

# TITLE NEWSLETTER

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## Family Friendly School Campaign

Looking for ideas and resources on family engagement?

**Join the Family Friendly School Campaign!**

Parents have stated the importance of feeling welcomed and treated with respect as the **KEY** to participation/ connection with the school. Members of this listserv will receive monthly information on a topic or issue related to family engagement.

August’s message - **Attendance**  
 September’s message – **Effective parent-teacher conferences**  
 October’s message – **Building relationships**

Sign up NOW by emailing Lori Laughlin at [lLaughlin@bhssc.tie.net](mailto:lLaughlin@bhssc.tie.net) and writing in the subject line – Family Friendly Schools!





## Do you know a parent that would welcome the opportunity to be heard at the state level?

If so, the South Dakota Department of Education (SDDOE) is seeking parent representatives to serve on an advisory committee. A nominated parent must have a child who participates in a Title I targeted school program or attends a Title I schoolwide school. Please nominate a parent or ask a parent to make a self-nomination.

South Dakota, along with all other states, maintains a Committee of Practitioners (COP) as defined in Section 1903(b) of the Elementary and Secondary Education Act. Committee members serve in an advisory capacity and are appointed by Secretary Schopp to fill three-year positions as defined in the Federal statutes. The committee is composed of teachers, administrators, parents, school board members, private school representatives, other educators, and pupil services personnel such as counselors.

The committee members review programs implemented as part of the Elementary and Secondary Education Act including the ESEA Waiver, Multi-Tiered System of School Support and other areas.

The committee meets in person twice a year, in the fall and June. Phone call meetings are held as needed. Minutes of past meetings may be found at:

<http://doe.sd.gov/oess/cop.aspx>

As an advisory committee, members are not compensated for their time; however, all expenses are paid. If you are interested in serving on the committee or want more information, contact [Shannon.Malone@state.sd.us](mailto:Shannon.Malone@state.sd.us). Self-nominations are appropriate or districts may wish to nominate someone to the position. The Department Secretary has final authority on appointments.

To find an application, a list of current committee members, and committee guidelines, go to <http://doe.sd.gov/oess/cop.aspx>

## Contact Us:

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# Professional Development Opportunities

## 2016 NATIONAL TITLE I CONFERENCE

*Hosted by the National Title I Association*



### THE ULTIMATE PROFESSIONAL DEVELOPMENT OPPORTUNITY

The National Title I Conference is the must-attend conference for Title I practitioners at all levels and from all parts of the country.

Click [HERE](#) for more information and registration.

Join members of the state Title I team in attending one of the best conferences available.

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## Systemic Review Process Workshops

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(Formerly known as a Data Retreat)

Join the SD DOE team for an innovative way to conduct a school's annual Comprehensive Needs Assessment and plan for a continuous use of data throughout the year to drive instruction. It's not the old data retreat anymore.

This process looks at all processes, procedures and student achievement through the view of a school leadership team. The team uses the results to determine school goals and plans for the upcoming school year. This information is taken back to the school and shared with all teachers and faculty. Individual student data is looked at by both subject/grade level teams and/or individual teachers once the goals and objectives for the school are set.

**All ESAs have at least one state certified Facilitator who may be able to provide an on-site workshop or the school may be eligible to attend a Regional Systemic Review Process Workshop during the last week of May or the first two weeks of June. Specific dates and places will be released soon.**

This updated process is based on the thought that if student achievement results are not what a school expected, then something is not quite right in the other three areas: 1) Programs and Structures; 2) Family and Community Engagement; 3) Professional Practiced and 4) student achievement data.

If your school has not participated in a retreat/workshop recently, it should be something that goes on your calendar for next spring.

# Important Information/Reminders/Resources

## TOOLKITS for Title Programs:

ELL - <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

Private Schools - <http://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

Chronic Absenteeism: <http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

## Title I Listserv

The Title I Listserv is a vehicle in which to get Title I information to the right people. It also serves as a way for Title I educators to communicate with each other and share ideas. Don't forget to join and to use this valuable tool.

This listserv is currently available at the following Web site. It is called Title I Listserv. [www.k12.sd.us/listserv](http://www.k12.sd.us/listserv)

Locate the Title I Listserv from the list, click on it, and register at the bottom of the page.

There is also a Title I District Contact listserv for those of you who need to receive district level Title I information. It may be found on the same website under Title I District Contact.

## Who is a paraprofessional?

For the purposes of Title I, Part A, a paraprofessional is an employee of an LEA who provides instructional support in a program supported with Title I, Part A funds.

“Paraprofessionals who provide instructional support,” includes those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide instructional support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a highly qualified teacher. [Title I, Section 1119(g) (2)]

**Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content.**

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I, Part A.

### **New Practice Tests**

Two (2) full-length practice tests for each subject of the new PSAT/NMSQT\* test and two (2) complete practice tests for the redesigned ACT® Writing Test Essay have been added to the College Preparation Center. The Career Center will receive two (2) new full-length practice exams for the Praxis II®: Mathematics Content Knowledge (5161) test.

### **New eBooks**

The eBook collection has been enhanced with *EMT Exam: Power Practice*, *Middle School Geometry for the Common Core*, *Middle School Algebra for the Common Core*, and a new edition of *1,001 Problems to Master Algebra*.

### **New School Center Resources**

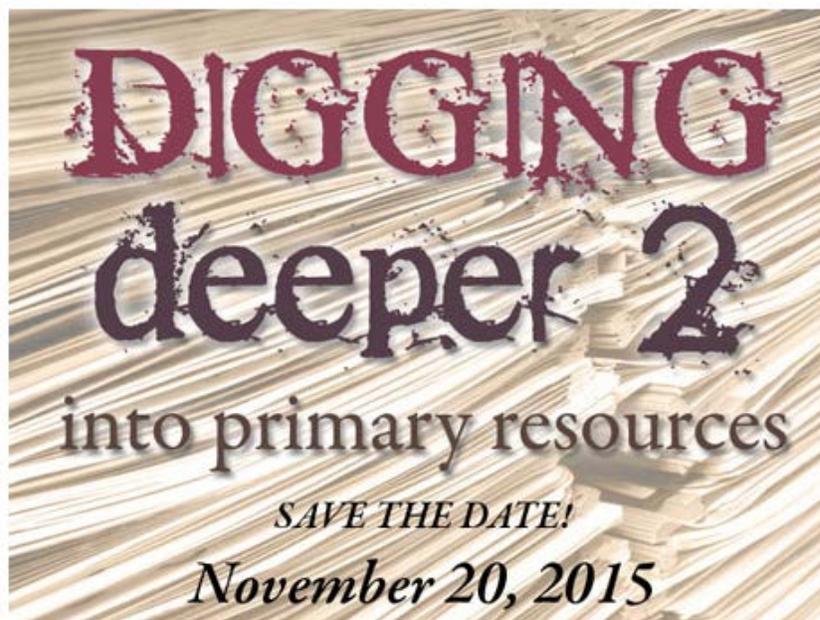
More than twenty-five (25) new resources aligned to Common Core State Standards have been added to the School Center. They include math practice tests, tutorials, and eBooks.

This is one of the electronic resources that is accessible to all South Dakota residents 24/7 from any kind of device with internet access.

### **Digging Deeper free, online workshop on November 20<sup>th</sup>**

<http://library.sd.gov/tps/index.aspx#.VjDwz24-Um8>

## **Digging Deeper into Primary Sources 2**



*Where do you and your students dig for primary sources?*

*How do you sift through them for classroom use?*

*How can you and your students use these artifacts in your work?*

# 2015-2016 On-Site Technical Assistance/Capacity Building Visits

(Formerly On-site Reviews)

On-site Visits	
Belle Fourche	Pierre
Dupree	Shannon County
Eagle Butte	Smee
Faulkton	Timber Lake
Freeman	Tri-Valley
Hamlin	Watertown
Hitchcock-Tulare	West Central
Huron	Willow Lake
Kadoka	Winner
Oelrichs	

### Documents to upload to SharePoint for on-site visits (contact your Title I Rep for more information)

- Assessment/Accountability** A summary of how and when information was distributed to stakeholders. Please do not upload report cards.
- District Professional Development Plan** indicating the types of professional development offered, staff receiving the training, timeframes, funding sources, how the plan supports the district’s goals and objectives for academic achievement, and evaluation of effectiveness of the PD and quality of the PD plan. There is no required template for the format of the written plan.
- District Parent Involvement Policy** Required for all districts with at least one Title I school.
- School Parent Involvement Policy** Required for each Title I school.
- School / Parent Compact** Required for each Title I school.
- Schoolwide Plans** for each school operating a Schoolwide Title I program. **(if applicable)**
- Targeted Assistance** description of program, including needs assessment. **(if applicable)**
- Coordination and Transition Plan** for the district that describes how it communicates and coordinates with parents and early childhood agencies and programs in the district. The plan articulates the district’s design and implementation of its plan to transition students into kindergarten.
- 1119 assurances** for each Title I school, signed by the principal. Assurance is given that all core content teachers in the school are highly qualified to teach the subjects they are teaching and that all paraprofessionals working in a Title I program are qualified.
- Parent Right to Know notifications** for each Title I school. This notification informs parents that they have the right to know the qualifications of all persons teaching and assisting their child. It includes an assurance that parents will be notified if their child is taught for four or more weeks by a teacher who is not highly qualified. (If the district has had the need to provide this notification, please send a copy of the letter.) Include documentation of how the notification was distributed i.e. newspaper clipping with date, handbook, newsletter, etc.

#### McKinney-Vento Education of Homeless Children and Youth

- Student Rights Policy for Students Experiencing Homelessness.** Must be a separate, school board approved policy.
- District Complaint Policy Pertaining to Federal Programs.** This policy should contain language that pertains to the requirements under McKinney-Vento.

#### English Language Learners

- Home Language Survey (HLS)** All schools should have this survey as part of their registration process.
- English as a Second Language (ESL) Core Program-** Written description of the program.



## **Title I Coordinators and McKinney-Vento Liaisons-Needs Assessment**

Districts must make their best effort to ensure that all eligible children and youth are identified and provided the rights and services the McKinney-Vento Act guarantees. Here are two strategies that will assist your district and local liaison in developing a comprehensive and proactive approach to identifying homeless children and youth in your community.

**Use data to determine if the district is under-identifying homeless children and youth.** One question that local liaisons frequently ask is whether or not the district is identifying all children and youth who are experiencing homelessness in the community. Because districts are required to collect data on homeless students annually for submission to the U.S. Department of Education, local liaisons should be able to use this data to identify trends in the number of homeless students identified and to compare the data to other data sources, such as Census poverty data, percentage of students participating in the National School Lunch Program, or data on homelessness collected by community agencies. Data comparisons such as these can help local liaisons determine whether the number of homeless children and youth the district identified is consistent with past years and aligns with what other data sources indicate about homelessness and poverty in the community. If a significant discrepancy exists between district and other data, the local liaison should review and revise the district's identification strategies accordingly.

**Train school staff.** The local liaison should train all school administrators, teachers, and support staff on a regular basis. Staff should know what indications of homelessness to look and listen for when interacting with parents, children, and youth; how to discuss sensitive issues in a discreet and respectful way, such as avoiding using the word "homeless;" and what the protocol is for referring students to the local liaison.

### *Resources*

*Determining Eligibility for Rights and Services Under the McKinney-Vento Act*

[http://center.serve.org/nche/downloads/briefs/det\\_elig.pdf](http://center.serve.org/nche/downloads/briefs/det_elig.pdf)

Web Training - National Center for Homeless Education hosts webinars regularly so that participants can train from the comfort of their office, without the expense and logistical issues that can accompany face-to-face training. NCHE webinars focus on issues related to the education of children and youth experiencing homelessness. During NCHE webinars, presenters explain important concepts, while also giving participants the opportunity to ask questions and interact with each other. Check it out: <http://center.serve.org/nche/web/group.php>

# Is there a Migrant population in your area?

## BASIC MIGRANT CHILD ELIGIBILITY FACTORS

### AGE

The child is younger than age 22.

### SCHOOL COMPLETION

The child is eligible for a free public education under State law.

### MOVE

The child moved on his or her own as a migratory agricultural worker/migratory fisher **OR** the child moved with or to join/precede a parent spouse or guardian who is a migratory agricultural worker/migratory fisher, **AND**

The move was form one school district to another, **AND**

The move was a change from one residence to another residence, **AND**

The move was due to economic necessity, **AND**

The move occurred within the past 36 months.

### PURPOSE OF THE MOVE

**One purpose of the workers move was to seek or obtain qualifying work:**

The worker moved to obtain qualifying work and obtained it, **OR**

The worker moved for qualifying work specifically, but did not obtain the work, **AND**

The worker has a prior history of moves to obtain qualifying work, **OR**

There is other credible evidence that the worker actively sought qualifying work soon after the move.

### QUALIFYING WORK

The employment is seasonal or temporary, **AND**

The work is agricultural or fishing.

Contact Jenifer Palmer -

