

## South Dakota Timeline Related to ESEA Federal Programs

<b>All Public Districts</b>	
July	LEA Consolidated Application due to DOE
July/August	Receive preliminary assessment and accountability reports from SD DOE. Conduct review of the SPI Calculations and school designations.
August	Disseminate Smarter Balanced assessment and accountability information to all stakeholders (District and each School) as soon as possible.
August	Print individual student assessment results. Disseminate individual student Smarter Balanced results, NCSC (National Center and State Collaborative), and ACCESS results to parents and teachers as soon as possible.
Fall and Ongoing	Use the WAP-T to screen students for English Language Proficiency as appropriate. Code students identified as LEP in Infinite Campus or district SIMS.
Fall	Coordination and Transition team meeting to evaluate last year's Coordination and Transition plan for students entering school.
Spring	Administer NCSC to eligible students with disabilities ELA and Math(4 week window) Dakota STEP-A for Science
March/May	Administer ACCESS test to all identified LEP students.
March/May	Administer Smarter Balanced ELA and Math test to all students enrolled in grades 3-8 and 11.
Spring	Design LEA Consolidated Application and use of federal funds in conjunction with the Consolidated Application Committee. Conduct Comprehensive Needs Assessment (student, teacher, program and family/community data) and use results of the CNA to inform decisions regarding use of federal funds.
Spring	Consult with private school officials, parents, community, staff, and all stakeholders to complete consolidated application.

<b>Title I Part A Schools</b>	
Beginning of School Year	Provide copy of the district and school Parent Involvement Policy and School Parent Compact to all parents of Title I students. This includes all parents / students in a schoolwide program, and parents of children receiving Title I services in a targeted assistance school.
Beginning of School Year	Notification to all parents of children attending a Title I school of their right to know the qualifications of their child's teacher and any paraprofessional working with their child: "Parent's Right to Know"
Beginning of School Year	Each principal of a Title I school will attest annually in writing that the school is in compliance with staff qualification requirements under Section 1119. The assurance document must be filed at the school and at the district office.
Annually	Each Title I school must conduct an annual meeting to inform parents of Title I Services.
May	Complete LEA Title I Annual Report. Due June 14th

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<b>Targeted Assistance Schools</b>	
Spring / Fall	Identify students eligible for Title I Services (student needs assessment, ranking process).
Beginning of School year	Inform parents that their child is eligible for Title I services.
Throughout school year	Title I teacher provides parents with Title I progress reports at the same time as the general education reports are distributed (at least quarterly).
Fall and ongoing	Code students receiving Title I services as Title I students in Infinite Campus or SIMS.
Fall	If poverty of school is 40% or higher, a Targeted Assistance Title I School is eligible to change services from a targeted to a schoolwide program. Contact SDDOE staff for assistance.

<b>Schoolwide Schools</b>	
Fall/Spring	Current schoolwide programs review and revise SW plan
Spring	Schoolwide Schools. Evaluate the effectiveness of the Schoolwide Title I program. Consult with parents to advise the design of the Title I program for the upcoming year.

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<b>Priority and Focus Designations</b>	
<b>District Responsibility</b>	
July/August	Receive and review SPI calculations and school designations
August	Inform stakeholders of School Improvement Status. Send notification to parents at least 14 calendar days prior to start of school.
August	Attend state School Improvement Meeting (if held)
October 1	Completion of Priority and Focus school sections within the Consolidated Application.
<b>School Level Responsibilities</b>	
May-September	Conduct comprehensive data analysis
August-September	Develop School Leadership Team and attend SD LEAP trainings
August-May	Assess, Plan, and Monitor Indicators of Effective Practice within SD LEAP.
October 15	Submit School Turnaround Plan, Goals and Objectives, and Survey of Effective Practices through SD LEAP
February 15	Submit School Turnaround Plan and Goals and Objectives through SD LEAP
May 31	Submit School Turnaround Plan, Goals and Objectives, and Survey of Effective Practices through SD LEAP

<b>Title I Part C - Migrant</b>	
Fall and Ongoing	Identify and complete a Certificate of Eligibility for potential migrant students
Spring	Application for a migrant program for the next school year will be available on the SDDOE website

<b>Title I Part D – Neglected or Delinquent</b>	
Data Collection	Title I Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
	<ul style="list-style-type: none"> <li>• The Annual Survey for Children in Local Institutions for Neglected or Delinquent Children is conducted each year. The purpose of this survey is to provide the U.S. Department of Education with current information on the location and number of children living in institutions for neglected or delinquent children. The information collected will be used to compute next year's Title I allocations to local educational agencies.</li> <li>• Due Date is December.</li> <li>• Person Responsible: Administrator of the qualifying residential facility and Superintendent or designee in the LEA</li> </ul>
Data Collection	Title I Part D - Prevention and Intervention Programs for Children

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	<b>and Youth who are Neglected, Delinquent, or At-Risk</b>
	<ul style="list-style-type: none"> <li>• Data due to US DOE is now part of Consolidated Data (CSPR)</li> <li>• Data is due October 15.</li> <li>• Data includes academic, vocational, transitional outcomes for students served with Part D funds.</li> <li>• Person Responsible - Superintendent or designee in the LEA</li> </ul>

### Title III Programs

Upon Enrollment	Home Language Survey
Within 30 days of the beginning of school or for enrollment during the school year within 2 weeks of placement	Parent notification of English Language Development Program Placement <ul style="list-style-type: none"> <li>• Reasons for identification</li> <li>• Child's level of English proficiency</li> <li>• The method of instruction</li> <li>• How the program will meet educational strengths and needs of the child</li> <li>• Specific exit requirements</li> <li>• Parental rights including               <ul style="list-style-type: none"> <li>○ Right to have their child immediately removed from program upon their request; and</li> <li>○ Options to decline to enroll their child in such program or to choose another program or method of instruction, if available; and</li> <li>○ Assisting parents in selecting among various programs and methods of instruction, if more than one is offered</li> </ul> </li> </ul>
30 days after failure occurs	Parent notification of failure to make progress on the Annual Measurable Achievement Objectives <ul style="list-style-type: none"> <li>• Annual increases in the number or percentage of children making progress in learning English</li> <li>• Annual increases in the number or percentage of children attaining English proficiency by the end of each school year</li> <li>• Meeting AMO Requirements for LEP students</li> </ul>
Upon entering program	Provide information in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand
Upon entering program	Parent Participation <ul style="list-style-type: none"> <li>• Provide effective means of outreach to parents of LEP students. How they can:               <ul style="list-style-type: none"> <li>• be involved in their child's education</li> <li>• be active participants in assisting their children                   <ul style="list-style-type: none"> <li>○ to learn English</li> <li>○ to achieve at high levels in core academic subjects; and</li> <li>○ to meet the same challenging State academic content and student academic achievement</li> </ul> </li> </ul> </li> </ul>

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	<p>standards as all children are expected to meet</p> <ul style="list-style-type: none"> <li>• Outreach shall include:             <ul style="list-style-type: none"> <li>○ Holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents</li> </ul> </li> </ul>
	Notice of Progress, Title III Annual Program Achievement Objectives

### Title X Part C – McKinney-Vento EHCY Program

#### McKinney-Vento Homeless Children and Youth Program Grant

	<ul style="list-style-type: none"> <li>• This competitive application must be submitted and approved for districts to receive federal funds under the Homeless Education Program to provide supplemental services to homeless children and youth.</li> <li>• Due July 1st</li> <li>• Primary person responsible: Superintendent/Director of Federal Funds/District M-V Liaison</li> </ul>
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#### Education for Homeless Children and Youth Program Data Collection (applies to all districts whether or not a sub-grantee)

	<ul style="list-style-type: none"> <li>• SD DOE collects data on Homeless Children and Youth in June. This data is collected from all districts including those not receiving McKinney-Vento funds as all districts are to identify and serve homeless children and youth. All districts are required to identify qualifying students in Infinite Campus or SIMS. Sub-grantees are required to provide additional information.</li> <li>• In June additional data is collected from sub-grantees for the previous school year</li> <li>• Person Responsible: McKinney-Vento Liaison/Director of Federal Funds/Superintendent</li> </ul>
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