

Title Programs Newsletter



Special points of interest:

(click on the links below)

- [FERPA](#)
- [School Officials](#)
- [Parents & Students](#)
- [Transitioning to the Every Student Succeeds Act FAQs](#)
- [ESEA/ESSA](#)

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Title Conference

Engaging and Supporting All Learners

August 1 - 2, 2016

August 3: Post-Conference Working Session with Jane Hill

Cedar Shore Resort - Oacoma, SD

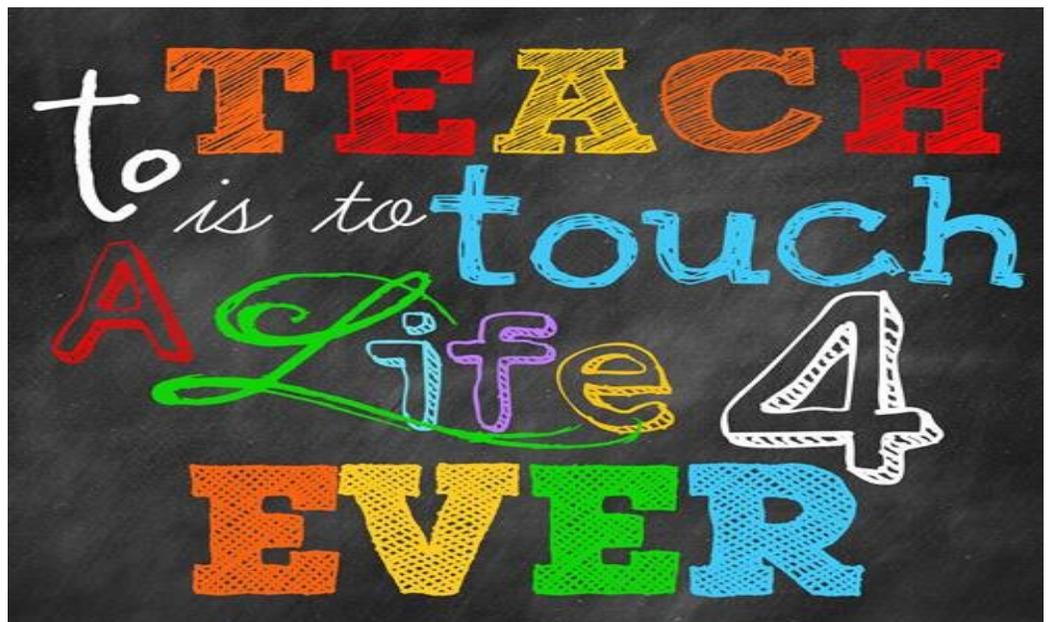
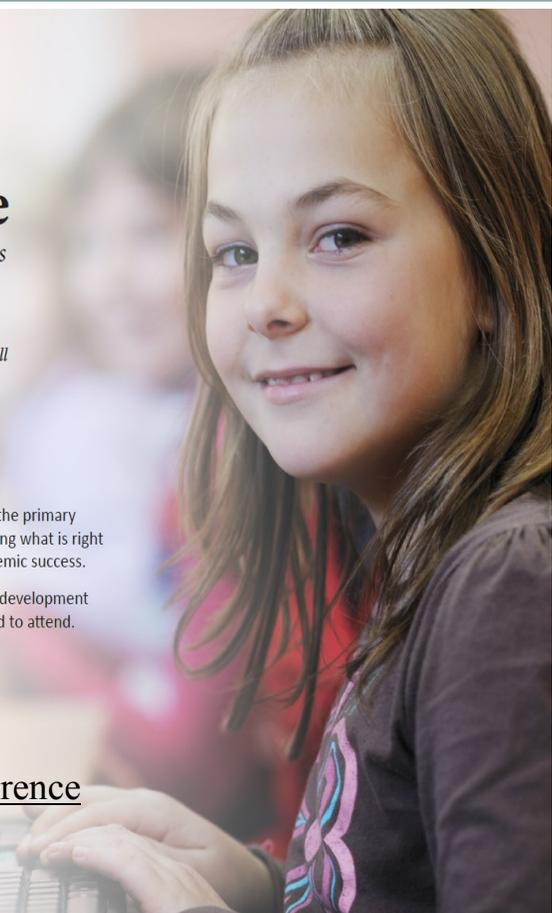
This conference is focused on current issues in Education and is the primary conference for Title I Schools. It emphasizes the critical nature of doing what is right and what is needed to help every child succeed and achieve academic success.

Join other South Dakota educators for this important professional development opportunity. All South Dakota education professionals are invited to attend.

For details or to register, go to:

www.tie.events/titleconference

For more information, contact Julie Elrod
Julie.Elrod@state.sd.us, (605) 773-6400



Grants Mgt. System



South Dakota Department of Education
Welcome to the Grants Management System

The Planning sections of the Grants Management System are open and the Consolidated Application will open soon. The district planning piece is required this year and will be done in conjunction with the school level plans. Trainings were held in February. If you missed out on these training opportunities, please click [HERE](#) for the User's Manual to these sections.

If you log in and don't see the correct sections, it is possible you are in the wrong fiscal year, or the sections have not been created. Principals for Title I schools will complete the school level plans this year.

If you are involved in the grant application process and have questions, please contact your representative in the state Title I office.

To login, click here: <https://sddoe.mtwgms.org/SDDOEGMSWeb/logon.aspx>

2015-2016 Title I Annual LEA Report

The annual LEA report is due by May 27, 2016. A link to the Survey will be sent to Superintendents and members of the Title I District Contact Listserv. If you normally fill this out for your district and have not received the link for it by May 13, 2016, please contact Betsy Chapman – 773-4712. All reports **MUST** be submitted electronically through the survey system.

To complete the district level survey, districts will need the following information:

1. How many EC and Ages 3-5 (not Kindergarten) students were served through Title I in Public Schools?
2. The number of students served through Title I in Private Schools by grade level.

3. The number of students receiving Title I services in a Neglected program. **ONLY** the 5 districts that operate these programs will answer this question.
4. The number of full time equivalent (FTE) staff in Targeted Assistance Programs, including administrators, teachers and paraprofessionals.
5. The total FTEs and numbers of ALL paraprofessionals working in a school that operates a Schoolwide program, including SPED



Reauthorization of McKinney-Vento under ESSA

The McKinney-Vento Education of Homeless Children and Youth Act (EHCY) was reauthorized, clarified, and strengthened under the Every Student Succeeds Act (ESSA) signed in December, 2015. The McKinney-Vento portions of the statute will be effective this fall, October 1, 2016.

McKinney-Vento liaisons are aware that there are many duties of a liaison. Here are a few additions or clarifications included in the reauthorization.

McKinney-Vento Act, as amended by the ESSA (Pub. L. 114-95)

(3) Duties of LEA Liaisons

The statute now requires LEA liaisons for homeless children and youths to:

- (a) Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support. (Section 722(g)(6)(A)(ix)).
- (b) Ensure that unaccompanied homeless youths (i) are enrolled in school, (ii) have opportunities to meet the same challenging State academic standards as other children and youths, and (iii) are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid. (Section 722(g)(6)(A)(x)).
- (c) Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless

youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. (Section 722(g)(6)(A)(vi)).

In addition, LEA liaisons who receive appropriate training may now affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act. (Section 722(g)(6)(D)). (In other words, trained liaisons may qualify persons for housing programs under the housing portion of M-V.)

Many more changes were included in the reauthorization including information about the Title I Homeless Set Aside (guidance on this will be published later and implementation date will be later). The new law changes how foster children/youth will be considered pertaining to rights similar to EHCY; guidance will be issued later as these changes start to take place in December 2016.

A full summary of the McKinney-Vento EHCY changes can be found at <http://>



School Improvement Grants (SIG)

School Improvement Grants (SIGs) are authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). These grants to state educational agencies (SEAs) are used to make competitive subgrants available to local educational agencies (LEAs). The LEAs that receive a grant demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools.

School Improvement Grants continue to be a critical component of the country's effort to support rigorous interventions aimed at turning around the lowest-performing schools. South Dakota will accept these funds to help support that effort.

Timeline:

- ◇ May 11, 2016: Letters of interest from districts are due and should be emailed to carol.bush@state.sd.us
- ◇ May 16, 2016: FY15-16 SD Application will be submitted to US Ed
- ◇ Once our state application has been approved, we will set up another Webinar to go through the application process for the LEAs that had submitted a letter of interest

Family Friendly Schools Campaign

The Family Friendly Schools Campaign is focused on providing schools/educators with tools and resources to connect with families and develop partnerships designed to promote student achievement.

As we move towards the end of school, it is time for many schools and families to start thinking and planning ahead for "what's next". Kindergarten screening begins; families and their 5th grade students are starting to hear about Middle School; and others are focused on the transition into high school and/or post secondary. If you work with children/students

and their families in these situations – this message is for you!

It is critically important for children to start off right with their transition into kindergarten. Students who are moving into middle school face a whole new set of challenges, such as a larger school, changing classes and teachers; learning how to open a locker; and of course the added pressure of fitting in.

For more information, please contact **Lori Laughlin** by emailing her at lLaughlin@bhssc.tie.net. Put Family Friendly Schools campaign

in the subject line and ask to be added to the email list for information that is sent out monthly during the school year.

Additional resources on transition topics:

[Transition Resources from Early Elementary to Post Secondary/Work](#)

[Guiding our Children through Transitions: High School](#)



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

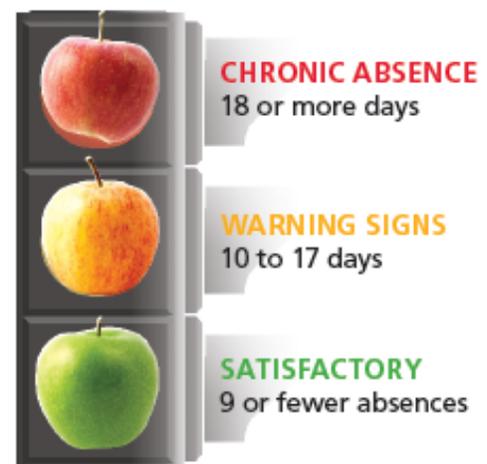
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org

A Parent's Guide to Starting Kindergarten

Starting Kindergarten is a big step for your child.... But also for YOU!

Here are some ideas to help prepare your child for their kindergarten year.

MORE RESPONSIBILITIES

Your child's ability to be independent is important! They will need to be able to put on their jacket, fasten their shoes, and use the bathroom on their own. Your child must be able to sit still and focus on the teacher, move quickly and quietly through the classroom, and work with others.

How YOU can help your child:

- *Encourage independence by practicing-zipping, buttoning, snapping, and getting their coat on and off.*
- *Practice and learn the steps of good hand washing and hygiene.*
- *Work on listening skills. Reinforce the importance of not interrupting.*
- *Establish consistent routines and break tasks into steps. Give simple, two-part commands, such as "Hang up your jacket, put away your shoes."*

FASTER-PACED CURRICULUM

At the beginning of the year, your child should know how to write their name in upper and lower case letters, count from 1 to 10, and identify basic colors and shapes.

How YOU can help your child:

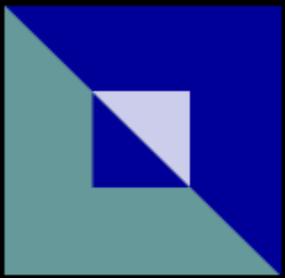
- *Establish their own 'study' spot. Supply this area with pencils, paper, and crayons. This helps to develop organizational skills.*
- *Let daily learning happen through the things you do naturally. Cooking builds math and measurement skills. Sorting legos or laundry or silverware helps your child to classify things.*
- *Most importantly—snuggle up and READ to your child every day!*

NEW SCHOOL—BIGGER SCHOOL

Kindergarten classrooms are part of a larger school. There will be longer halls, possibly stairs, and older children in the building.

How YOU can help your child:

- *Tell you child things like, "You're so lucky! It is your turn to go to the big school!" Talk about some of the new things that might happen—going to gym or eating lunch at school.*
- *Take a tour the school and point out different places such as the bathrooms, playground, and library. And talk about how fun it will be to make friends!*
- *Be sure to attend any parent meetings or workshops offered by the school.*



A Parent's Guide to "The Middle School Years"

The Middle School Child

This is a time of tremendous growth - they are no longer children, but not yet adolescents. They want independence, but also care deeply about what others think and say about them. They want to be grown up, but can't help acting their age. Here are some suggestions on how to help them and yourself through the next few years.

Spend some time getting to know this new person.

The more you know about your child's dreams, likes, and dislikes—the easier the next few years will be for you.

Help them understand that actions have consequences!

Don't wait for a crisis to discuss issues. Be sure your child knows your expectations regarding grades, chores, behaviors....

Consequences should be immediate, logical, and of short duration.

Grounding for a month loses its impact (and punishes the rest of the family as well).

Expect Exploration—From hair-styles to clothes to different music to new ideas and activities; they are curious and will want to try new things.

Have FUN together!

Cook a meal. Walk or bike together. Read an article from the same magazine or paper and talk about it.

Help your child to develop study habits.

Monitor homework—provide a study environment and make homework a daily part of their routine. Help them develop organizational skills (using a calendar or a notebook).

TALK with other parents!

You can be a source of great support to each other on issues such as curfew, parties, supervision, etc.

TEEN/PARENT COMMUNICATION

Here are some ideas to keep the lines of communication open between you and your middle school student.

- **Ask specific questions.** Rather than asking "How was school today?" ask a question like "Where there surprises on your science test today?"
- **Use stories in the newspaper, television, or neighborhood events to start conversations** or be able to begin to talk about those 'hard-to-talk-about' topics.
- **Avoid making judgmental comments.** Negative statements about hair, clothing, styles, friends can stop
- **Don't over react!** Hear the whole story first!

Food for thought: School Educational Structures

Are we a K-12 school or three schools in one?

A K-8 or a K-5 elementary and a 6-8 middle school?

Are we a middle school or a junior high? Does it matter?

The educational structures of schools in a district drive many aspects when it comes to Title programs, accountability and the certification a teacher must have.

Many times you will hear a school described as a K-12 school because there is only one school building in a district. However, a closer exam will show there are at least two, if not three “schools” in every one building district. Most districts have an elementary, a middle school/ junior high, and a high school in their district as far as Title Programs, accountability, and certification are concerned.

The variations on educational structures are many. They can range from districts with K-1, 2-3, and 4-5 elementary buildings to districts with a more traditional breakdown of K-5 or a K-8 elementary. Then you can have a middle school, which is either a 5-8 or a 6-8 structure, or you can have a junior high with the traditional 7-8 breakdown.

Does it matter what the structure is? Absolutely! One of the biggest issues arises in a K-8 elementary, where teachers must be elementary certified, not middle school endorsed even if teaching grades 6-8. You can also have teachers with a K-8 certification that are not able to teach in a middle school setting.

Even in a one building district, teachers’ certifications must align with the educational structure turned in to the state at the start of each school year. There are very few certification areas that are truly K-12.

To find out what educational structures are present in South Dakota districts, go to the department’s website: <http://doe.sd.gov/ofm/edudir.aspx> , click on a district and then click on a school.



The GO TO Strategies:

Scaffolding Options
for Teachers of
English Language
Learners, K-12

Presenter: Ms. Laura Lukens

July 25 or July 26
Sioux Falls

Target Audience

Content & ELL Teachers
for all grades K-12

Venue:

Holiday Inn City Centre
100 West 8th Street
Sioux Falls, SD 57104

Register Now!

<http://southdakota.gosignmeup.com>



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DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

The GO TO Strategies: Scaffolding Options for Teachers of ELLs, K-12

This full day workshop introduces newly-developed strategies resources that enable teachers to plan scaffolded, yet rigorous and relevant content lessons for English language learners. In this era of accountability, it is imperative that teachers create lessons that enable ELLs to master academic language and content simultaneously. The strategies presented in this workshop have been chosen to reflect research-based principles of instruction for ELLs with an emphasis on the inclusion of oral academic language instruction. The goal is to increase the comprehensibility of academic language and to promote student interaction while using language.

The workshop begins with a brief overview of the principles of instruction and the research base for the strategies. The facilitator then shares a resource that matches appropriate strategies to students' levels of language proficiency. Next, the facilitator models strategies for a variety of purposes: vocabulary acquisition, interactive language usage, reading comprehension, writing, and student learning strategies. Strategies resources, including an inventory, glossary, and matrix, are shared with participants, who use them to begin planning scaffolded lessons. Participants leave with abundant resources for future planning or to share with colleagues.

Participants will be able to:

- Associate strategies with research-based principles of instruction.
- Become familiar with the components of the GO TO Strategies and how to use the resources.
- Participate in strategy demonstrations during the workshop and plan classroom applications.
- Draft and share action plans that use specific strategies to develop the domains of language.
- Begin to use a planning framework that scaffolds content lessons by integrating strategies.
- Leave with abundant resources for scaffolding instruction for ELLs, including the complete GO TO Strategy materials (101 pages) and handouts of workshop activities.

