

TITLE NEWSLETTER



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Welcoming the Start of Another School Year!

September has arrived and so have the buses with children and backpacks. Teachers and staff are back on board, ready to continue the task of helping children achieve success in school. Parents are also ready for the routine and schedule school brings back to their family after the busy summer months.

Title staff at the DOE are also anxious to help get the school year off to a great start. We've been working over the summer with district staff to complete the consolidated application process so that federal support for supplemental reading and math programming can proceed as planned. We're also answering questions from districts on assessment and accountability reporting requirements as well as programmatic questions from Title I teachers, schoolwide programs, and schools in improvement. Staff is preparing for on-site monitoring visits that will start next month.

Communication and technical assistance are primary tasks for Title staff. Scheduling requires meetings and travel, but we want to stay connected with you and answer your questions promptly. Emails work well for

us as we can respond to you in a timely fashion. If we miss your call, or have not responded to an email, please contact us again. We strive to take care of our customers.

May the smile on the faces of students remind us all of the reason we entered the education field. Wishing you a great school year! *The Title Staff*

Federal Title I Monitoring

The DOE will receive a federal Title I monitoring visit during this school year. The visit is tentatively scheduled for late spring. Federal officials will select several districts to visit on-site and will spend time within the DOE. Districts that have been selected for visitation will be notified as soon as those arrangements are made, most likely during the winter months.



Address Homeless Students in District/School Plans

The McKinney-Vento statute and various other statutes under Title I require that school districts know their student population and plan for the needs of students experiencing homelessness. Each district must review data and determine from the community whether or not homeless students may be present. For example, any district with a domestic violence shelter would have homeless children and any district with a high poverty rate would likely see students in a homeless living situation. The district must address these issues in the needs assessment completed by the district in preparation for the Consolidated Application and reflect that information in the application's Needs Assessment Section.

Likewise, each school operating a schoolwide program must review the needs of the students in their specific school considering current homeless students and students who may be living in an unstable housing situation. A school must know the student population and then address the homeless population in the Schoolwide Plan. The law mandates that all schoolwide plans must include a description of how a school will integrate resources and involve parents to address the education of homeless children.



Title I Summer School Program

Districts providing a Title I summer program need to submit the Title I Summer Program Summary Report. It can be found at

<http://doe.sd.gov/oess/title/1Abasic/index.asp> under Title I summer programs. This is a Word document and can be emailed to Beth Schiltz at Beth.Schiltz@state.sd.us.

A final report of all who provided Title I summer school will be posted at this same site.

Also remember to code all Title I summer students as Title I students in SIMS (Infinite Campus).

Title I Listserv

A Title I Listserv has been created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas.

This listserv is currently available at the following website. It is called Title I Listserv. www.k12.sd.us/listserv

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

Nominations Needed Committee of Practitioners

The SD Department of Education's Committee of Practitioners is currently seeking additional members.

The Committee meets twice a year in the fall and in June with other phone meetings as required. This advisory committee provides input for the Department by reviewing proposed or final state rules or regulations and giving comments to the Department. Items of discussion recently were: DOE Accountability Workbook, School Improvement Grants, and program area plans such as Even Start guidelines and grants, McKinney-Vento State Plan, etc.

The committee is composed of twelve to fifteen members as necessary. As this is an advisory committee, members are not compensated for their time, however, all expenses are paid. The committee must be composed of administrators, teachers, vocational educators, parents, school board members, private school representatives, and pupil services personnel (i.e. counselors). The Committee seeks membership from across the state and from large and small districts. Additional members to be added this fall are parents, school board members, pupil services personnel. A current list of the members may be found at <http://doe.sd.gov/oess/title/1Abasic/generalinfo.asp#Committee%20of%20Practitioners>

The Committee wishes to have additional appointees in place as soon as possible. Self-nominations are appropriate or districts may wish to nominate someone to the position. The Department Secretary has final authority on nominations. To find an application go to <http://doe.sd.gov/oess/title/1Abasic/generalinfo.asp#Committee%20of%20Practitioners>

The Committee is defined in ESEA Section 1903(b) and Title I Section 1111(c)(11).



TITLE I PART A HOMELESS SET ASIDE

District must set-aside Title I Part A funds to provide “comparable” services to homeless students in non-Title I schools. This is done through the Consolidated Application process. The only districts that are exempt from this set-aside are districts that are 100 percent Title I Schoolwide or districts that have not identified homeless students. The SD DOE downloads a list of homeless students for each school district in June and assists the districts with homeless students in determining the set-aside funds for the next school year. Districts must consider that last year’s homeless students may not be homeless in the future year and that homelessness can happen at any moment through flooding, tornados, and other natural disasters along with economic crisis.

SD DOE has not established a required formula for determining the set-aside. Five common ways to determine the appropriate level are used across the nation.

- 1) Basing the amount on an annual assessment of homeless students’ needs or projecting future cost based on current needs.
- 2) Projecting costs for serving homeless students in a subsequent year based on current needs.
- 3) Multiplying the number of homeless students by the Title I, Part A per-student allocation.
- 4) Reserving an amount equal or greater to the McKinney-Vento subgrant for districts receiving funding under the program; or
- 5) Reserving a percentage based on the district’s total poverty level or Title I, Part A allocation.

Decisions about the reservation and spending must be based on an analysis of the needs of students in the district. The district must explain in the Consolidated Application the method used for the calculation and what “comparable” services would be provided. District McKinney-Vento Homeless Liaisons must be involved in determining the set aside and in the use of the funds. US ED expects districts to show evidence that the needs of homeless students are evaluated frequently or periodically and that the Title I set-aside is based on this evidence.

(See list of allowable uses of the Title I Part A Homeless Set-Aside funds.)

[ESEA section 1113(c)(3)(A)]

Allowable uses of Title I Part A Homeless Set-Aside

The district McKinney-Vento Homeless Liaison must be involved in Title I set-aside planning and usage. Allowable uses follow:

(Taken from The American Recovery and Reinvestment Act of 2009 (ARRA)

Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies Guidance September 2, 2009. [This guidance applies to Title I regular funds also.](http://www2.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf) Q& A G-11 <http://www2.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>)

Title I, Part A ARRA funds may provide a wide variety of services to homeless students. In addition to providing services to assist homeless students in meeting the State’s challenging academic achievement standards, Title I, Part A ARRA funds may be used to provide services that may not ordinarily be provided to other Title I students. For example, to help homeless students effectively take advantage of educational opportunities, an LEA may use Title I, Part A ARRA funds to provide, where appropriate, items or services including, but not limited to—

- Items of clothing, particularly if necessary to meet a school’s dress or uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Immunizations
- Food

- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for AP and IB testing
- Fees for SAT/ACT testing
- GED testing for school-age students

Several principles govern the use of Title I, Part A ARRA funds to provide such services to homeless students. First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); OMB Circular A-87, Attachment A, C.1.a) Second, Title I, Part A ARRA funds must be used as a last resort when funds or services are not reasonably available from other public or private sources, such as the U.S. Department of Agriculture’s free- and reduced-price school lunch program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (ESEA section 1115(e)(2).



Bring Your Title I School-Parent Compacts Back to Life

Often the school-parent compact can end up yet another plan in a file drawer, pulled out only for monitoring. Yet well crafted and active parent compacts can help your school gather support and energy for school achievement. The compact should be written in families' first language. The compact must be updated with parents at least annually.

SCHOOL-PARENT COMPACT

The _____ *name of school* _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The _____ *name of school* _____ will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

OPTIONAL ADDITIONAL PROVISIONS *Student Responsibilities- revise as appropriate to grade level. [Describe the ways in which students will support their academic achievement]*

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

(SIGNATURES MAY BE ADDED HOWEVER THEY ARE NOT REQUIRED)

NCLB Reporting Requirements

No Child Left Behind requires school districts to publicly report accountability and assessment results for the district and each of its schools. It also requires schools to provide individual student results to parents. **These are three separate reporting requirements.**

1) Accountability Report

The Accountability Report provides the public with information about student achievement on the Dakota STEP or Dakota STEP-A. It is based on the scores of students who were continuously enrolled in a single district from Oct. 1 to the last day of the testing window. This information is provided via the state's online 2010 Report Card (FAY Math/Reading Scores tab).

Adequate yearly progress, or AYP, determinations are based on the scores of only those students who make full academic year (FAY).

Each Accountability Report must include:

- A comparison of student achievement at the district level and each school level with the state's annual measurable objectives (or AMOs) in reading and math for the following student subgroups:
 1. all students
 2. ethnic groups
 3. students with disabilities
 4. students who are limited English proficient
 5. economically disadvantaged
 6. gender
 7. migrant students
- Participation rate for each of the subgroups listed above.
- Information about the academic indicators the district uses for AYP determinations. The indicator for high school is graduation rate, and the indicator for elementary and middle schools is attendance. Academic indicator information must be reported for each of the student subgroups listed above.

NCLB Reporting Requirements- Continued from pg 5

- AYP information, including the number and name of each school district and school identified for improvement, corrective action, or restructuring under NCLB
- Percentage of classes not taught by "highly qualified teachers" and disaggregated information including:
 1. Highest quartile of poverty schools not having classes taught by highly qualified teachers; and
 2. Lowest quartile of poverty schools not having classes taught by highly qualified teachers.
- There is a federal requirement to report the state's National Assessment of Educational Progress, or NAEP, results. The most recently available NAEP results in grades four and eight on reading and math must be reported on district and state annual Report Cards.

Important to Note: The information needed to report accountability is available online via the State Report Card located at <https://nclb.ddncampus.net/nclb/index.html>. Click on "2010 Report Card."

2) Assessment Report

The Assessment Report reflects the achievement of *all students* in a district or school – not just those who completed the full academic year. The Assessment Report must include Dakota STEP and STEP-A results in reading and math. Districts are required to report their *science assessment data* as well.

Important to Note: The information you need to complete your district Assessment Report for 2010 is now available. **You can access it via the link above; however, you must click on the "State Assessment Report" link rather than going into the 2010 Report Card link**, which is strictly for accountability purposes.

The Assessment Report must include the percentage of students tested and student achievement at each achievement level (advanced, proficient, basic, and below basic) for the following student subgroups:

1. all students
2. ethnic groups
3. students with disabilities

4. students who are limited English proficient
5. economically disadvantaged
6. gender
7. migrant students

Districts must also report the most recent two-year trend data in student achievement for each subject and grade.

Distribution of Accountability and Assessment Reports

Districts must distribute both Accountability and Assessment Reports via several means to ensure that the broadest number of stakeholders receive the information. This distribution must be completed at the beginning of the school year.

Districts must report all of the required data. If a subgroup is less than 10 students, the report should indicate that the subgroup is not reported. The following forms of distribution are required for both Assessment and Accountability Reports:

- Each report must be distributed to each parent in the district. NOTE: A district that sends a district newsletter to each postal box holder fulfills this requirement by providing all the required information in the newsletter.
- Each report must be distributed to the school board.
- Each report, including the colored bar graphs showing student proficiency from the department’s website, must be posted at the district office, each school office, and community locations such as the post office, library or community center.

In addition:

- The reports may be posted on the district’s website, along with links to the Department of Education’s accountability and assessment websites (located at <https://nclb.ddncampus.net/nclb/index.html> and <https://nclb.ddncampus.net/nclbAllAssessed/indexAllAssessment.html> respectively; click on 2010).
- The reports may be covered in the local newspaper – either completely or in a synopsis that directs stakeholders to websites for further information.

Helpful Hint: The South Dakota Department of Education has created a template that *may be used* to report most of the required data for both the Accountability and Assessment Reports. This template can be found at

NCLB Reporting Requirements- Continued from pg 5
NCLB Reporting Requirements- Continued from pg 6

http://doe.sd.gov/oess/title/1Abasic/documents/NCLB_Report_2010.xls

3) Individual Student Reports

Districts are required to provide individual student results on the Dakota STEP or STEP-A to parents, principals and teachers. School districts must deliver this information to these individuals within 30 calendar days of the beginning of the school term. This information is currently available through the student information system (via Infinite Campus) and also through the eMetric Web site at <https://solutions1.emetric.net/sdstep/>. (For eMetric log-in information, contact Gay Pickner at the department.)

The department has a parent information piece that schools can use to help parents understand what their child’s test scores mean. You can find it at

<http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>. Click on “Dakota STEP Parent Fact Sheet.”



The South Dakota Department of Education has moved!
We are now located in the MacKay Building where the State Library is housed. Our address is now:
800 Governors Drive, Pierre, SD 57501.



Coming Soon!
DOE New Website

The South Dakota Department of Education will soon have a new website!

Some of the links in this Newsletter may change. If you have any questions about the articles or are having a problem with a link, please call us and we will be happy to help!





Supplemental Educational Services (SES)

Many of you may have heard the terms “Supplemental Educational Services” or “Free Tutoring” and aren’t sure what this is or how it affects you.

Supplemental Educational Services are tutoring services (free to students) provided before school, after school, or during the summer to low-income students in **Title I schools that are in Level 2 or higher of school improvement**. Supplemental service providers are approved by the South Dakota Department of Education and placed on the list of state approved providers. Parents of eligible students receive a letter from the district informing them of their student’s eligibility for service. They may choose which provider will be best for their student. It is, however, the district that enters into the contract with the provider and pays for these services.

The purpose of supplemental educational services is to provide another avenue for students to get more help in the areas in which they are struggling. Again, these services are not to be provided during the school day and are free to students.

Districts are currently in the process of informing parents and setting up these services for students.

A list of the approved providers can be found at <http://doe.sd.gov/oess/title/1Abasic/SES.asp> Several of these providers are online providers. For more information about Supplemental Educational Services contact Betsy Chapman at betsy.chapman@state.sd.us or call 773-4712

All Districts Required to Report Homeless Data

All districts must report data for students experiencing homelessness – this applies to districts with or without a McKinney-Vento Grant. All districts are required to select and inform the DOE of their McKinney-Vento Homeless Liaison each summer through the Consolidated Application process. The M-V Liaison works to ensure the rights of students experiencing homelessness and must also collaborate with other district staff responsible for the data on students with a homeless designation.

How must data be reported? 1) When a student has been determined as homeless under the Federal statute and parents/guardians have been provided their rights, the student must be recorded as homeless in the SIMS records. This record must include the living condition of the student at the time of designation. The student record must remain as “homeless” and with the “living condition” at the time of designation for the entire school year even when/if the student becomes permanently housed. This record will be used for US ED data purposes at the end of each school year. The DOE will check these records for Dakota STEP data that is also reported to US ED. The SIMS homeless designation will not roll forward to a new school year. Districts must re-evaluate their list of students at the beginning of the new school year to determine whether students are homeless or not at that time. 2) Each May every district sends DOE a Title I paper report usually completed by the Title I director. This report also asks questions about students experiencing homelessness – number, grade, and living condition at the time of designation. This report must include

all students not just those in Title I schools. The SIMS report and Title I Report should match.

What about students who transfer to the district? When a new student arrives in the district, the SIMS records should be checked. A student recorded as homeless in the SIMS records should be immediately reported to the homeless liaison. A student will be afforded certain rights for the entire year whether or not the student has become permanently housed by moving to your district. Also, the homeless liaison must be aware of the parents’ rights pertaining to school of origin that may or may not apply in any particular case. At the end of the school year when data is downloaded from SIMS, a district should not be surprised by an unknown homeless record.

The DOE will download all of the SIMS data and Title I Report data and determine the districts that must do a Title I Set Aside for Homeless Students in the Consolidated Application for the next year. (See related article of the Title I Set Aside.)

2001 NCLB Title X, Part C amends the McKinney-Vento Education of Homeless Assistance Act - Title VII Part B. Definition of Homelessness may be found along with other information at <http://doe.sd.gov/oess/title/homeless/index.asp>



ESEA Program Monitoring Technical Assistance Sessions



Who: Those friendly folks at the DOE
What: **Digging Deeper: The Top Five Findings
in Last Year's Reviews**
When: **Thursday, August 26, 2010** 2:00 PM-3:00 PM
Central Time

Or **Wednesday, September 8, 2010** 10:00 AM-11:00 AM
Central Time

Where: At your very own computer/phone

Why: Learn how to avoid having these findings cited
during your reviews.

[Join the meeting.](#)

Audio Information

Computer Audio

To use computer audio, you need speakers or a headset.

or

Telephone conferencing

Use the information below to connect:

Toll-free: +1 (866) 410-8397

Participant code: 6057734716

Copy this address and paste it into your web browser:

<https://www.livemeeting.com/cc/stateofsd/join>

Copy and paste the required information:

Meeting ID: TopFive

Hope you can join us!



What Works Clearinghouse

A central and trusted source of scientific evidence of what works in education.

The *Lovaas Model of Applied Behavior Analysis* uses one-on-one instruction for young children, during which a teacher cues a behavior, prompts the appropriate response, and provides reinforcement to the child to reduce behaviors that interfere with learning. As the child progresses, the instruction moves into group settings and focuses on social and pre-academic skills in preparation for preschool. Fifty-eight studies reviewed by the WWC investigated the effects of the *Lovaas Model* on children with disabilities.

http://ies.ed.gov/ncee/wwc/reports/ece_cd/lovaas_model/index.asp

See how the WWC rated the research design used in the following studies:

Financial Incentives and Student Achievement: Evidence from Randomized Trials—

This study examined the effect of financial incentives on student achievement and included approximately 38,000 students from about 260 public schools in Chicago, Dallas, New York City, and Washington, DC. In each city, about half of the schools were randomly assigned to begin a student incentive program and half were assigned not to offer incentives. Incentives varied by city and were tied to grades, test scores, attendance, and behaviors expected to increase academic achievement.

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRid=152>

Middle School Mathematics Professional Development Impact Study: Findings After the First Year of Implementation—

This study examined whether teacher professional development using approaches identified for the study improved 7th-graders' knowledge of rational numbers. The study analyzed data on about 4,500 students and 200 teachers from approximately 80 schools in 12 districts during the 2007–08 academic year. Half the schools within each district were randomly assigned to offer 7th-grade math teachers professional development on the teaching of rational numbers.

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRid=154>

Title Consolidated Reviews Scheduled for 2010-11 School Year

Districts have been able to view the upcoming Title review schedule at <http://doe.sd.gov/oess/reviews.asp> since last year. Those that receive \$70,000 or less in their Title I, Part A regular allocation participate in the desk review process. Three of those districts are randomly selected each year to have an on-site visit instead. All schools that receive in excess of \$70,000 in their Title I, Part A regular allocation host on-site reviews.

Districts scheduled for review during the 2010-11 school year will be notified by mail in August. A handful of schools have been added to the on-site review schedule this year as a result of findings or by request. Information about technical assistance sessions offered via *Live Meeting* will be included in that letter. Schools are encouraged to participate in these sessions prior to review and the first one will focus on the “Top Five Findings in Last Year’s Reviews”.

Schools scheduled for reviews are listed in the table below:

On-site Review	*Desk Review * Denotes Schools Randomly Selected for On-site Review
Aberdeen	Agar-Blunt-Onida
Bennett County	Armour
Britton-Hecla	Beresford
Custer	Bowdle
Dupree	Bridgewater-Emery
Flandreau	Burke
Florence	Castlewood
Hot Springs	*Clark
Ipswich	DeSmet
Kimball	Deuel
Lake Central	*Eureka
McIntosh	Garretson
Meade	Grant-Deuel
Mitchell	Hanson
Parkston	*Hill City
Platte-Geddes	Howard
Redfield	Iroquois
Rosholt	Langford Area
Shannon County	Leola
Sioux Falls	Miller
Sioux Valley	New Underwood
Sisseton	Oldham-Ramona
Vermillion	Sanborn Central
Watertown	Stickney
White River	Tri Valley
	Waverly
	White Lake
	Woonsocket

Questions concerning reviews may be directed to Janet Ricketts at 773-6400.



Schools Removed from Improvement

Seven Title I schools in improvement last year have made their 2nd consecutive year of AYP and have been removed from school improvement. Andes Central JH, Medary Elem in Brookings, Gregory Elem, Hill City Elem, Robbinsdale Elem in Rapid City, Winner MS, and Stewart Elem in Yankton have reason to celebrate as they have been removed from improvement status.

Nine other Title I schools made AYP in Reading for the 1st year and twenty two made AYP in Math. Five of these schools made AYP in both reading and math as they were in improvement for both reading and math. These schools will need to make AYP again next year in order to be removed from improvement status.

Title I schools in school improvement work hard to bring about change that leads to higher student achievement. The school improvement process begins with data analysis and revisions to the school improvement plan. These planning and implementation efforts are spearheaded by the school principal and supported by the school improvement team. The DOE provides each Title I school with a School Support Team member to help in planning and implementation.

Diligence in adhering to the improvement cycle has proven successful for many of our Title I schools. Congratulations are extended to all Title I schools who made AYP this year. Let the celebration begin!

Conferences



Conference registration is open!

The 2011 National Title I Conference will be held in Tampa, Florida at the Tampa Convention Center from Monday, January 31 through Thursday, February 3, 2011.

To Register Follow the Link below!

<http://www.nationaltitleiassociation.org/?page=T11Home>

South Dakota Reading Council
Announcing the
2010 SDRC Conference



October 14, 15, 16, 2010

**Best Western Ramkota Hotel &
Convention Center
Rapid City, SD**

Register at:

<http://sdrc.k12.sd.us/SDRC%202010%20Conference.htm>

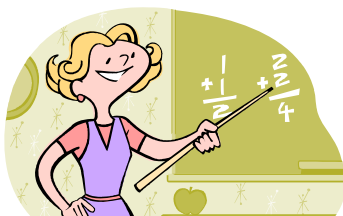
19th Annual
SDCTM/SDSTA Joint
Conference

February 3-5, 2011

South Dakota Council of Teachers of
Mathematics: Working to Improve
Mathematics Education for All Students

To Register:

<http://www.sdctm.org/conference/annualconference.htm>



Learning Starts at Home 3rd Annual—Parent Conference



Featuring Keynote Speaker:

ANNE HENDERSON author of
"Beyond the Bake Sale"

When: Friday October 15 — 6:00—8:30 pm

Saturday October 16 — 8:30 am—3:00 pm

Where: Rushmore Plaza Holiday Inn—Rapid City

Cost: FREE—breakfast and lunch included

REGISTER NOW at sdpirc.org

****Please help inform and encourage the attendance of parents from your school/district. Feel free to register yourself and bring along a few parents! Supporting the expenses of parents to attend is a great way to spend some Title I funds for parent engagement.****



Schoolwide Conference Oct. 5, 2010

REGISTRATION IS REQUIRED

The Department of Education will host a Schoolwide Conference for eligible Targeted Assistance Title I schools planning to operate a schoolwide program. This conference is mandatory if a targeted assistance school will be planning and operating a new schoolwide program next year.

Three required steps to develop a schoolwide program

- 1) **The first step is to participate in the schoolwide webinar that will explain the schoolwide process.**

Webinar - Sept. 14 - 2:00 CST

The building principal, or designee, must participate in the webinar. Following the webinar, he or she will share with school staff, parents and community what is involved in developing a schoolwide program.

- 2) **The second step is for the school to commit to spending the school year developing a plan.** The schoolwide planning team will lead the school in the planning process.

- 3) **The third step is to bring a team to the schoolwide conference.** Title I staff are offering the schoolwide conference at the Ramkota in Pierre Oct. 5, 9 a.m.-4 p.m. Each school planning to develop a schoolwide program must bring a team of at least four persons, consisting of an administrator, teachers(s) Title I staff, parent(s), and/or community or board members.

Certain requirements must be met for a school to be eligible to operate a schoolwide program. A Title I school may operate a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. Schoolwide program planning begins with the formation of a planning team, which explores the benefits of establishing a schoolwide program, identifies strategies and goals, and presents a proposal to teachers, administrators, and others in the school community.

The Schoolwide Conference will be a working day for schoolwide teams to work with school support team and Department of Education staff to begin the process of developing their schoolwide plan.

The schoolwide guidance is available at:

<http://doe.sd.gov/oess/title/1Abasic/sec1114.asp>

For more information, contact Dawn Smith at (605) 773-2535 or dawnl.smith@state.sd.us.



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