



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

ESEA

South Dakota

Support and Planning

Guide

District: _____

SD DOE Title I Representative: _____

Title I School(s): _____

Table of Contents

Department of Education Title Program Representatives:.....	5
Turnaround Principles.....	6
Notice & Dissemination Requirements for Title I	7
ESEA/Title I Required Reports and Documents	8
Consolidated Application	8
Time and Effort Documentation	8
Assessment & Accountability Reporting.....	9
Student Reports	9
1119 Assurance Verification	10
Parents’ Right To Know Statement	10
Schoolwide Program	11
Targeted Assistance Program	11
Parent Involvement	12
Professional Development Plan	12
Coordination/Transition Plan.....	13
Migrant Program.....	13
McKinney-Vento Programming	14
Private Schools.....	15
ELL/Title III.....	16
Appendix – Sample Forms and Documents	17
Appendix A - ESEA/NCLB.....	18
Appendix B – 1119 Verification Form	19
Appendix C – Parents’ Right to Know Notification	20
Appendix D – Schoolwide Plan Checklist	21
Appendix E – Targeted Assistance Program	22
Appendix F –Parental Involvement.....	24
Appendix G – Professional Development Plan Template	25
Appendix H – Coordination/Transition Plans.....	37
Appendix I – Migrant Student Information.....	39
Basic Migrant Child Eligibility Factors	39
Migrant Certificate of Eligibility	40

Appendix J - McKinney-Vento Programming Documents..... 42
 Intake Form - McKinney -Vento Program (Sample Form)..... 44
 Sample District Policy for Homeless Students 46
Appendix K – Affirmation of Consultation with Private Schools 47
Appendix L – ELL/Title III Documents & Checklists 49
 Identifying and assisting English language learners 49
 Home Language Survey..... 53
 Language Acquisition Plan for Student that are English Language Learners..... 55

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Turnaround Principles

- Turnaround Principle 1 – Providing Strong Leadership by
- reviewing the performance of the current principal;
 - either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
 - providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- Turnaround Principle 2 – Ensuring that teachers are effective and able to improve instruction:
- reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
 - preventing ineffective teachers from transferring to these schools; and
 - providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- Turnaround Principle 3 – Redesigning the school day, week, or year to include addition time for student learning and teacher collaboration.
- Turnaround Principle 4 – Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is researched-based, rigorous, and aligned with State academic content standards.
- Turnaround Principle 5 – Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.
- Turnaround Principle 6 – Establishing a school environment that improves schools safety and discipline, along with addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.
- Turnaround Principle 7 – Providing ongoing mechanisms for family and community engagement.

The information on the following pages crosswalks the Turnaround Principles with the requirements of the Elementary and Secondary Education Act (ESEA). There are some areas not specifically tied to one principle. These are listed under the “Other” category. If there are sample documents, checklists, or templates for use when creating or checking documents, they are in the appendix and will be stored online once the DOE Title I SharePoint is available.

Please refer to the following link for the ESEA law in its entirety:

<http://www2.ed.gov/policy/elsec/leg/esea02/index.html> or click on the individual section links provided in [Appendix A](#).

Notice & Dissemination Requirements for Title I

<p>Individual Student Results on the DSTEP (not just a Title I requirement)</p>	<p>When the data is available, but no later than 30 days after the start of school</p>
<p>State, District, School and NAEP Report Cards.</p> <p>This includes Assessment (All Students) and Accountability (FAY) data (Not just a Title I requirement)</p> <p>The Assessment reports for the 2013-14 school you are included in the Report Card. In the past, these were separate reports.</p>	<p>As soon as the data is available. An LEA may use its regular method of communicating with parents to meet the dissemination requirement so long as it provides information to all parents. Complete printed copies MUST be kept at the main of office of districts and be available to the public. Please see the DOE Title I website for further information. http://doe.sd.gov/oess/TitleI.aspx</p> <p>Districts must ensure that all parents have been given access to the report card information and be able to document it. The template used in prior years for reporting is no longer available</p> <p>There is a sample letter that districts/schools may use for a starting point to notify parents of the information. It is on the state website listed above.</p>
<p>Parents Right to Know Notification</p> <p>Sample Notification</p> <p>What do I know about my child's teacher? The federal education law called ESEA, requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a response.</p>	<p>As soon as possible. Back-to-school newsletters, newspapers, handbook etc.</p>
<p>Highly Qualified notification</p>	<p>A letter must be sent home to parents, if their student will be taught for four (4) or more weeks by a non-highly qualified substitute or substitutes. Title I schools only.</p> <p>Teacher qualifications for all teachers are not required to be sent home to parents or posted in the school.</p>
<p>Convene a Title I, Part A informational meeting for parents</p>	<p>Should be held in the early fall. The Title I program should be explained to them and that they, the parents, have the right to be involved. Information about the status of the schools should also be explained (Focus, Priority, Status, Exemplary, etc.)</p>
<p>Disseminate district Parent Involvement Policy, School Level Parent Involvement Policy and Compact.</p>	<p>In the early fall. May be done through handbooks, Title I packets, newsletters, backpacks, etc.</p>

ESEA/Title I Required Reports and Documents

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Consolidated Application</p> <p>All Districts and Schools unless no schools in the district will be accepting Title I funds</p>	<p>All districts applying for Title I and other federal funds must complete the Consolidated Application. This application must be completed, in a substantially approvable form, no later than July 1st of each year.</p> <p>NOTE: Do not delete personnel already listed in the contacts. Personnel not in the district any longer should be inactivated, not deleted. For further information or for help with any part of the application, please contact your Title I representative or go to this website and view the User's Guide: http://doe.sd.gov/ofm/LEAapp.aspx</p>	<p>Districts cannot obligate funds for the upcoming school year unless the Consolidated Application has been submitted in a substantially approvable form. Substantially approved means that the School Selection section has been completed and school-level fund distribution has been determined. Each school's Title I section must also be completed. Funds cannot be drawn down until the application has been reviewed, corrected if necessary and approved by the DOE.</p> <p>Districts with new Superintendents, Business Managers, Title I contacts, Homeless Liaisons, or Title III contacts MUST updated the contacts in the application as soon as possible.</p>
<p>Time and Effort Documentation</p> <p>(Other)</p> <p>All Districts and Schools</p>	<p>Criteria: According to OMB Circular A-87, Attachment B, Paragraph 8.h.(3) an employee who works solely on a single cost objective must furnish a semi-annual certification to support the activities charged to that cost objective.</p> <p>According to OMB Circular A-87, Attachment B, Paragraph 8.h.(4), an employee who works on multiple activities must maintain time distribution records (Personnel Activity Record or PAR). Further, Circular A-87, Attachment B, Paragraph 8.h.(5) states that time distribution records must (a) reflect an after-the-fact distribution of actual activity; (b) account for the total activity for which the employee is compensated, (c) be prepared at least monthly; and (d) be signed by the employee.</p>	<p>The OMB Circular A-87 is "being streamlined, along with seven other OMB circulars into one consolidated set of guidance in the code of Federal regulations". (Federal Register announcement – December 26, 2013)</p> <p>Guidance will be available in April 2014.</p> <p>Until everything is updated, please continue to maintain documentation as previously required.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Assessment & Accountability Reporting (Turnaround Principle #5) All Districts and Schools</p>	<p>Each year, districts are required to disseminate the Report Card for all schools in the district. How this is accomplished is up to the local LEA. The district/school must be able to provide documentation showing how the information was delivered to parents and the community. If the information is delivered electronically, there must be evidence to show how the parents and stakeholders without electronic access received the information.</p> <p>The focus for 2014-15 should be on educating parents and stakeholders about how the district and schools use the data to inform educational decision, what the information means for all students, as well as how to access the information if they want more details.</p>	<p>Possible ways to disseminate information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Newspaper <input type="checkbox"/> Handbook <input type="checkbox"/> ESA Booklet <input type="checkbox"/> School Newsletter <input type="checkbox"/> E-News or Email <input type="checkbox"/> Mailing to Parents <input type="checkbox"/> Binders in Schools <input type="checkbox"/> Parent Portal/DDN Message <input type="checkbox"/> Public Places <p>Other _____</p>
<p>Student Reports (Turnaround Principle #5) All Districts and Schools</p>	<p>Each school must distribute individual student assessment reports to parents. This includes reports for Dakota STEP, Dakota STEP-A, and ACCESS.</p> <p>NOTE: For the 2014-15 school year, the only achievement reports available will be for the DSTEP Science test in grades 5, 8, and 11 and limited DSTEP results for a small number of schools. All other reports will be school level participation reports.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mailed to Parents <input type="checkbox"/> Conferences <input type="checkbox"/> Open House <p>Other: _____</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>1119 Assurance Verification</p> <p>(Turnaround Principle #2)</p> <p>Title I specific requirement</p>	<p>The principal of each school operating a Title I program under section 1114 or 1115 must attest annually in writing as to whether such school is in compliance with the requirements of this section.</p>	<p>Compliance issues that must be assured:</p> <ul style="list-style-type: none"> ○ All Title I paraprofessionals have at least a GED or high school diploma. ○ All Title I paraprofessionals hired after Jan. 7, 2002 met requirements of 1119 prior to hire. ○ All Title I paraprofessionals have met the requirements of section 1119 calling for an associate degree, 48 college credits, or passage of the state test (ParaPro). ○ All Title I teachers hired after the first day of school, 2002, highly qualified. ○ All Title I teachers are highly qualified. ○ All teachers teaching core subject areas are highly qualified. ○ Copies of attestations shall be maintained at each school operating a program and at the main office of the local educational agency and shall be available to any member of the general public on request. <p style="text-align: right;"><u>Appendix B</u></p>
<p>Parents' Right To Know Statement</p> <p>(Turnaround Principle #2)</p> <p>Title I specific requirement</p>	<p>At the beginning of each school year, any district that receives Title I funds must notify the parents of each student attending a Title I school that the parents may request information regarding the professional qualifications of the student's classroom teachers. The district will provide a response to the parents' request in a timely manner.</p> <p>The LEA/school must also provide timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.</p>	<p>The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>The easiest way to notify parents is to place a statement in the student handbook.</p> <p style="text-align: right;"><u>Appendix C</u></p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Schoolwide Program</p> <p>(Other)</p> <p>Title I specific requirement</p>	<p>Schoolwide Programs are an option for Title I buildings with 40% or more poverty.</p> <p>Flexibility is extended to SW programs as they can combine some, but not all programs.</p> <p>Can reach any student needing services (no rank order, more fluid groupings). All teachers are responsible for all students in a schoolwide program.</p> <p>A written schoolwide plan must contain all 10 components and implement them and evaluate the program annually and revise as necessary.</p> <p>A successful schoolwide model requires the commitment from entire building.</p>	<p>Should be a working document, not static. Should be discussed and revised throughout the year.</p> <p>A Schoolwide Plan Checklist is available. If the actual template is needed, contact a SD DOE Title I Representative.</p> <p style="text-align: center;"><u>Appendix D</u></p>
<p>Targeted Assistance Program</p> <p>(Other)</p> <p>Title I specific requirement</p> <p>Students must be marked in Infinite Campus if they receive Title I services in Reading and/or Math. Please coordinate with the data entry person for the district. It is recommended that a list of Title I students be run at the end of each semester to verify it's accuracy prior to data being pulled for Accountability purposes.</p>	<p>The term "targeted assistance" signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards--rather than for overall school improvement.</p> <p>The goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.</p> <p>Eligible students are identified using multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Students are rank ordered and the highest need students are served in order of need.</p>	<p style="text-align: center;">Targeted Assistance Program Checklist Sample letter to parents <u>Appendix E</u></p> <p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Parent Involvement (Turnaround Principle #7) Title I specific requirement</p>	<p>ESEA Section 1118 Parent Involvement requires Title I schools to develop jointly with parents 3 documents to build partnerships with families. Each LEA (local education agency) must develop a district parent involvement policy that explains how the district will support the school in their efforts to engage families and outline how the district will support their Title I schools in efforts to build partnerships with families. Each Title I school must develop a school level parent involvement policy jointly with parents that shall describe the means by which the school will support families and include families in their child's academic learning. Such policy must be updated periodically to meet the changing needs of families. A third component is the school/parent compact such compact outlines how the school, parents, and students will share the responsibility for improved student academic achievement. The documents are intended to build relationships and capacity and to set clear expectations for family and community engagement. All three documents must be disseminated to parents of students in Title I.</p>	<p style="text-align: center;"><u>Appendix F</u></p>
<p>Professional Development Plan (Turnaround Principle #2) All Districts and Schools</p>	<p>Each school must have a written Professional Development plan, as does the district. These plans, if they contain ALL of the required components, may be used to meet the Professional Development Plan requirements for Title I, Title II and Accreditation.</p>	<ol style="list-style-type: none"> 1. Professional development supports the school/district's long-term plan. 2. Professional development needs assessment process. 3. Professional development goals. 4. Professional development content, process, and activities. 5. Research that supports the chosen content/process for professional development. 6. Resources available to support professional development. 7. Professional development evaluation steps. <p style="text-align: center;"><u>Appendix G</u></p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Coordination/Transition Plan (Turnaround Principle #4) All Districts and Schools</p>	<p>The district coordination and transition plan must be developed with the input of Head Start, Reading First, Early Reading First, and other preschool / childcare programs as well as parents, community, and LEA staff. It will maintain a historical perspective of the plan along with a short profile the community and school characteristics, demographics, and other pertinent information to give the reader a sense of community and school factors impacting the plan. The purpose of the plan should be evident in the narrative. There will be a description of the local indicators used to evaluate the program. Channels of communication must be established between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies and other early childhood development programs to facilitate coordination of programs. Meetings must be conducted involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs, to discuss the developmental and other needs of individual children, including children with disabilities. The plan should describe how staff visitations between the various programs are facilitated.</p>	<p style="text-align: center;"><u>Appendix H</u></p>
<p>Migrant Program (Other)</p>	<p>The purpose of the Migrant program is to:</p> <ul style="list-style-type: none"> - support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves; - ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic 	<p style="text-align: center;"><u>Appendix I</u></p> <p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p> <p>Examples of the Certificate of Eligibility are included in the Appendix.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
	<p>achievement standards;</p> <ul style="list-style-type: none"> - ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; - 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; - design 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, and to prepare such children to make a successful transition to postsecondary education or employment; and - ensure that migratory children benefit from State and local systemic reforms. 	
<p>McKinney-Vento Programming</p> <p>(Other)</p> <p>All Districts and Schools</p>	<p>As defined by McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725, the term, “homeless children and youths”, means individuals who lack a fixed, regular, and adequate nighttime residence.</p> <p>Each district must have a McKinney-Vento Liaison. If this person is not also the Title I Director or Coordinator, they must work together to ensure all of the requirements are being met and all of the required documents are in place.</p> <p>The McKinney-Vento Liaison is the only person who can make an official determination of the homeless status of a student.</p>	<p>Every district must:</p> <ol style="list-style-type: none"> 1. Have a District Liaison 2. Have a board adopted policy pertaining to the rights of M-V students 3. Have a dispute Resolution Policy 4. Eliminate policies and procedures that create barriers in the enrollment & retention of homeless children 5. Publicly Post information <p>Districts with homeless students may also have to set-aside Title I funds to cover services to students.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
		<p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p> <p>Appendix J</p>
<p>Private Schools</p> <p>All Districts with Accredited Private schools within their attendance boundaries or nearby communities.</p>	<p>Sec. 1120 - PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS</p> <p>The mandate requiring local school districts to use a portion of their Title I grants to provide compensatory education services to private school students has been a part of the Title I authorizing legislation since the original 1965 law was enacted. LEAs are required to consult with private school officials on important issues such as the location of services and what the services will entail. There must be consultation with each accredited private school within a district's boundaries to determine, what, if any, services are necessary for eligible students. Consultations should occur in the spring to determine services for the up-coming school year and should be more than just a one-time meeting.</p> <p>The Affirmation of Consultation form must be completed and returned to the SD DOE before a district's Consolidated Application will be given final approval.</p>	<p>For further information, please call your SD DOE Title I Representative or visit the following website:</p> <p>http://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf</p> <p>Appendix K</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>ELL/Title III</p> <p>All Districts and Schools</p>	<p>School systems and educators have a legal responsibility to provide for the needs of limited English proficient (LEP) children. They also have the educational responsibility of ensuring that every child can achieve the level of knowledge and skills they need to be productive citizens who participate in all areas of our society.</p> <p>If Limited English Proficiency (LEP) is suspected, the school must identify and test the students.</p> <p>If there is at least one LEP student, the school must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.</p> <p>The school must provide sufficiently qualified human resources, bilingual material, and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students.</p>	<p>http://doe.sd.gov/oess/documents/ELL_guide.pdf</p> <p><u>Appendix L</u></p>

Appendix – Sample Forms and Documents

Each form or document made be printed and used as necessary. Most of the documents are also available on the South Dakota DOE website: <https://doe.sd.gov>;

If an electronic, editable version is needed, please contact your Title I Representative.

Appendix A - ESEA/NCLB

Sec. 1. SHORT TITLE.

Sec. 2. TABLE OF CONTENTS.

Sec. 3. REFERENCES.

Sec. 4. TRANSITION.

Sec. 5. EFFECTIVE DATE.

Sec. 6. TABLE OF CONTENTS OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

TITLE I — IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Sec. 101. IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED.

Sec. 1001. STATEMENT OF PURPOSE.

Sec. 1002. AUTHORIZATION OF APPROPRIATIONS.

Sec. 1003. SCHOOL IMPROVEMENT.

Sec. 1004. STATE ADMINISTRATION.

PART A — IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1 — Basic Program Requirements

Sec. 1111. STATE PLANS.

Sec. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

Sec. 1113. ELIGIBLE SCHOOL ATTENDANCE AREAS.

Sec. 1114. SCHOOLWIDE PROGRAMS.

Sec. 1115. TARGETED ASSISTANCE SCHOOLS.

Sec. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

Sec. 1117. SCHOOL SUPPORT AND RECOGNITION.

Sec. 1118. PARENTAL INVOLVEMENT.

Sec. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

Sec. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

Sec. 1120A. FISCAL REQUIREMENTS.

Sec. 1120B. COORDINATION REQUIREMENTS.

1119 Verification Form

Title I, Part A

_____ Compliance Assurance
(School Year)

I, _____, principal of
_____ school,
_____ district, hereby

assure that all staff in this school have met the requirements outlined in section 1119 of Title I Part A. All Title I paraprofessionals have at least a GED or high school diploma. All Title I paraprofessionals have an associate degree, 48 college credits, or have passed the state test (ParaPro). All Title I teachers are highly qualified. All teachers teaching core subject areas are highly qualified.

(Signature)

(Date)

(This form may be printed, signed, and placed in the compliance folder)

Appendix C – Parents’ Right to Know Notification

Sample:

What do I know about my child's teacher? The federal education law put in place by the Elementary & Secondary Education Act (ESEA) requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a timely response.

Appendix D – Schoolwide Plan Checklist

Title I Schoolwide Plan Checklist

http://www.doe.sd.gov/oess/documents/TitleI_SchoolwidePlanChecklist.pdf

http://www.doe.sd.gov/oess/documents/TitleI_NonregulatoryGuidance.pdf

Directions: Review the Title I Schoolwide Plans prior to submitting SDDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: [Section 1114 (b) (2)] Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> o Strengthens the core academic program o Increases the amount of learning time o Includes strategies for serving underserved populations o Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards o Address how the school will determine if those needs of the children have been met 	
3. Highly qualified teachers in all core content area classes	
4. High quality and on-going professional development for teachers, principals, and	
5. Strategies to attract high-quality, highly qualified teachers to this school	
6. Strategies to increase parental involvement, such as literary services	
6 a. Description how the school will provide individual academic assessment results to parents	
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student	
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective,	
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	

Appendix E – Targeted Assistance Program

Targeted Assistance Program Checklist

- Program resources are used to help participating children meet the State's challenging student academic achievement standards;
- Ensure that planning for students served under this part is incorporated into existing school planning;
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
 - Help provide an accelerated, high-quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours
- Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;
- Provide instruction by highly qualified teachers;
- Provide opportunities for professional development with resources provided under this part, and to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;
- Provide strategies to increase parental involvement; and
- Coordinate and integrate Federal, State and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Sample:

School Letterhead

Dear Parents,

Our school is a Title I School which means extra assistance is available for students. Title I services are available because the federal government provides funding to each state. In return the state educational agency sends the funds to districts. Funding for Title I Programs is determined by the number of low- income students attending a school. Students do not have to be from low income families to receive

Title I services. Our school qualifies as a Title I school.

Since _____ School is a Title I School, our school provides Title I services for children in grades kindergarten through fifth grade. The goal of Title I is to provide instructional services and activities to meet the needs of students and support their learning in the areas of Reading and Math. Students are identified for assistance for the Title I Program by multiple criteria that the school has chosen such as teacher evaluation, teacher and parent referral, a broad range of assessments, and educational need. Once it is determined that a child is eligible for assistance the school develops a program for students in order to support/supplement regular classroom instruction.

The Title I program will provide your child with extra educational assistance beyond the regular classroom.

Parental engagement is the key to success for all students. Title I puts in place many avenues to assist parents in the engagement of their child's education. As a parent of a child that will be eligible to receive additional services, it is your right to be involved in your child's education.

Opportunities for you to be involved in your child's education through the Title I Program are outlined in Title I parent engagement policies and compacts that we have attached to this letter. Please read through the documents and if you have any questions contact your child's teacher at 605-555-5555 or at the following email. _____

An annual meeting will be held to keep you informed of the Title I program and your rights as a parent.

We are very excited to hear from you and welcome your suggestions and involvement in your child's education. Come join us on _____ to hear more about what our school is doing to assist your child.

Please contact your child's teacher with any questions.

Sincerely,

School principal

Appendix F –Parental Involvement

Checklist of Parental Involvement in Title I

This compliance checklist is a reminder list developed for district and school personnel to ensure the parental involvement requirements are completed on an annual basis.

- Parent Involvement Policies - Each district and school that receives Title I Part A funds or services must develop jointly with, agree on with, and distribute to parents of participating children, written parental involvement policies that contain information required by the Elementary and Secondary Education Act. (Section 1118)
 - Each Local Education Agency that receives funds under Title I must jointly develop with parents a District Level Parent Involvement Policy.
 - Each school served under Title I must jointly develop with parents a School Level Parent Involvement Policy/Plan.
- Parent-School Compacts - A written commitment must be developed indicating how all members of the school community, including parents, teachers, principals, students, agree to share responsibility for student learning. [Section 1118]
- Annual Parent Meeting - Each year, the Title I program is required to host a meeting for parents to explain what the Title I program is and how Title I students will be assessed. It should also include information on how parents can be involved in their children's education. [Section 1118]
- Assessing the Parent Involvement Component - At the end of each school year, the Title I program must somehow assess their parent involvement component. Parents are asked to either participate in a formal meeting or complete a survey, giving their input. [Section 1118]
- Professional Development for Parents -The Title I program provides parents with opportunities to become partners with the school in promoting the education of their children at school and at home. [Section 1118]
- Annual Review Meeting - Each year, Title I requires a review to be conducted of the entire Title I program. Parents are to be informed of any results of this meeting. [Section 1118]
- Assessment Information: Share frequent reports of student progress with parents. [Section 1111]
- Parents' Right to Know Clause - Parents have the right to know the qualifications of their children's teacher. At the beginning of each school year, the LEA must notify parents of such information. Parents should be informed if their child is taught for four or more weeks by a teacher who is not "highly qualified". [Section 1111]
- Focus and Priority Schools- Schools designated as Focus or Priority should build partnerships with parents and community members and provide ongoing mechanisms to improve academic achievement. (Turnaround Principles)
- Limited English Proficient Parent Notification - Parents must be notified if their children are placed in a program for LEP students. [Section 1111]
- Reservation of Funds - If a district's Title I allocation is \$500,000 or more, they are then required to set aside 1% of their district's Title I allocation for parental involvement. Only 5% of these funds may be used at the district level; 95% must be given to the participating schools. [Section 1118]

Statewide Assessment Reporting- 2014-2015 School year parent notification reports will differ due to Smarter Balance Field Test. Further information will be forthcoming.

December 2013

Appendix G – Professional Development Plan Template

South Dakota Department of Education Professional Development Plan Cover Sheet

This professional development plan encompasses all professional development provided by the district or school using **ANY** source of funds. If this is a school level plan, please include the school name. Plan is to be reviewed and updated annually. Please complete all pages.

District: _____ Date: _____

School: _____

Phone: _____

Fax: _____ Email: _____

For Districts receiving federal funds, districts **MUST** hire HQT staff and provide training to enable teachers to:

1. Retain HQT status in all core academic classes being taught.
2. Improve student achievement in the classroom, teach, and address the needs of students with different learning needs (**particularly students with disabilities, students who are gifted and talented, and students with limited English proficiency.**)

South Dakota Department of Education

Professional Development Plan Cover Sheet

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

List any private schools choosing to participate in your district's professional development funded under any ESEA programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

South Dakota Department of Education
Professional Development Plan Cover Sheet

Summary of Needs Assessment:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

b) What data was collected and analyzed to determine PD needs?

c) What PD needs were identified?

South Dakota Department of Education
Professional Development Plan Cover Sheet

Section 2: Student Achievement

a) How was an analysis of student achievement data conducted? When?

b) What student achievement data was collected and analyzed? (MAPS, DIBELS, SPI score, etc.)

c) What student achievement needs were identified?

South Dakota Department of Education
Professional Development Plan Cover Sheet

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

b) What HQT data was collected and analyzed?

c) What HQT needs were identified?

South Dakota Department of Education

Professional Development Plan Cover Sheet

Fill out the Professional Development Plan Template that follows, using as many or as few pages as needed.

Please remember that Section 1112 of the ESEA requires a coordination of programs to provide professional development for teachers and principals in accordance with sections 1118 and 1119.

Section 1118 of the ESEA requires that Professional Development must be provided to assist teachers, principals, and other staff about the importance and value of partnerships with families, as well as how to reach out to and communicate with families.

Section 1119 of the ESEA requires high quality professional development to enable teachers to be highly qualified and successful.

Should you have any questions or concerns about this document, please contact your Title I program Representative.

Professional Development:

Comprehensive Professional Development Plan:

- Describe and discuss how the district planned and coordinated its professional development program, and aligned its plan with identified needs at both district and building levels.
 - Cite those persons and/or collaborative agencies who were involved in the development of the plan.
 - Explain how your PD plan aligns with the goals and objectives established as a result of your comprehensive needs assessment.
 - Explain which PD activities were selected as priorities, which grades were selected for PD activities, and how your PD plan is linked with your overall school improvement plan.
 - Explain how your PD program addresses the training needs of all instructional (including paraprofessional), administrative, and support staff as well as all stakeholder, involved.
- **Assessment/Evaluation of Effectiveness:**
 - Explain how the district/school evaluates the overall effectiveness of the impact of PD on teacher/educator practices, organizational changes, and student improvement outcomes.
 - **Fiscal Issues with Professional Development**
 - Explain how the district maintains supporting records for stipends and out-of-contract time paid.
 - Describe how the activities conducted are consistent with the purposes of the funding source(s).

Evidence Sources:

- Copy of Professional Development Plan including evaluation component of the plan
- Documentation of attendance at PD activities

**South Dakota Department of Education
Professional Development Plan**

NEED ONE: _____

GOAL ONE: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

Strategy/Activity	Evidence of Implementation	TIMELINE	PERSONS RESPONSIBLE	EVALUATION	ESTIMATED COSTS	FUNDING	PROGRESS
<i>What evidence based strategy/activity will be implemented?</i>	<i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	<i>for completing the activity</i>	<i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	<i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	<i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	<i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>	<i>Indicate progress using 1, 2, 3, 4 or 5</i>

Evaluation Progress Review Key: 1. Accomplished; 2. Considerable Progress; 3. Some Progress; 4. No Progress; 5. Discontinued

**South Dakota Department of Education
Professional Development Plan Cover Sheet**

NEED TWO: _____

GOAL TWO: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

Strategy/Activity	Evidence of Implementation	TIMELINE	PERSONS RESPONSIBLE	EVALUATION	ESTIMATED COSTS	FUNDING	PROGRESS
<i>What evidence based strategy/activity will be implemented?</i>	<i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	<i>for completing the activity</i>	<i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	<i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	<i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	<i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>	<i>Indicate progress using 1, 2, 3, 4 or 5</i>

Evaluation Progress Review Key: 1. Accomplished; 2. Considerable Progress; 3. Some Progress; 4. No Progress; 5. Discontinued

**South Dakota Department of Education
Professional Development Plan Cover Sheet**

NEED THREE: _____

GOAL THREE: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

Strategy/Activity	Evidence of Implementation	TIMELINE	PERSONS RESPONSIBLE	EVALUATION	ESTIMATED COSTS	FUNDING	PROGRESS
<i>What evidence based strategy/activity will be implemented?</i>	<i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	<i>for completing the activity</i>	<i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	<i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	<i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	<i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>	<i>Indicate progress using 1, 2, 3, 4 or 5</i>

Evaluation Progress Review Key: 1. Accomplished; 2. Considerable Progress; 3. Some Progress; 4. No Progress; 5. Discontinued

Professional Development Plan Template

Complete the following pages to further describe the district’s plan for ensuring 100% HQT. Review the district’s report card and HQT report regarding the number and percent of teachers who are and are not highly qualified. Consider which core academic subjects and grade levels have teachers, if any, who are not highly qualified. Use this information in responding to the questions in this plan.

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers District-wide at the end of the 2013-2014 school year:

A. CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSESSMENT

1. If the percent of Core Academic Subject classes taught by HQT is not 100%, what are the issues or conditions preventing the district from having 100% of the teachers highly qualified?

South Dakota Department of Education
Professional Development Plan Template

B. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Indicate the district procedures or actions for recruiting and hiring highly qualified teachers, i.e. signing bonuses. Also indicate the actions taken should a teacher be hired who is not highly qualified. Complete the *Resources* column as appropriate. (Expand the table to include other actions, as needed.)

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
<i>Other actions:</i>			

Sample District Actions:

The district will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position, applications, and resumes received, and notes from interviewing and selecting the teacher for employment.

The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve highly qualified status, using the most expedient option.

The district will ensure that the teacher receives support and assistance necessary to achieve the highly qualified designation as expediently as possible.

South Dakota Department of Education
Professional Development Plan Template

C. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS: List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete *Resources* column as appropriate. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	How Will Progress Be Monitored

Example of strategies to consider:

- (1) changing teacher assignments within a school;
- (2) within-school transfers and;
- (3) between-school transfers to have teachers highly qualified.

Appendix H – Coordination/Transition Plans

<http://www.doe.sd.gov/oess/documents/CordTranP.pdf>

LEA Coordination and Transition Plan Components

Program Development

The district coordination and transition plan must be developed with the input of Even Start, Head Start, Reading First, Early Reading First, and other preschool / childcare programs as well as parents, community, and LEA staff. Indicate who is on the planning team by agency and role. Establish meeting times, dates, places and include this information in the plan. The LEA should document planning efforts with a short written narrative. Maintain historical perspective of the plan by adding information each year while keeping summary information about the initial planning and subsequent years. A short profile the community and school characteristics, demographics, and other pertinent information should be included to give the reader a sense of community and school factors impacting the plan.

Indicate desired outcomes for the plan in statement form or by crafting formal goals and objectives. The purpose of the plan should be evident. Profile information and a description of the local indicators used to evaluate the program.

Coordination and Communication

List of the agencies and programs the district is coordinating with. Each district must coordinate with its local Head Start program. Give the specific name of the Head Start serving the district. Include Even Start, Reading First, Early Reading First, Birth to Three Connections, and Special Education 619 programs. The LEA must coordinate and include in its plan other preschool and childcare programs. Describe the coordination efforts with each of these agencies. Specify how the educational services provided by the district are linked with the services provided by local Head Start agencies and other early childhood programs.

Channels of communication must be established between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies and other early childhood development programs to facilitate coordination of programs. Meetings must be conducted involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs, to discuss the developmental and other needs of individual children, including children with disabilities. The plan should describe how staff visitations between the various programs are facilitated.

Transition Process

A written transition plan must be in place to provide assistance for the transition of preschool-aged children into Kindergarten. This includes coordination with local and community child education and care agencies. The plan will document procedures, activities, means of communication, and agreements the district and early childhood agencies will follow. The plan must accommodate the needs of all four-year old children in the district and their families.

Describe the district's transition process to prepare four-year-old children and their families for kindergarten. Include transition plans for children with disabilities transitioning from one program to another. Sample activities and the approximate timeframe for these events should be listed in the plan.

Describe how the agencies have developed and implemented a systematic procedure for receiving records regarding children transitioning into kindergarten. These records must be transferred with parental consent. Records transfer is required for each transition. Early childhood records should be

provided to the district. If the district conducts screenings, those screening results back to should be shared back with the early childhood agencies the child has transitioned from. Collect child information from parent.

Professional Development

The plan will describe how joint transition-related training will be organized. Participation of school staff, Head Start program staff, and other early childhood development program staff will participate in such joint training. Suggest topics of interest might include: developmentally appropriate practices, Early Learning Guidelines, and behavior intervention. Design and deliver training and education for parents across the community.

Parent Involvement and Education

Parents must be involved in the development of the plan and ongoing evaluation of the program. Districts with Title I schools could include the district's Parent Involvement Policy and a sample of a School Parent compact. Establish continuity of parental involvement in early childhood programs into district activities. Family activities and conferences must be planned. Essential to children feeling safe and secure in the new setting

Provide opportunities for training, including parenting education. Parents must be provided assistance in interpreting test results. Assist parents in knowing what they can do to support their child's learning and development. Support parents as they provide for their children to enhance development.

Evaluation

The coordination and transition plan must be annually evaluated and revised as necessary. Indicate how the coordination and transition plan is annually evaluated. Surveys or checklists could be used to gather feedback from parents and agencies. Describe the evaluation process and criteria used. Indicate when the evaluation takes place. Evaluate the transition process and make adjustments as necessary.

All stakeholders must be involved in the evaluation process: parents, receiving agency, and sending agency. Indicate the names and positions of the evaluation team which must include, at a minimum: district staff, including at least one kindergarten and preschool teacher (if applicable), Head Start staff, representation of early childhood agencies in district (child care, private preschools, Early Reading First, Even Start, etc.), and parents (preferably at least one parent of a current four year old and one parent of a current kindergarten student).

Appendix I – Migrant Student Information

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.



National Certificate of Eligibility – South Dakota Migrant Education Program

Name of SD School District:

Residency Date: mm/dd/yy

I. FAMILY DATA

An electronic copy of this COE can be downloaded at <http://doe.sd.gov/oess/titleIpartC/index.asp>

1A. Male Parent/Guardian (Last Name(s), First Name, Middle Name):

2A. Current Address:

1B. Female Parent/Guardian (Last Name(s), First Name, Middle Name):

2B. City:

State:

Zip Code:

1C. Self-Eligible Youth (Last Name(s), First Name, Middle Name):

2C. Home or Contact Telephone Number:

II. CHILD DATA

3. (Last Name 1, Last Name 2, Suffix, First Name, Middle Name.)	4. Sex M or F	5. Birth Date mm/dd/yy	6. Code	7. MB	8. Grade	9. SIMS # (9 digits)	10. Birth Place (City/State/Country)	11. Attendance Center's Name	12. Date child enrolled

III. Qualifying Move and Work

- The child(ren) listed on this form moved from a residence in _____ School district / _____ City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State _____.
- The child(ren) moved (complete both a. and b.)
 - on own as worker, OR with the worker, OR to join or precede the worker.
 - The worker, _____ First Name and Last Name of Worker _____, is the child or the child's parent spouse guardian.
 - (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ MM/DD/YY _____. The child(ren) moved on _____ MM/DD/YY _____. (provide comment)
- The Qualifying Arrival Date was _____ MM/DD/YY _____.
- The worker moved due to economic necessity in order to obtain:
 - qualifying work, and obtained qualifying work, OR
 - any work, and obtained qualifying work soon after the move, OR
 - qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 - There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
- The qualifying work,* _____ describe agricultural or fishing work _____ was (make a selection in both a. and b.)

<ol style="list-style-type: none"> seasonal OR <input type="checkbox"/> temporary employment agricultural OR <input type="checkbox"/> fishing work 	*if applicable, check <input type="checkbox"/> personal subsistence (provide comment)
--	---
- (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 - worker's statement (provide comment), OR
 - employer's statement (provide comment), OR
 - State documentation for _____ Employer _____.

IV. Comments Section (Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move & Work Section, if applicable)

Attach additional comment sheets as needed

V. Parent/Guardian/Spouse/Worker Signature - - - Required

I understand that the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature _____	Relationship to the child _____	Date mm/dd/yy _____
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VI. Eligibility Data Certification - - - Required

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid, and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C.1001.

Signature of Interviewer _____	Position _____	Date mm/dd/yy _____
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Signature of Designated SEA Reviewer _____	Position _____	Date mm/dd/yy _____
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VII. Certification and Review - SEA Use Only - Required

State Director: <input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible	Date: _____	Signature: _____
ID&R Coord: <input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible	Date: _____	Signature: _____

Keep a copy for your records; Send original COE, w/ signatures, to: SD Migrant Education Program; SD Dept of Education; 800 Governors Drive, Pierre, SD 57501
Revised 01/24/14 See pages 2-12 for COE codes and instructions on completion of the COE.

This is confidential information but may be shared among state and federal entities.

**South Dakota Migrant Education Program
Temporary or Seasonal Agricultural Qualifying Activity Code List**

<p>Beef Processing A-00.....Intent Only A-01.....Pen Rider A-02.....Cattle Sorter A-03.....Slaughter A-04.....Skinner A-05.....Evisceration A-06.....Hauling (specify) A-07.....Packager A-08.....Processor/Transporter A-09.....Other (specify) A-10.....Rover A-11.....Combing</p> <p>Fertilizer Plant B-00.....Intent Only B-01..... B-02.....Application B-03.....Other (specify)</p> <p>Feed Lot C-00.....Intent Only C-01.....Cattle Handler C-02.....Pen Cleaner C-03.....Feeder C-04.....Feed Preparation C-05..... C-06.....Other (specify)</p> <p>Elevator/Feed Mill D-00.....Intent Only D-01..... D-02.....Fertilizer Application D-03.....Grain Drying D-04.....Feed Mixing D-05.....Other (specify)</p> <p>Alfalfa Mill E-00.....Intent Only E-01.....Planting E-02.....Cutting E-03.....Chopping E-04.....Bailing E-05..... E-06.....Spraying E-07.....Pellet Production E-08.....Irrigation E-09.....Other (specify)</p>	<p>Soybeans G-00.....Intent Only G-01.....Bed Preparation G-02.....Planting G-03.....Cultivating G-04.....Irrigation G-05.....Harvesting G-06.....Hauling (specify) G-07.....Other (specify)</p> <p>Wheat G-10.....Intent Only G-11..... G-12.....Bed Preparation G-13.....Planting G-14.....Cultivating G-15.....Irrigation G-16.....Harvesting G-17.....Hauling (specify) G-18.....Other (specify)</p> <p>Corn G-20.....Intent Only G-21.....Bed Preparation G-22.....Planting G-23.....Cultivating G-24.....Irrigation G-25.....Harvesting G-26.....Hauling (specify) G-27.....Other (specify)</p> <p>Sunflowers G-30.....Intent Only G-31.....Bed Preparation G-32.....Planting G-33.....Cultivating G-34.....Irrigation G-35.....Harvesting G-36.....Hauling (specify) G-37.....Other (specify)</p>	<p>Milo or Sorghum G-40.....Intent Only G-41.....Bed Preparation G-42.....Planting G-43.....Cultivating G-44.....Irrigation G-45.....Harvesting G-46.....Hauling (specify) G-47.....Other (specify)</p> <p>Ensilage Production G-50.....Intent Only G-51.....Bed Preparation G-52.....Planting G-53.....Cultivating G-54.....Irrigation G-55.....Harvesting G-56.....Hauling (specify) G-57.....Other (specify)</p> <p>Popcorn G-60.....Intent Only G-61.....Bed Preparation G-62.....Planting G-63.....Cultivating G-64.....Irrigation G-65.....Harvesting G-66.....Hauling (specify) G-67.....Other (specify)</p> <p>Honey Bees HB-00.....Intent Only HB-01.....Hive Preparation HB-02.....Hive Care HB-03.....Harvesting Honey HB-04.....Other (specify)</p> <p>Orchard: Apples J-00.....Intent Only J-01.....Harvesting J-02.....Hauling (specify) J-03.....Other (specify)</p> <p>Peaches J-09.....Intent Only J-10.....Harvesting J-11.....Hauling (specify) J-12.....Other (specify)</p>	<p>Peas J-19.....Intent Only J-20.....Harvesting J-21.....Hauling (specify) J-22.....Other (specify)</p> <p>Vineyard L-00.....Intent Only L-01.....Harvesting L-02.....Pruning L-03.....Hauling (specify) L-04.....Processing L-05.....Other (specify)</p> <p>Logging LL-00.....Intent Only LL-01.....Harvesting LL-02.....Hauling (specify) LL-03.....Other (specify) LL-04.....Planting LL-05.....Pruning</p> <p>Food Processing M-01.....Fresh Food M-02.....Other (specify) M-03.....Cheese Processing M-10.....Soup Processing</p> <p>Dairy N-00.....Intent Only N-01.....Other (specify) N-02.....Feeding N-03.....Calving N-04.....Milking N-05.....Dehorning</p> <p>Truck Farming O-00.....Intent Only O-01.....Turnips O-02.....Beets O-03.....Tomatoes O-04.....Sweet Corn O-05.....Lettuce O-06.....Onions O-07.....Cucumbers O-08.....Carrots O-09.....Potatoes O-10.....Strawberries</p>	<p>O-11.....Melons O-12.....Beans O-13.....Peppers O-14.....Squash O-15.....Spinach O-16.....Okra O-17.....Other (specify)</p> <p>Nursery Stock P-00.....Intent Only P-01.....Irrigation P-02.....Potting P-03.....Cultivating P-04.....Fertilizer Application P-05.....Weeding P-06.....Thinning P-07.....Pruning P-08.....Other (specify)</p> <p>Pheasant Farming PF-00.....Intent Only PF-01.....Nest Preparation PF-02.....Feeding PF-03.....Harvesting Birds PF-04.....Other (specify)</p> <p>Poultry PL-00.....Intent Only PL-01.....Pullet Care PL-02.....Layer Hen Care PL-03.....Egg Processing PL-04.....Other (specify) PL-05.....Slaughter PL-06.....Evisceration PL-07.....Deboning PL-08.....Packaging</p> <p>Rouging (Weeding Crops) Q-00.....Intent Only Q-01.....Milo Q-02.....Corn Q-03.....Other (specify)</p>	<p>Ranching R-00.....Intent Only R-01.....Working Cattle R-02.....Feeding Cattle R-03.....Fencing R-04.....Hauling/driving R-05.....Other (specify)</p> <p>Pork Processing S-00.....Intent Only S-01.....Slaughter S-02.....Skinner S-03.....Meat Cutter S-04.....Packager S-05.....Evisceration S-06.....Other (specify)</p> <p>Turkey Processing T-00.....Intent Only T-01.....Deheading T-02.....Plucking T-03.....Evisceration T-04.....Washing T-05.....Deboning T-06.....Processing T-07.....Packaging</p> <p>Farm Hand X-00.....Intent Only X-01.....General Labor X-02.....Other (specify)</p> <p>Sheep Shearing SS-00.....Intent Only SS-01.....Shearing</p> <p>Goat Shearing GS-00.....Intent Only GS-01.....Shearing</p> <p>Potato Harvest PH-00.....Intent Only PH-01.....Harvesting PH-02.....Sorting PH-03.....Hauling (specify) PH-04.....Processing PH-05.....Other (specify)</p>
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COE Codes

<p>Cell #6: Verification of Birth 1003 - baptismal record or church certificate; 1004 - birth certificate; 1005 - entry in family Bible; 1006 - hospital certificate; 1007 - parent's affidavit; 1008 - passport; 1009 - physician's certificate; 1010 - previously verified school records; 1011 - State-issued ID; 1012 - driver's license; 1013 - immigration document; 2382 - life insurance policy; or 9999 - other.</p>	<p>Cell #8: Grade Classification P 0 - under age one P 1 - over age 1 and under age 2 P 2 - over age 2 and under age 3 P 3 - over age 3 and under age 4 P 4 - over age 4 and under age 5 P 5 - over age 5, but not enrolled in Kindergarten K - enrolled in Kindergarten 1 through 12 are used to indicate the grade in which the child is currently enrolled UG - out-of-school youth</p>
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An electronic copy of this certificate of eligibility is available by calling 605.773.8194 or logging on to: http://doe.sd.gov/oess/documents/TitleIPartC_CertificateofEligibility.pdf

Appendix J - McKinney-Vento Programming Documents

*****REQUIRED BY ALL DISTRICTS*****

McKinney-Vento Education of Homeless Children and Youth Checklist

Title X, Part C (42 U.S.C. §11431-11434a) <http://doe.sd.gov/oess/TitleXpartC.aspx>

District Liaison 42 U.S.C. §11432(g)(1)(J)(ii) Duties - 42 U.S.C. §11432(g)(6)(A)

- Does the District have a designated M-V Liaison?
- Is the liaison trained?
- Are other school personnel trained?

Rights of M-V Eligible Children 42 U.S.C.11432

Does the district have a board adopted policy pertaining to the rights of M-V students?
Does it address the following?

- Immediate Enrollment
- Full Participation in School and School Activities
- Transportation to School of Origin
- (Or) Comparable Transportation
- Automatically Title I Eligible even in Non-Title I School
- Free School Lunch

Did the district inform in writing all eligible students or potentially eligible students of their rights?
(Should be informed 2 times per year)

Did the district use the SD DOE Know Your Rights brochure?

Dispute Resolution Policy 42 U.S.C. 11432(g)(3)(E)

Does the district have a dispute policy/procedure pertaining to M-V and does it meet the requirements?

- Immediate Enrollment Pending Dispute Resolution
- Notice of Rights
- Liaison Assistance
- Immediate Transportation to the School of Origin During Dispute Process
- Comparable Services/School Participation
- Notice of District Decision
- Right to Appeal
- Right to Appeal to SD DOE

Elimination of Barriers 42 U.S.C.§§11432(g)(1)(I) and (g)(7)

___ Has the district removed policies and procedures that create barriers in the enrollment and retention of homeless children and youth in schools?

Publicly Post Information 42 U.S.C.§§11432(g)(6)(A)(iv), (v), (vii)

___ Has the M-V liaison and school district provided public notice of the educational rights of homeless children and youths by distributing information in places where such children and youths receive services, such as schools, family shelters, and community banquets?

Identification and Documentation Best Practices - District Liaison Handbook
http://center.serve.org/nche/pr/liaison_toolkit.php

___ Does the liaison/other trained personnel complete documentation for the liaison's records?
(Sample Intake Form Attached)

___ Does the liaison/other trained personnel complete documentation on the services needed?
(Sample Intake Form)

___ Does the liaison have a procedure to determine whether a transferring in student was previously identified?

___ Does the liaison, upon identification of a student, record in the SIMS that a student was M-V identified?

___ Does the liaison ensure that the students SIMS record remains identified until the end of the school-year even at such time as the student becomes permanently housed? (Data requirement)

Title I Set-Aside 20 U.S.C. §6313(c)(3)

___ Does the district currently have a Title I Homeless Set-aside in the Consolidated Application for Federal Title I Funds?

___ Does the district currently have identified homeless students?

___ Did the district identify homeless students last school year?

___ Does the district have a procedure for how the funds will be used for allowable Homeless Set-Aside activities?

For Technical Assistance contact: Laura.Johnson-Frame@state.sd.us 605-773-2491
Sample Documents and Training Opportunities may be found at: <http://center.serve.org/nche/>

Intake Form - McKinney -Vento Program (Sample Form)

(Complete with Assistance from the District Liaison or Building Staff)

Student Name: _____ Student # _____ Grade _____

Gender _____ Age _____

Current School or Last Attended _____ Enrolled in School __yes __no

Date of Birth _____

Current Address: _____ Parent/Guardian: _____

Phone: _____

Please list all siblings or other children in the home (use the reverse side, if necessary):

Name	Student #	Grade	Age	School (if not enrolled, please indicate)

Student's Living Situation – Check all that apply

<input type="checkbox"/>	In a Shelter – give the name of the shelter _____
<input type="checkbox"/>	Unsheltered – Living in a car, park, campsite, camper, abandoned building, or other location
<input type="checkbox"/>	Doubled – Up - living with others in their home or apartment because of loss of housing, economic hardship, or similar reason
<input type="checkbox"/>	Motel/Hotel – give the name of the hotel or motel _____
<input type="checkbox"/>	Unaccompanied Youth not living with a parent or guardian
<input type="checkbox"/>	Transitional Housing
<input type="checkbox"/>	Migrant – Has your family moved in the last 3 years to seek work as a laborer in any type of farming?
<input type="checkbox"/>	Child temporarily placed with relative or friend
Is your current residence a temporary living situation? ____ Yes ____ No	
Is your living arrangement due to the loss of housing or economic hardship? ____ Yes ____ No	

Please check the following services that are needed or desired at this time: Services may be requested later also.

<input type="checkbox"/>	Free Breakfast/Lunch	<input type="checkbox"/>	Tutoring or Mentoring
<input type="checkbox"/>	Transportation	<input type="checkbox"/>	After-School Programs
<input type="checkbox"/>	Clothing or Shoes/Uniform for School	<input type="checkbox"/>	Special Education
<input type="checkbox"/>	School Supplies	<input type="checkbox"/>	Gifted/Talented Services
<input type="checkbox"/>	Counseling	<input type="checkbox"/>	LEP/Bilingual Assistance/Program
<input type="checkbox"/>	Medical/Dental Referral	<input type="checkbox"/>	Community Resources – Food Pantry, Housing, Safety
<input type="checkbox"/>	Vision Referral	<input type="checkbox"/>	Missing Records (check the ones that apply)
<input type="checkbox"/>	Medicaid Assistance – Food Stamps	<input type="checkbox"/>	Birth Certificate
<input type="checkbox"/>	Preschool	<input type="checkbox"/>	Immunization/Medical Records
<input type="checkbox"/>	Head Start Referral	<input type="checkbox"/>	Prior Academic Records
<input type="checkbox"/>	Birth to 3 Referral	<input type="checkbox"/>	Guardianship Issues

Under penalty of perjury under the laws of this state, I declare that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so. I confirm that I received a copy of my Rights.

Parent/Guardian/Unaccompanied Youth Signature: _____

Date: _____

Building/District Liaison Signature: _____

Date: _____

Additional Children/Siblings

Please list all siblings or other children in the home (continued):

Name	Student #	Grade	Age	School (if not enrolled please indicate)

Additional Information about Services or Additional Services:

Additional Information or Comments from Parent/Unaccompanied Youth:

Additional Information or Comments from District Staff:

Office Use		
Know Your Rights Brochure was Provided?	Yes	No
How was this Document sent to the District Liaison? (Must be Sent Immediately.)	Mail	Fax

Sample District Policy for Homeless Students

Sample District Policy on Enrollment, Transportation, School of Origin, and the Elimination of Barriers for Children or Youth Experiencing Homelessness including Unaccompanied Youth

The _____ school district policy is to:

- ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, or other documentation.
- keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- provide children or youth experiencing homelessness with services comparable to services offered to other students in the school including the following:
 - Transportation services.
 - Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
 - Programs in vocational and technical education.
 - Programs for gifted and talented students.
 - School nutrition programs.

Appendix K – Affirmation of Consultation with Private Schools

Affirmation of Consultation forms must be signed and **both pages** sent to the office of Grants Management or to the district’s Title I Representative before the Consolidated Application will be given final approval.

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Section 1120(b), and Section 9501 of the No Child Left Behind Act require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children and how the LEA will use the results of that assessment to improve program services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the LEA will use under the Title I program to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating private school children.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the programs listed on the Verification of Private School Participation form.

_____	_____	_____	_____
Public School Official	Date	Private School Representative	Date
_____	_____	_____	_____
School District	Date	Name of Private School Agency/School	Date

The LEA must maintain a copy of this form in its records and provide a copy to the SEA.

VERIFICATION OF PRIVATE SCHOOL PARTICIPATION

(Make copies for each private school eligible to participate) Name of Public School District:

Name of Public School District: _____

Name of Private School: _____

City: _____ South Dakota Zip: _____

The Private School requests to participate in the applicable federal program(s) checked below:

<u>PROGRAM</u>	Enter Estimated Amount of Equitable Share	Participation Status – Please check Yes, No, or Not Applicable (NA)		
		YES	NO	NA
Title I, Part A	_____	_____	_____	_____
Title II, Part A (Teacher Quality)	_____	_____	_____	_____
Other Programs	_____	_____	_____	_____
Other Programs	_____	_____	_____	_____

A Limited Number of LEA's have Title I Part C (Migrant) or Title III Part A (Limited English Proficient)

School Districts eligible for the flexibility provisions provided by the Rural Education Achievement Program (REAP) may exercise the REAP flexibility authority on behalf of the private schools.

The Private School is aware that:

- The No Child Left Behind Act of 2001 (P.L. 107-110), requires that public school districts shall offer private schools with a genuine opportunity for equitable participation.
- The special needs of the private school may be different from the public school, and therefore, the program provided may be different.
- The control of program funds and the title to any equipment and materials purchased with those funds must remain with the public school district. No funds can be paid directly to the private school.
- If the private school participates it will keep such records and make such reports as may be required for program audits.
- Any educational services provided shall be secular, neutral and nonideological.

Signature of Authorized Private School Official

Title

Date

Phone Number

The LEA must maintain a copy of this form in its records and provide a copy to the SEA.

Appendix L – ELL/Title III Documents & Checklists

Identifying and assisting English language learners

Updated: Sep 19, 2013

What are the steps a school should take when an English language learner, or ELL student, enrolls in their school? Who needs to be identified, and if a student is identified as needing ELL services, what is the process a school must use to assess language skills? These are just a few questions this step-by-step document outlines for school personnel seeking to best serve ELL students.

STEP 1. How do schools identify ELL students?

Under federal law, all schools must identify all ELL students and screen eligible students for language assistance. School districts must administer a home language survey to parents and students. The four questions that must be part of the New Enrollment Card can be found at:

<http://doe.sd.gov/oats/documents/ELAsrvqns.pdf>

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 2. When must districts administer the W-APT assessment to students?

If any questions from the home language survey (via the New Enrollment Card) are answered something “other than English,” districts must give the W-APT (WIDA-ACCESS Placement Test) to the student. At the **beginning** of the school year, identification, screening and parental notification of eligible students must be given **within 30 days of enrollment**. Once the school year is **underway**, the window for identification, screening and parental notification of eligibility is within **two weeks of enrollment**.

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 3. Where would a school find the W-APT assessment, and how do we administer it? You will find the W-APT at: <http://www.wida.us/states/SD/index.aspx> or <http://www.wida.us/assessment/w-apt/index.aspx>. To gain access to this assessment, you must have a login/password. This information can only be given to district testing coordinators.

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 4. What are the identifying criteria using the W-APT?

W-APT criteria to classify students in **grades 1-12** as ELL is a composite score lower than 5.0.

Identification of ELLs for **Kindergarten W-APT Option #1**. The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in pre-K through 1st semester of grade 1. (It cannot be given earlier than May prior to entering kindergarten.)

Criteria for Option 1:

If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs® assessment.

Identification of ELLs for **Kindergarten W-APT Option #2**. The Kindergarten Reading and Writing Tests are **diagnostic tests** intended for students in 2nd semester kindergarten through 1st semester of grade 1.

Criteria for Option 2:

If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs® assessment

If combined Listening and Speaking raw score ranges from 19 to 28, the Reading and Writing portions need to be administered. If the Reading score is lower than an 11 and the Writing score is lower than a 12, the student is classified as ELL and must be administered the annual ACCESS for ELLs® assessment

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 5. Where is the language status of the student recorded?

Once a student has been identified as an ELL student, you must go into Infinite Campus and mark the status of this student. The status of a student is located under: Student information> Program Participation>LEP. You must first select the Home Primary Language before you are able to enter LEP information. The Home Primary Language can be found on the student's demographics tab.

Contact Teri Jung at (605) 773-8197 or teri.jung@state.sd.us for more information.

STEP 6. If a student is identified and assessed as ELL, do schools need to create a Language Acquisition Plan?

Yes, once a student has been identified, districts must create a Language Acquisition Plan for a student that is an English language learner. It is important to involve staff members that will be working closely with the student in developing this plan. Sample plans can be found at:

<http://doe.sd.gov/oats/documents/ELLAcquPn.pdf>

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 7. Once a plan has been created, how do we assess a student's progress?

Students in grades K-12 must be given the ACCESS (Assessing Comprehension and Communication in English State-to-State) each February, if identified as ELL using the W-APT assessment. This large-scale test addresses the academic English language proficiency standards that help with instructing and evaluating the progress of English language learners.

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 8. When does a student exit from ELL status?

In South Dakota, an ELL is considered proficient in English when he/she achieves a composite score of 4.7. The student must attain a score in the Reading domain of at least a 4.5 and a score on writing domain of at least 4.1.

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 9. Is a yearly evaluation of a student's Language Acquisition Plan required?

Yes. Schools should update the student's LAP annually or when needed.

Contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us for more information.

STEP 10. If schools still have questions about this process, who do we contact?

For questions related to the W-APT or ACCESS assessments, please contact Yutzil Rodriguez at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us

Other ELL questions or concerns can be directed to Shannon Malone at (605) 773-6508 or Shannon.Malone@state.sd.us or Jan Martin at (60) 773-3246 or Jan.Martin@state.sd.us

Home Language Survey

Sample #1:

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete and return it to the school office as soon as possible if you have any questions or need help with the form, please contact: _____

Student Name: _____ **Gender:** Female Male (circle)

Place of Birth: _____ **Date of Birth:** __/__/__

School: _____ **Grade:** _____

PART I: Student Language Background

What is the first language learned by the student? English Other; _____

What language(s) does the student currently use in the home? English Other: _____

When did the student first attend a school in the United States (if known)? _____

PART II: Family Language Background (Please complete all columns)

	Mother/Guardian	Father/Guardian	Other Significant Adult Relationship:
<i>Home community and State</i>			
First language learned			
Language(s) spoken to the student			
Language(s) spoken in the adult's home			

*Other significant adult could be a grandparent, aunt, uncle, daycare provider. Etc. who has contributed to the students language development.

PART III: Parent Verification of Language Use (Please check appropriate box)

	Only the other language, no English	Mostly the other language, some English	The other language & English equally	Mostly English, some of the other language	Only English
When the student speaks with family, he/she speaks:					
When the student speaks with friends, he/she speaks:					

Parent/Guardian Signature: _____	Phone Number: _____
Printed Name: _____	Date: _____

Home Language Survey

Sample #2:

A local school district may administer a home language survey to students enrolled in the district as the first screening process to identify students with limited English proficiency. The home language survey shall be based on the following four questions.

What is the language most frequently spoken at home?

Which language did your child learn when he/she first began to talk?

What language does your child most frequently speak at home?

What language do you most frequently speak to your child?

SCHOOL DISTRICT

Language Acquisition Plan for Student that are English Language Learners

Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name		Last					First					Middle			
Current Address															
Gender	M		F		Date of Birth				Country of Birth						
Language first spoken							Language spoken in home			Additional Languages spoken					
Date of 1 st year in country								Immigrant Status (less than three years)							
Parent/Guardian name															
Phone	Home					Work					Cell				
Other Contact Person		Relationship				Phone				Cell					
Home/School communication to parent/guardian requested in:				English				Native Language				Oral		Written	

ACADEMIC HISTORY PRIOR TO ENTERING

SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades					
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling					
Has the student been referred for Special Education?				Does the child have an IEP?							
School Attended		City/State/Country		School Year		Grade		Age		Language of Instruction	
ACADEMIC ACHIEVEMENT LEVEL HISTORY											
Subject		Below level		On or Above level		Method used to determine Level			Information not available		
Math											
Reading											
Writing											

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS INFORMATION

Test	Date	Score	Level															
Speaking																		
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified ELL		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester
Student will be placed on monitoring Status	Comments:		
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in _____ years.</p>			
Comments:			
Date exited from ELL Status			
Expected date of Graduation (Grades 9-12 only)			
Student Name	Last	First	Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

***These Accommodations are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.**

Accommodations:	
Repeat directions	Environmental modifications
Visual organizers	Word to Word Glossary
Reader (except on reading passages)	Individual or small group test administration
Flexible schedule	OTHER: (must be approved by DOE before being used on DSTEP)

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing*	Use high interest/low vocabulary text material
Reader (oral administration)*	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)*	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time*	Highlight/color code tasks, directions, letters home
Bilingual dictionary*	Pair ESL student with an English speaking "Study Buddy"
Individual test administration*	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Teacher		Student
	Teacher		Interpreter
	Teacher		Date