or seasonal employment in agricultural activities (including dairy work) as a principal means of livelihood.

**A migratory fisher means:**

A person who, in the preceding 36 months, has moved from one school district to another, ... in order to obtain temporary or seasonal employment in fishing activities as a principal means of livelihood.

**A migratory child means:**

*ages 3 through 21*  
A child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work --

1. Has moved from one school district to another;
2. In a state that is comprised of a single school district, has moved from one
3. Administrative area to another within such district; or
4. Resides in a school district of more than 15,000 square miles, and
5. Migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

## AGRICULTURAL ACTIVITY

The criteria as stipulated in the Federal Register dated May 1, 1995, defines agricultural, fishing and the qualifying worker as follows:

An agricultural activity is: "any activity directly related to the production or processing of crops, dairy production, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence."

"Personal subsistence" includes both the worker's (and family's) direct personal consumption and incidental sale of the agricultural or fishing product.

The "production" of crops, dairy products, or animals includes, among other things, planting, cultivation, or harvesting of crops or preparing of land for such activities, raising or milking dairy farm animals, gathering of eggs, and the raising of livestock for eventual slaughter (but not for sport or recreational use). Planting cultivation and harvesting of fruits and vegetables (e.g., apples, oranges, grapes, tomatoes, potatoes, celery, etc.) are the major activities, which employ migratory workers.

"Processing" includes such activities as transporting to the processor, storing, refining, canning, and freezing. It also includes the processing of any part of a crop, dairy products or animal (e.g., cotton seed pressing that is preformed after cotton ginning, or processing of animal organs).

"Initial commercial sale" occurs after the last processing stage of the product. Persons who own their own trucks, and who use them to perform work "directly related" to production or processing, are engaged in an "agricultural activity" for purposes of the Title I regulations.

The following are examples of activities that involve the "production" of crops:

- Planting - oranges, apples, trees, catfish, oysters
- Cultivating - cotton, beans, onions, oysters
- Pruning - grapes, trees, hops
- Thinning - sugar beets, tomatoes, cotton
- Weeding -lettuce, tomatoes, celery
- Fertilizing - peanuts, apples, oranges, cotton, lettuce
- Irrigating - cotton, carrots, tomatoes
- Harvesting - picking or gathering of products, agricultural and fishing

In addition to foods and fiber, the term "crop" includes nursery plants, Christmas trees, flowers, turf, fibers and similarly grown items

## **FISHING ACTIVITY**

A fishing activity is: "any activity directly related to the catching or processing of fish or shell fish for initial or commercial sale, or as a principal means of personal subsistence." "Personal subsistence" includes both the worker's (family's) direct personal consumption and incidental sale of the agricultural or fishing products. Producing or processing a product for "initial commercial sale" may occur at the same site or at multiple sites. In isolated instances, the refinement process of a product may occur at the site where the product is produced. "Processing" ends at the point where the crop, dairy product, poultry, or livestock ceases to be recognized at the entity that began to be processed and becomes part of a more refined product -- potato soup, apple pie, macaroni and cheese, chicken pot pie, beef stew, etc., or when the product -fresh packaged chicken, bagged grapefruit, boxed broccoli - readied for sale to the wholesaler or consumer. Depending on the circumstances, "initial commercial sale" can occur at the conclusion of that processing activity (ies), when the product or processed product is sold:

- For refining to the next stage processor
- To the wholesaler
- To the retailer
- Directly to the consumer

### **MIGRATORY AGRICULTURAL WORKER**

"Migratory agricultural worker means a person who, in the preceding 36 months, has moved from one school district to another or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in an agricultural activity as a principal means of livelihood."

### **MIGRATORY FISHER WORKER**

"Migratory fisher worker means a person who, in the preceding 36 months, has moved from one school district to another or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in fishing related activities as a principal means of livelihood. This definition also includes a person who resides in a school district of more than 15,000 square miles, and moves a distance of 20 miles or more to a temporary residence to engage in a fishing activity."

### **PRINCIPLE MEANS OF LIVELIHOOD**

Principal means of livelihood was incorporated into the definition to focus migrant education services on children who are truly migratory, i.e., children in families with an actual, significant dependency on migratory agricultural or fishing work for their livelihood. This requirement was intended to correct a situation in which persons who move across school district boundaries to perform temporary or seasonal agricultural or fishing activities for only a short time are considered "migratory" under the Migrant Education Program, even when they do not have a significant dependence on the agricultural or fishing activities.

# APPENDIX

October 13, 2015

**MEMORANDUM**

**TO:** All Principals/Administrative Staff  
**FROM:** Dr. Elliott Harris, Superintendent of Education  
**RE:** Admission Procedures

**ADMISSION PROCEDURES FOR HOMELESS, MIGRATORY, AND LIMITED ENGLISH PROFICIENT STUDENTS**

All homeless, migratory, immigrant, and limited English proficient children shall have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized.

Students who live in the attendance areas of Bullock County School System and who are homeless, migratory, immigrant and/or limited English proficient shall not be prohibited from school attendance due to any of the following:

- Residency requirements
- Lack of social security number
- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunizations
- Legal custody requirements
- Transportation
- Language barriers
- Disabilities

Immediate attention must be given to assist parents of homeless, migrant, and Limited English Proficient children, and youth in eliminating any of the above barriers. Principals are given authorization to develop, and implement any administrative procedures necessary to carry out the admission process, consistent with Board policies and applicable status, and regulations.



## ADMISSION PROCEDURES FOR HOMELESS, MIGRATORY, AND LIMITED ENGLISH PROFICIENT STUDENTS

All homeless, migratory, immigrant, and limited English proficient children shall have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized.

Students who live in the attendance areas of Bullock County School System and who are homeless, migratory, immigrant and/or limited English proficient shall not be prohibited from school attendance due to any of the following:

- Residency requirements
- Lack of social security number
- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunizations
- Legal custody requirements
- Transportation
- Language barriers
- Disabilities

SOURCE: Bullock County Board of Education

ADOPTED: JULY 10, 2014

Bullock County Board of Education  
Union Springs, Alabama

**Procedure for Providing Services to Homeless Children and Youth**

*Statement: The McKinney- Vento Homeless Education Assistance Act, defines homeless children and youths" as follows:*

- A. Individuals who lack a fixed, regular, and adequate nighttime residence; and includes...
  - 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters and are abandoned in hospitals.
  - 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a) (2)(C));
  - 3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - 4. Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children in clauses (i) through (iii).
- B. The following procedures are to be used for providing services under Title I, Part A, to homeless children and youth.
  - 1. Homeless children and youth are automatically provided services under Title I, Part A whether or not they live in a Title I school attendance area or meet other eligibility requirements. The cost for transporting homeless children and youth in shelters or temporary housing is built into the regular transportation formula. Additionally, any cost associated with tracking or obtaining records needed for enrollment, will be paid by the LEA.
  - 2. Homeless children and youth are identified using the definition as defined by the Alabama State Department of Education when enrolling in school.

### **C. Procedure for Providing Services to Homeless Children and Youth**

1. The enrollment of homeless children shall not be denied or delayed due to: lack of birth certificate, lack of school transcript, lack of immunization records or health records, lack of proof of residency, lack of transportation or due to guardianship or custody requirements. Transportation, and any fees associated with the enrollment process will be provided.
2. Homeless students will be assigned a student number if he or she does not have a social security number, using the social security temporary number procedure.
3. Students identified as homeless when enrolling in school will complete the Homeless Children and Youth Identification Form. A copy of this form will be forwarded to the Bullock County Board of Education Federal Programs Department.
4. All identified homeless families will be referred to the school system's Federal Programs Director and Parent Liaison for follow-up services.
5. The identified needs of homeless children and youth at schools, shelters, temporary housing, facilities or other appropriate locations will be immediately attended (such as; uniforms or other clothing needs, hygiene items, and school supplies).
6. Referrals will be made to the appropriate social agencies.
7. Parents rights related to the education of homeless children, and services available will be provided through the Title I Parental Involvement.
8. There will be continuous follow-up.

**BULLOCK COUNTY SCHOOL SYSTEM**  
**Union Springs, Alabama**

Please Check In The Space Provided, The Specified Program This Form Is Being Used For:  
          HOMELESS LEP                     MIGRANT AT-RISK          

**FY 2018-2019**  
**Student Needs Survey**

STUDENT'S NAME \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

PARENT'S NAME \_\_\_\_\_

**NEEDS IDENTIFIED**

CATEGORY: **MEDICAL NEEDS**

DENTAL		OPTICAL		SUPPLIES
General Exam	[ ]	Eye Exam	[ ]	
Fillings	[ ]	Eye Glasses	[ ]	
Extractions	[ ]			
Cleaning	[ ]			

**OTHER:** \_\_\_\_\_  
Counseling  
Mental Health

**Bullock County School System**  
**Union Springs, Alabama**  
**LEP/Homeless/and Migrant Student Identification Form**  
**FY 2018-2019**

School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent/Guardian: Name \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_

	<i>Child 1</i>	<i>Child 2</i>	<i>Child 3</i>	<i>Child 4</i>
<b>Student's Information</b>	Name: _____	Name: _____	Name: _____	Name: _____
	Date of Birth: _____	Date of Birth: _____	Date of Birth: _____	Date of Birth: _____
	Gender _____	Gender _____	Gender _____	Gender _____
<b>Last School Attended</b>	Name: _____	Name: _____	Name: _____	Name: _____
	Dates: _____	Dates: _____	Dates: _____	Dates: _____
	Grade: _____	Grade: _____	Grade: _____	Grade: _____
	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____
<b>Special Needs (Lunches, Transportation, Special Ed., Etc. Parents' Choice of School</b>				
<b>Has Immunization School Records Certificate</b>	Yes ___ No ___ Yes ___ No ___	Yes ___ No ___ Yes ___ No ___	Yes ___ No ___ Yes ___ No ___	Yes ___ No ___ Yes ___ No ___

**Enrollment Information: (NOTE: These are NO T required at the time of enrollment)**



**BULLOCK COUNTY SCHOOLS  
UNION SPRINGS, ALABAMA  
Student Needs Survey  
FY 2018-2019**

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

DIRECTIONS: PLEASE PROVIDE THE FOLLOWING INFORMATION FOR EACH STUDENT IDENTIFIED AS HOMELESS, MIGRANT, OR LIMITED ENGLISH PROFICIENT.

<b>STUDENT</b>	<b>CATEGORY</b>	<b>GRADE</b>	<b>IDENTIFIED NEEDS</b>
Example: Jane Doe	LEP	3	School Supplies Clothing

*Referred By:* \_\_\_\_\_ *Date:* \_\_\_\_\_

Note: This plan will be revisited and revised as needed each year.



**ALABAMA STATE DEPARTMENT OF EDUCATION  
EMPLOYMENT SURVEY**

SCHOOL SYSTEM: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

Dear Parents or Guardians:

Please, complete the following survey. The results of this survey will be used to determine if you are possibly eligible for the Migrant Education Program.

Student Name: \_\_\_\_\_

Name of Parent or Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone No: \_\_\_\_\_ Cell Telephone No: \_\_\_\_\_

1. Have you **moved** during the last 3 years **to work or to seek work** even if it was for a short period of time? YES \_\_\_\_ NO \_\_\_\_

**If so, what type work are you or your spouse doing now:**

\_\_\_\_\_

2. If you marked "yes" on question number 1, what city, state, or country did you move from?

\_\_\_\_\_

3. Have you or your spouse **ever worked** in an activity directly related to any of the following? Please **check (✓)** all that apply:

- The production or process of harvests, milk products, poultry farms, poultry plants, cattle farms
- Fruit farms
- The cultivation or cutting of trees
- Work in nurseries or sod farms
- Fish or shrimp farms
- Worm farms
- Catching or processing seafood (shrimp, oysters, crabs, fish, etc...)

It is the policy of the Bullock County Board of Education that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, national origin, or disability.

**SECRETARIA DE EDUCACION DEL ESTADO DE ALABAMA  
ENCUESTA DE EMPLEO**

SISTEMA ESCOLAR: Bullock County

AÑO ESCOLAR: \_\_\_\_\_

ESCUELA: \_\_\_\_\_

GRADO: \_\_\_\_\_

Estimado Padre o Guardián,

Por favor de completar la siguiente encuesta. Los resultados de ésta encuesta serán usados para determinar si son posiblemente elegibles para el Programa de Educación para Migrantes.

Nombre del niño: \_\_\_\_\_

Nombre del padre o guardián: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono: \_\_\_\_\_ Celular: \_\_\_\_\_

1. ¿Se ha **mudado** usted en los últimos tres años **para trabajar o buscar trabajo** aunque haya sido por un tiempo corto? **SI** \_\_\_\_\_ **NO** \_\_\_\_\_

**Si marcó Sí. ¿Que tipo de trabajo hace usted o su esposa(o) ahora?**

\_\_\_\_\_

2. Si marcó **Sí** en la pregunta número 1. ¿De que ciudad, estado o país vinieron?

\_\_\_\_\_

3. ¿Usted o su esposa(o) **trabajan o han trabajado** en una actividad directamente relacionada a algunas de las siguientes? Por favor de marcar (✓) todos los aplicables:

- La producción o proceso de cosechas, productos de lechería, aves, polleras o ganado.
- Huertas de frutas.
- La cultivación o corte de árboles.
- Trabajo en Invernaderos o granjas de Césped
- Granjas de pescados o camarones
- Granjas de gusanos
- La pesca o proceso de mariscos (camarones, ostiones, cangrejos, pescados, etc...)

DECLARACION DE OPORTUNIDAD DE EDUCACION IGUAL

Esto es la política del Bordo de Condado de Toro castrado de la Educacion que ningun estudiante sera excluido de la participacion en, ser negar las ventajas de, o ser sujetado a la discriminacion en cualquier programa o actividad sobre la base de sexo, raza, color, credo, religion; origen nacional, o invalidez. -----



**Bullock County Board of Education**  
**108 Hardaway Avenue West**  
**Post Office Box 231**  
**Union Springs, Alabama 36089-0231**

**RESIDENCY QUESTIONNAIRE**

Name of LEA: Bullock County

Name of School: \_\_\_\_\_

Name of Student: \_\_\_\_\_  
 Last First Middle

Gender:  Male Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Grade: \_\_\_\_ SS#: \_\_\_\_  
 Female Month Day Year

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificate.**

**Where is the student currently living? (Please check one box.)**

- In a shelter
- With another family or other person because of loss of housing or as a result of economic hardship (sometimes referred to as "doubled-up")
- In a hotel/motel
- In a car, park, bus, train, or campsite
- Other temporary living situation (Please describe): \_\_\_\_\_
- In permanent housing
- Does not apply

\_\_\_\_\_  
**Print name** of Parent, Guardian, or Student (for unaccompanied homeless youth)

\_\_\_\_\_  
**Signature** of Parent, Guardian, or Student (for unaccompanied homeless youth)

\_\_\_\_\_  
**Date**

108 Hardaway Avenue West  
Post Office Box 231  
Union Springs, Alabama 36089-0231

**CUESTIONARIO DE RESIDENCIA**

Nombre del Distrito Escolar: Bullock County

Nombre de la Escuela: \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_

Apellido

Primer Nombre

Segundo No

Género:    Hombre    Fecha de Nacimiento: \_\_\_ / \_\_\_ / \_\_\_    Grado: \_\_\_    SS#: \_\_\_\_\_  
                  Mujer                      Mes                      Día                      Año

Dirección: \_\_\_\_\_ Teléfono: \_\_\_\_\_

**Su respuesta abajo permitirá al distrito escolar definir los servicios que puede aprovechar su hijo/hija según el Acto de McKinney-Vento. Los estudiantes elegibles tienen derecho a la inscripción inmediata en la escuela, aun si ellos no tienen los documentos necesarios tales como: prueba de residencia, documentos escolares, documentos de inmunización, o partida de nacimiento.**

**Donde está el estudiante viviendo actualmente?** (Por favor marque una caja.)

- En un refugio
- Con otra familia o otra persona debido a la pérdida del hogar o a dificultades económicas
- En un hotel/motel
- En un carro, parque, autobús, tren, o camping
- Otra vivienda temporal (Por favor describa): \_\_\_\_\_
- En un hogar permanente
- No se aplican

\_\_\_\_\_  
**Nombre** de Padre, Guardián, o  
Estudiante (para jóvenes sin acompañamiento)

\_\_\_\_\_  
**Firma** de Padre, Guardián, o  
Estudiante (para jóvenes sin acompañamiento)

\_\_\_\_\_  
**Fecha**