



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

ESEA / ESSA

Elementary & Secondary Education Act
Every Student
Succeeds Act
2015

Title

Programs
Technical
Support
Handbook

2018-2019

The contents of this program were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government. Updated 10-29-2018

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Elementary and Secondary Education Act of 1965

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

<http://www2.ed.gov/documents/essa-act-of-1965.pdf>

[As Amended Through P.L. 114–95, Enacted December 10, 2015]

SECTION 1. 20 U.S.C. 6301 note SHORT TITLE.

This Act may be cited as the ‘‘Elementary and Secondary Education Act of 1965’’.

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Reporting Requirements

| | |
|--|---|
| <p>Individual Student Results from Spring 2018 Section 1112(e)(1)(B)(i)</p> <p>Parents must be provided results as soon as practicably possible when results are available.</p> | <p>The South Dakota Department of Education recommends that districts determine the best way to communicate individual student level results with parents/guardians.</p> <p>Individual student results must be disseminated in a method that ensures all parents/guardians receive the results and in an understandable format.</p> |
| <p>State, District, School and NAEP Report Cards</p> <p>Assessment (All Students) and Accountability (Full Academic Year) data for the 2018-2019 school year to include:</p> <ul style="list-style-type: none"> • Smarter Balanced assessment data • MSAA (alternate assessment) data* <p>Dakota STEP & Dakota STEP Alternate science assessment data</p> <ul style="list-style-type: none"> • NAEP data for State of South Dakota** <p>NOTE: This applies to all schools in districts that receive federal funds under the Elementary and Secondary Education Act.</p> <p style="text-align: center;">This is not just a Title I requirement.</p> <p>*MSAA results coming soon. **NAEP data is 2017.</p> <p>Please see the DOE website for further information: http://doe.sd.gov/Assessment/. Call 605.773.6400 for the Title I office or the Assessment/Accountability office at 605.773.3246</p> | <p>Districts must ensure that the public, including all parents and teachers, have been given access to Report Card information by, at a minimum, placing it on the LEA website. (Section 1111 (h)(2)(B)(iii))</p> <p>Districts must ensure that all parents have been given access to Report Card information and be able to document it. All of the State, District and School information required to be disseminated is available in the Report Card produced by the South Dakota Department of Education.</p> <p>An LEA may use its regular method of communicating with parents/guardians to meet the dissemination requirement as long as it provides information to all parents/guardians. A complete printed copy should be retained at the main office of each LEA and be made available to the public.</p> |
| <p>Parents Right to Know: Qualifications and Testing Transparency</p> | |
| <p>Parents Right to Know Qualifications Notification 1112(e)(1)(A)(i) & (ii)</p> <p>Sample Notification</p> | <p>Notification to be sent to parents as soon as possible. Back-to-school newsletters, newspapers, handbook etc.</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. Parents may also request information about the qualifications of paraprofessionals if such services are provided to 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>Teacher Qualification notification 1112(e)(1)(B)(ii)</p> <p>Immediately upon assignment.</p> | <p>Timely notice in the form of a letter must be sent home to parents if their student has been or will be, taught for four (4) or more consecutive weeks by a teacher or substitute teacher who is not State certified at the grade level and subject area in which the teacher has been assigned. 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> |

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| <p>Testing Transparency 1112(e)(1)(B)(ii) and (2)(A) and (B)</p> <p>At the beginning of each school year, districts shall notify the parents of each student attending any school receiving funds under this part that they may request information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.</p> | <p>Additionally, each district shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the district.</p> |
|--|--|

Common Acronyms found in Education

| Acronym | Definition/Explanation |
|----------------|---|
| 21st CCLC | 21st Century Community Learning Centers |
| ADA | Americans with Disabilities Act |
| AYP | Adequate Yearly Progress is each school's progress according to the federal No Child Left Behind (NCLB) act. Replaced 2015 |
| BIA | Bureau of Indian Affairs |
| BIE | Bureau of Indian Education |
| CANS | Child and Adult Nutrition Services |
| CCSSO | Council of Chief State School Officers |
| CEP | Community Eligibility Provision - Lunch Program |
| CNA | Comprehensive Needs Assessment |
| COB | Close of Business |
| COE | Certificate of Eligibility for Migrant Program |
| COP | Committee of Practitioners; Group of LEA representatives authorized to approve decisions for all LEAs |
| CSI | Comprehensive Support and Improvement |
| CSPR | Consolidated State Performance Report |
| CTE | Career and Technical Education |
| DEAR | Drop Everything and Read (or IR for Independent Reading) is a time during the school day when children read silently. |
| DESS | Division of Educational Services and Support |
| DLA | Department of Legislative Audit |
| EC | Early Childhood |
| EDGAR | Education Department General Administrative Regulations |
| EL | English learner |
| ELD | English language development |
| ELL | Students who are English Language Learners do not speak English at home and are learning English at school. |
| ELP | English language proficiency |
| ENL | English as a Second Language |
| ERIC | Educational Resources and Information Center |
| ESEA | Elementary and Secondary Education Act |
| ESEA | The Elementary and Secondary Education Act is the federal law for K-12 education, it was reauthorized into NCLB in 2002 and ESSA in 2015 |
| ESL | English as a Second Language |
| ESSA | Every Student Succeeds Act |
| ESY | Extended School Year |
| FERPA | The Family Educational Rights and Privacy Act is a federal law that protects access to student records. It's important that parents know about laws like these and how their children's rights might be affected. |
| FTE | Full Time Equivalent |
| FY | Fiscal Year |
| GAO | U.S. Government Accountability Office |

Common Acronyms found in Education

| Acronym | Definition/Explanation |
|----------------|---|
| GED | General Educational Development preparation program and test to earn a high school equivalency credential/diploma |
| GEPA | General Education Provisions Act |
| GMS | Grant Management System |
| HLS | Home Language Survey to determine if other languages are spoken in a student's home |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program |
| IHE | Institution of Higher Education |
| KWL | Know, Want to Know, Learned |
| LAP | Language Acquisition Plan |
| LAU | Another name for EL Plan all LEAs are required to develop; Name for plaintiff in a 1974 Supreme Court case concerning English Learners |
| LEA | Local Education Authority |
| LEP | Limited English Proficient (we don't really use this anymore) |
| MCL | Mass Customized Learning |
| MEP | Migrant Education Program |
| MOE | Maintenance of Effort |
| MOU | Memorandum of Understanding |
| MSIX | Migrant Student Information Exchange |
| MTSS | Multi-Tiered System of Support |
| M-V | McKinney-Vento Homeless |
| N or D | Neglected or Delinquent |
| NAEP | National Assessment of Educational Progress |
| NCLB | No Child Left Behind is the federal law that currently governs education; Replaced 2015 |
| NSLP | National School Lunch Program |
| OCR | Office of Civil Rights |
| OESE | Office of Elementary and Secondary Education |
| OIG | Office of Inspector General |
| OMB | Office of Management and Budget |
| OSEP | Office of Special Education Programs |
| OST | Out of School Time |
| PBIS | Positive Behavioral Interventions and Supports |
| PLC | Professional Learning Community |
| RtI | Response to Intervention is a problem-solving process in which a school team uses data to assess students' individual needs and provide interventions to support students who are struggling. |
| SBAC | smarter balanced assessment |
| SDDOE | South Dakota Department of Education |
| SDSTARS | South Dakota's Student Teacher Accountability Reporting System |
| SEA | State Education Authority |

Common Acronyms found in Education

| Acronym | Definition/Explanation |
|----------------|---|
| SEL | Social Emotional Learning curriculums or programs that help students learn life skills. |
| SES | Supplemental Education Service tutoring programs under NCLB; No longer required under ESSA. |
| SIG | School Improvement Grant |
| SLDS | State Longitudinal Data System |
| SPED | Special Education |
| SSAE | Student Support and Academic Enrichment (Title IV, Part A) |
| SSARS | Statewide System of Accountability, Recognition and Support |
| SSR | Silent Sustained Reading |
| SST | Student Study Teams or Student Services Teams are meetings of school staff that are focused on addressing |
| STEAM | Science, Technology, Engineering, Arts, and Math |
| STEM | Science, Technology, Engineering, and Math |
| SW | Schoolwide Title I Program |
| SY | School Year |
| TA | 1. Targeted Assistance Title I Program 2. Technical Advisor |
| TSI | Targeted Support and Improvement |
| UGG | Uniform Grant Guidance |
| US ED | United States Department of Education |
| W-APT | WIDA Access Placement Test |
| WIDA | Used to stand for World Class Instructional Design and Assessment. Now it's just WIDA. |

Required Plans and Documents

| Plans/Documents | Required By: | Explanation |
|---|------------------------|--|
| Complaint/Dispute Policy for students experiencing Homelessness | Title I/McKinney-Vento | Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA, requires a dispute resolution process for students experiencing homelessness. |
| District Parent Involvement Policy | Title I | Section 1116 required by each LEA that receives Federal Title Funds |
| EL/Lau Plan | Title I/Title III | <p>A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is an equal access plan that protects English Learners (ELs). The plan describes what the Districts EL program is and how they will:</p> <ol style="list-style-type: none"> 1. Identify its ELs. 2. Conduct the EL program for the district. 3. Align the instruction of ELs to state content standards. 4. Annually assess students English language proficiency |
| Foster Care Transportation Plan | Title I | Section 1112 (c)(5)(B) requires a plan to ensure transportation for Foster Care students. |
| LEA Plan | Title I | ESEA requires that all districts receiving Title funds have a plan on file with the SEA. This done annually through the Grant Management System (GMS). |
| MOU with Head Start/Pre-schools | Title I | Section 1119 of ESEA now requires agreements with Head Starts and other early childhood entities |
| Parent Notification for EL Students | Title I/Title III | Section 1112(e)(3)(A)(i-viii) requires notification of EL parents to keep them informed of what is going on with the education of their children. |

Required Plans and Documents

| Plans/Documents | Required By: | Explanation |
|--|---------------------|--|
| Professional Development Plan (PD) | Title Programs | This template shows how the planned professional development meets needs in the district and schools, as well as the funding source. It is uploaded into the GMS annually. |
| Rights Policy for students experiencing homelessness | Title I | Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA, requires LEAs to remove any barriers to the education of students experiencing homelessness. |
| School-level Compact | Title I | Section 1116 School-parent compact that outlines how school staff and parents and students share the responsibility for student achievement |
| School-level Parent Involvement Policy | Title I | Section 1116 Each Title I school shall develop with families a school level policy that meets the requirements of section 1116 |
| Schoolwide Plan(SW) | Title I | ESEA requires that schools operating a schoolwide program have a plan that addresses the required components. The plan is uploaded into the GMS annually. |

Title Review Checklist 2018-2019

South Dakota Department of Education Title Programs Review Checklist: 2018-2019

This checklist is organized by the order items are addressed in the Elementary and Secondary Education Act and is completed by the assigned Education Specialist in the Title Office. During a review, a checkmark will be added in the Uploaded/Completed column if the documentation is available on either SharePoint or through the GMS. District level requirements are marked with an asterisk. A diamond symbol “◆” indicates a written document is also required. If the documentation is not available or needs revision, comments will be included.

| | |
|-----------------------|-----------------------|
| District: | Reviewer: |
| School(s): | |
| Date Reviewed: | Date Complete: |

Required Documentation/Information


| Document Name | Uploaded or Completed | Reviewed: Needs Revisions | Reviewed: Requirements met | Item not found | NA | Comments |
|---|--------------------------|---------------------------|----------------------------|--------------------------|----|--------------------------------|
| 1) Assessment/Accountability Reporting (Report Cards for SEA, LEAs and schools.* <i>Citation: Sections 1111(b)(2) (Accountability), 1111(h)(1)(A) (SEA RC) & 1111(h)(2)(B)(iii)(I) (LEA RC); Each summer, DOE provides reminders to do this and what must be reported to the public. To be compliant, Report Cards must be posted on district website.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2) Student Assessment Reports (Description of how they were distributed) <i>Citation: Sections 1111(b)(2) & 1112(e)(2)(B)(i) Each summer, DOE provides the superintendent a reminder to do this and what must be reported to each parent/guardian.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3) Consolidated Application* <i>Citation: Section 1112 (a)(2) & Section 8305 (a)(1); All LEAs applying for federal funds must submit a consolidated application for such funds in a substantially approvable format no later than September 30 of each fiscal year.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Date Submitted: Date Final: |
| 4) LEA Plan*◆ <i>Citation: Section 1112 (b)(1-13); Plan must be uploaded in to GMS. It will be reviewed annually and revised as needed.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Document Name | Uploaded or Completed | Reviewed: Needs Revisions | Reviewed: Requirements met | Item not found | NA | Comments |
|--|--------------------------|---------------------------|----------------------------|--------------------------|--------------------------|----------|
| 5) Foster Care Transportation* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>Citation: Section 1112 (c)(5)(B) A written transportation plan must be uploaded in to SharePoint.</p> | | | | | | |
| 6) Parents' Right to Know - Teacher and Paraprofessional qualifications Statement* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>Citation: Sections 1112(e)(1)(B)(ii); How was this distributed? Was the distribution documented?</p> | | | | | | |
| 7) Parents' Right to Know – Testing Transparency* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>Citation: Sections 1112(e)(2); Was this information posted on the LEA website? On the school(s) website?</p> | | | | | | |
| 8) Parents' Right to Know – Language Instruction (if applicable)* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>Citation: Sections 1112(e)(3)(A)(i-viii); Were the appropriate notifications sent to parents of EL students within the 30 day timeline? Were all components present?</p> | | | | | | |
| 9) School Wide Plan(s) (if applicable) ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>Citation: Section 1114; Schoolwide plans must be monitored regularly and revised as necessary. Each year each school must upload their current plan to the GMS system.</p> | | | | | | |
| 10) Targeted Assistance Forms (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>Citation: Section 1115; Samples that show documentation of how eligible TA students are determined and rank-ordered.</p> | | | | | | |
| 11) District Level Parent Involvement Policy/Plan* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>Citation: 1116(a)(2); The Policy/Plan should not be a restatement of the law. The Plan must describe actions taken by school district, not the school. The plan must be written from the district perspective and contain all the required elements.</p> | | | | | | |

| Document Name | Uploaded or Completed | Reviewed: Needs Revisions | Reviewed: Requirements met | Item not found | NA | Comments |
|---|--------------------------|---------------------------|----------------------------|--------------------------|--------------------------|----------|
| 12) School Level Parent Involvement Policy/Plan for each Title I School ✧ Citation: 1116 (b) and (c); The Policy/Plan should not be a restatement of the law. The Plan must describe actions taken by the school and must be written in family appropriate language and must contain all the required elements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 13) School-Parent Compact ✧ Citation: 1116(d) The Compact should not be a restatement of the law. The Compact is primarily an agreement of the actions to be undertaken by the school and must be written in family appropriate language and must contain all the required elements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 14) LEA Affirmation of Consultation for Private Schools (if applicable)* ✧ Citation: Section 1117 (a)(1)(A) and 1117 (b); Was documentation upload to the GMS system? Is the district consulting with the private schools on a regular basis? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15) Coordination Requirements* ✧ Citation: Section 1119 District coordinating with Head Start - Five activities must be included in the agreement to provide adequate coordination. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 16) Rights of Homeless Students Policy (McKinney-Vento)* ✧ Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA Sample policy was provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 17) Dispute resolution policy pertaining to homelessness eligibility and school of origin (McKinney-Vento)* ✧ Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 18) Professional Development Plan* ✧ DOE provides a template to be used to show district PD. The template is uploaded in the GMS system so that the program representatives are able to view the district PD priorities and funding of the PD. Is the funding allowable? Does the PD relate to the identified areas found in the needs assessment? Is the federally funded PD reflected in the budget? How are teachers trained to provide a well-rounded program of instruction to meet the academic needs of students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Document Name | Uploaded or Completed | Reviewed: Needs Revisions | Reviewed: Requirements met | Item not found | NA | Comments |
|--|--------------------------|---------------------------|----------------------------|--------------------------|--------------------------|----------|
| 19) Tribal Consultation (if applicable)* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Citation: Section 8538 (a) & (b); Consultation form(s) will be uploaded in to the GMS annually. | | | | | | |
| 20) Home Language Survey (HLS)* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 21) ESL Core Program Narrative* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 22) EL/Lau Plan (if applicable)* ✧ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Additional Program Information | | | | | | |
|---|--------------------------|---------------------------|----------------------------|--------------------------|----|----------|
| Document Name | Uploaded or Completed | Reviewed: Needs Revisions | Reviewed: Requirements met | Item not found | NA | Comments |
| 23) Title III/EL Contact* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Is this the correct contact in the GMS system? The district must understand that the appropriate person be listed as that is the DOE contact for the year. | | | | | | |
| 24) McKinney-Vento Contact* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Is this the correct contact in the GMS system? The district must understand that the appropriate person be listed as that is the DOE contact for the year. | | | | | | |
| 25) Migrant Contact* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Is this the correct contact in the GMS system? The district must understand that the appropriate person be listed as that is the DOE contact for the year. | | | | | | |

A collection of sharpened colored pencils in various colors including purple, blue, green, yellow, orange, red, pink, and black, arranged in a circle with their tips pointing towards the center. The text 'Section 1111' is printed in a black serif font in the center of the circle.

Section
1111

Section 1111 - State Plans

The first section of ESEA, 1111, establishes the requirements for academic assessments, all of the subgroups that must be reported on in various ways, the accountability system, report cards, and school improvement. School improvement is not addressed in this. The state plan can be found on the DOE website: <http://doe.sd.gov/secretary/documents/011218-SD-Plan.pdf>

Section 1111 (b)(2) ACADEMIC ASSESSMENTS.—

(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.

(B) REQUIREMENTS.—The assessments under subparagraph (A) shall—

- (xi) enable results to be disaggregated within each State, local educational agency, and school by—
 - (I) each major racial and ethnic group;
 - (II) economically disadvantaged students as compared to students who are not economically disadvantaged;
 - (III) children with disabilities as compared to children without disabilities;
 - (IV) English proficiency status;
 - (V) gender; and
 - (VI) migrant status,

Section 1111 (c) STATEWIDE ACCOUNTABILITY SYSTEM.—

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Section 1111 (h)(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

(A) PREPARATION AND DISSEMINATION.—A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency.

(B) IMPLEMENTATION.—Each local educational agency report card shall be—

- (i) concise;
- (ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and
- (iii) accessible to the public, which shall include—
 - (I) **placing such report card on the website of the local educational agency;**

Section 1111 (h)(2) Cont'd


(C) MINIMUM REQUIREMENTS

(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

(iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care

(iv) Information on the number and percentage of English learners achieving English language proficiency.

Review Expectations: Reviewers will look for evidence that the Report Cards for the district and schools are on the LEAs website and are easy to locate. Districts will also be asked how they communicate this information to parents.

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Section
1112

Section 1112 - Local Educational Agency Plans

This section covers many items required for federal program compliance, including completing the Consolidated Application, the LEA Plan, reporting student achievement to parents, the Parent's Right to Know statement, testing transparency, Language Instruction and Foster Care Transportation Plans.

Section 1112.

(a) PLANS REQUIRED.—

(1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency.

(2) CONSOLIDATED APPLICATION.—The plan may be submitted as part of a Consolidated application under section 8305.

(3) STATE APPROVAL.—

(A) IN GENERAL.—Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(B) APPROVAL.—The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and

(ii) meets the requirements of this section.

Section 1112 (b) covers the **LEA Plan provisions**. There are thirteen (13) components that are required along with seven (7) assurances that the LEA must agree to.

Section 1112(c)(5)(B) requires LEAs to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(6) requires LEAs to ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements.

Section 1112 (e) covers the **Parents Right to Know**, which includes the following required notifications to parents:

(1) INFORMATION FOR PARENTS.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (i) Whether the student's teacher—
 - (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (III) is teaching in the field of discipline of the certification of the teacher.
- (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(2) TESTING TRANSPARENCY.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION.—Subject to subparagraph(C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available—
 - (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (II) the time and format for disseminating results.

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program.

Review Expectations: Reviewers will expect to see the following:

1. A LEA plan submitted with the Consolidated Application that covers all thirteen components in enough detail to explain how federal funds are used to supplement the educational programs to help students achieve academic success.
2. A Right to Know statement broadly distributed to parents.
 - a. Newspaper, handbook, newsletters, etc.
3. Testing Transparency statements notifying parents of their rights and of the assessments being given to their students.
4. Examples of how the LEA informs EL students' parents about the required information. This should include an example of a notification letter sent home to notify parents if their child is identified as an English Learner. This letter must have all of the components required in Section 1112 (e) (3) (A) (i-viii).

Local Educational Agency Plan Questions

Section 1112(b)(1 through 13) PLAN PROVISIONS. –

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall complete the following information and submit the plan to the South Dakota Department of Education as part of the application for federal funding. Each component of each question must be addressed, if applicable, in order for the plan to be considered complete.

| |
|--|
| <p>1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—</p> <p>A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</p> <p>(B) identifying students who may be at risk for academic failure;</p> <p>(C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and</p> <p>(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</p> |
| <p>2. Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</p> |
| <p>3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of Section 1111(d), concerning the possible identification of schools as either Comprehensive or Targeted School Improvement schools.</p> |
| <p>4. Describe the poverty criteria that will be used to select school attendance areas under Section 1113.</p> |
| <p>5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p> |
| <p>6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)</p> |
| <p>7. Describe the strategies that will be used to implement effective parent and family engagement under Section 1116 – Parent and Family Engagement. <i>NOTE: The strategies described here should reflect what is in the district level Parent and Family Engagement Plan.</i></p> |
| <p>8. Describe how the LEA will support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs.</p> |

| |
|---|
| <p>9. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in <u>schools operating a targeted assistance school program</u> under Section 1115, will identify the eligible children most in need of services under this part. If the district does not have any targeted assistance programs, please indicate that below.</p> |
| <p>10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—</p> <p>(A) through coordination with institutions of higher education, employers, and other local partners; and</p> <p>(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</p> |
| <p>11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in Section 1111(c)(2).</p> |
| <p>12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—</p> <p>(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</p> <p>(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p> |
| <p>13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:</p> <p>(A) assist schools in identifying and serving gifted and talented students; and</p> <p>(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p> |

South Dakota Transportation Procedures for Students in Foster Care under the Every Student Succeeds Act of 2015

Background

National research shows children in foster care are at high-risk of dropping out of school and are unlikely to attend or graduate from college. Frequent mobility of students in foster care is a barrier to their academic success. The Every Student Succeeds Act of 2015 (ESSA) requires districts to work closely with Child Protection Services (CPS) to tailor transportation processes and procedures to their unique local contexts. School districts and CPS must collaboratively establish procedures which facilitate the prompt transportation needed to ensure educational stability for students in foster care. This document contains a sample interagency agreement that delineates recommended steps for creating these procedures, including possible methods of cost sharing. In addition, a sample transportation plan that illustrates how local partners would provide transportation to a foster child who has experienced a change in his or her living environment is also provided.

Under ESSA, transportation procedures for children in foster care must:

- Ensure that children in foster care needing transportation to the school of origin (SOO) will promptly receive transportation in a cost-effective manner and in accordance with the CPS's authority to use child welfare funding for SOO transportation;
- Ensure that, **if** there are additional costs incurred in providing transportation to maintain children in foster care in their SOO, the district will provide transportation to the SOO **if**:
 - the local CPS office agrees to **reimburse** the LEA for the cost of such transportation;
 - the district **agrees** to pay for the cost of such transportation; **or**
 - the district and the local CPS office **agree** to share the cost of such transportation.

This document is intended to:

- Assist districts and CPS in understanding federal obligations under ESSA regarding provision of transportation to students in foster care;
- Outline the necessary steps to take when implementing ESSA's transportation requirements; and
- Be used as a sample procedure document for the development of local interagency transportation agreements and individual student transportation plans.

Development of the local plan should include both the district's and CPS's point of contact (POC). Additional participants could include: Title I coordinator, superintendent, principal, and CPS regional managers.

Sample Template for Foster Care Transportation

School District Name Transportation Plan for Students Placed in Foster Care

Sequence:

1. When a student is placed in foster care or changes residence while in foster care, the CPS worker must notify the school district contact person. If the new residence is not in the same school district, the district's POC must be notified.
2. If necessary, the district's POC can notify the SOO transportation designee.
 - a. The POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.
 - b. The SOO transportation designee identifies potential ways that the child could be transported (see list of options below).
3. The CPS worker and the district POC share their information. The joint decision is made by the CPS worker and the district POC.
4. If the decision is that the student will remain in the current school, the district POC can notify the SOO transportation designee, who then assists in arranging transportation to and from school.

Options:

Multiple factors will be considered and addressed when determining transportation options for these students, including: safety for the student and other students being transported; student age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided so that the plan will be in the best interest of the child and include consideration of cost-effective measures.

The following options can be considered to provide SOO transportation:

1. Existing transportation can be modified slightly to accommodate the new address such as:
 - a. An existing bus route can be used.
 - b. An existing bus route can be modified slightly to accommodate the new address.
 - c. Specialized transportation offered to other students can be accessed, such as:
 - i. School district car;
 - ii. Public transportation;
2. The CPS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

Funding:

If School District Name can offer an existing means of transportation at no additional cost, CPS will not be charged.

CPS and School District Name can work together, as described above, to provide a form of transportation that best meets the child's needs. CPS will explore different funding sources to assist with transportation. The school district's Title I, Part A funds may be used to assist with excess transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on South Dakota's special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Sample Notifications for a newsletter, newspaper, or school handbook

The notice(s) 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.

Sample 1:

Do parents have the right to know the qualifications of the educational staff working with their child?

Yes. Title I Part A, (Section 1112)(e)(1)(B)(ii) specifies the following requirement. At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner).

The information must include, at a minimum, the following:

- (i) Whether the student's teacher—
 - (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (III) is teaching in the field of discipline of the certification of the teacher.
- (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents may also request information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Sample 2:

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 and paraprofessionals instructing their child. You may also request information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments. If you are interested in this information, you may send your request to the building principal who will provide a timely response.

Sample Home Language Survey

Home Language Survey (Sample)

Local Educational Agencies (LEAs) are required to identify possible English Learners (ELs) during enrollment. This Home Language Survey (HLS) is used as a tool to determine if your child is eligible for language support services. If a language other than English is used by you or your child and your child meets the English Learner (EL) definition, the school may give your child an English Language Proficiency assessment. The school will share the results of the assessment with you.

| Student Information | |
|---------------------|----------------|
| First Name: | Date of Birth: |
| Last Name: | School Name: |

| Questions for Parents or Guardians | Response |
|---|----------|
| What is the language most frequently spoken at home? | |
| What language did your child learn when he/she began to talk? | |
| Which language does your child most frequently speak at home? | |
| Which language do you most frequently speak to your child? | |

| Parent Preferences | |
|---|--|
| In what language would you prefer to get information from school? | |

Parent/Guardian's Signature: _____ Date: _____

Sample EL Parent/Family Notification

English Learning Program (EL) Sample School District

2018-2019

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____

Dear Parent/Guardian of: _____

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level** _____ on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT**.

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

| | | |
|----------|------------|---|
| Level A1 | Initiating | The student can imitate sounds and respond to familiar voices. |
| Level A2 | Exploring | The student can approximate routinely practiced words and respond to routinely practiced oral cues. |
| Level A3 | Engaging | The student can approximate words and phrases and can respond to an idea within familiar language. |
| Level 1 | Entering | The student knows and uses minimal social language and minimal academic language with visual support. |
| Level 2 | Emerging | The student knows and uses some social English and general academic language with visual support. |
| Level 3 | Developing | The student knows and uses social English and some specific academic language with visual support. |
| Level 4 | Expanding | The student knows and uses social English and some technical academic language. |
| Level 5 | Bridging | The student knows and uses social and academic language working with grade level material. |
| Level 6 | Reaching | The student knows and uses social and academic language at the highest level measured by this test. |

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- LAP is Attached (entrance or continuation)
- LAP will be written (entrance or continuation)
- Not applicable – student does not qualify
- Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.


If you need more information regarding the EL program and services, contact: _____

EL Teacher Name

EL Teacher Phone Number

Date

Notes/Thoughts/Questions

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Section
1113

Section 1113 - Eligible School Attendance Areas

Section 1113 refers to how LEAs must decide on the measure of poverty that will be used to identify eligible school attendance areas, determine the ranking of each area, and the allocations for each school that will be served. The rank order section only applies to LEAs with over 1,000 enrolled students or more than one school per grade span. All other LEAs below these thresholds may serve any eligible schools with Title I funds. This section also sets the rules for reservations of funds for programs such Homeless and Neglected and Delinquent students.

The measures of poverty that may be used for these determinations are: the number of children aged 5 through 17 in poverty counted in the most recent census data, the number of children eligible for a free or reduced price lunch, the number of children in families receiving assistance under SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families), Medicaid, or a composite of such indicators, with respect to all school attendance areas in the local educational agency.

Section 1113

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(2) ELIGIBLE SCHOOL ATTENDANCE AREAS.—For the purposes of this part—

(A) the term “school attendance area” means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

(B) the term “eligible school attendance area” means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole.

(3) RANKING ORDER.—

(A) RANKING.—Except as provided in subparagraph (B), if funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall—

(i) annually rank, without regard to grade spans, such agency’s eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

(ii) serve such eligible school attendance areas in rank order.

(B) EXCEPTION.—A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency.

(4) REMAINING FUNDS.—If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall—

(A) annually rank such agency’s remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency

according to the percentage of children from low-income families; and
(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

(b) LOCAL EDUCATIONAL AGENCY DISCRETION.—

(1) IN GENERAL.—Notwithstanding subsection (a)(2), a local educational agency may—

(A) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;

(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

(C) designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year; and

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if—

(i) the school meets the comparability requirements of section 1118(c);

(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

(2) SPECIAL RULE.—Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS

(1) IN GENERAL.—A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

(i) homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live;


(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Review Expectations: During the review, the School Selection section (see the screen shot below) of the Consolidated Application will be used to ensure only eligible schools are served, that the LEA has selected the appropriate rank order choice and that the appropriate set-asides are present. The reviewer will determine if a school is eligible to be “grandfathered” in for one more year of eligibility, if applicable and if the appropriate set-asides have been taken.

| | | | | | | | | |
|-------------------------|--|--------------------------------|---------------------------|---------------------|------------------------------|---------------------------|-------------------|--|
| Overview | | Program Information | | | Budget Information | | Page Lock Control | |
| School Selection | Title_I_Part_A Supplement Not Supplant | Private_Schools District Level | Private Schools Narrative | PreSchool Narrative | Parent and Family Engagement | McKinney-Vento Homeless | Neglected Program | |
| School Selection Step 1 | School Selection Step 2 | School Selection Step 3 | School Selection Step 4 | District Set Asides | Set-Aside Narrative | Public School Allocations | | |

Notes/Thoughts/Questions

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Section
1114

Section 1114 - Schoolwide Programs

Section 1114 covers the operation of a schoolwide program. A school operating a schoolwide program has a flexibility both in what students are served and in the use of funds that a school running a targeted assistance program does not.

What is included here is a brief synopsis of the law. There are several subsections included in the full copy of the law that all schools should be aware of. This includes the four components required in the Schoolwide Plan and requirements for schools that may consolidate their federal funds along with other funds.

Included in this handbook is a copy of the updated Schoolwide Plan that all schools operating a schoolwide program are required to submit along with the Consolidated Application each year. Also included are the forms for moving from a targeted assistance program to a schoolwide program and for applying for a waiver.

Section 1114

(a) IN GENERAL.—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(A) ELIGIBILITY.—A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION.—A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act).

Review Expectations: During the review, the Schoolwide Plan will be matched against what is happening at the school on a daily basis and evaluated for the most effective use of federal funds. Reviewers will also look for ways that a school is evaluating the effectiveness of the program and revising it as necessary to ensure all students are receiving benefits and increasing their academic success.

Schoolwide Plan Template

This template can be downloaded from the South Dakota Department of Education website: <http://doe.sd.gov/title/>. Other supporting documentation may also be found on this website.



Title I Part A - Basic Programs

2017-18 Title I Part A Schools

Title Conference
Title I SharePoint Upload



| |
|--|
| + Resources |
| + Sec. 1111. State Plans |
| + Sec. 1112 - Local Educational Agency Plans |
| + Sec. 1113 - Eligible School Attendance Areas |
| - Sec. 1114 - Schoolwide Programs |

A local educational agency may use Title I funds, in combination with other Federal, State and local funds, in order to upgrade the entire educational program in a school that has 40 percent or greater low income.

South Dakota's **Schoolwide Programs** provide services that enable all children in their buildings to meet high standards. Schoolwide programs are implemented after one year of planning with assistance from the SEA and our state's Title I School Support Team.

| Supporting Document | |
|---|--|
| 2018-19 Schoolwide Plan Template | |
| Schoolwide Non-regulatory Guidance 2006 | |
| Schoolwide Non-regulatory Guidance 2016 | |

Title I Annual Parent Meeting In a Schoolwide Setting



2018-2019 Title I Schoolwide (SW) Plan

District:

School:

Building Principal:

Select One:

- Initial Plan for new SW Program
- Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

Introduction

The reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers; School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;

- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and

- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Sufficient detail must be provided to ensure anyone reading the plan will understand the basic education program at the school.

Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget. If a district is consolidating funds as allowed under Section 1114(a)(1)(3), please make that clear in the budget implication sections.

Evidence-Based Resources – Evidence-based research may be used to support certain strategies and/or interventions that schools are implementing. There are some sites at the end of this document that may help in finding appropriate research.

Special Notes:

- 1) If programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program need to be included in the appropriate narrative. **Section 1114(b)(7)(B)**
- 2) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 3) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 4) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

(CNA description optional if “Revised Plan” is marked on the title page**)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

| |
|-------------------|
| Narrative: |
|-------------------|

Summarize the results and conclusions:

| |
|-------------------|
| Narrative: |
|-------------------|

| |
|-----------------------------|
| Budget Implications: |
|-----------------------------|

Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

| |
|--|
| Narrative: |
| Budget Implications (this must be reflected in the budget in the Consolidated Application): |
| Benchmark/Evaluation: |

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies being implemented that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Include a description of how the reform strategies will be evaluated for effectiveness. These strategies should be evidence-based and strengthen and enrich the academic program.

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|------------------------------|
| Narrative: |
| Budget Implications: |
| Benchmark/Evaluation: |

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- If programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program need to be described in the narrative.

Evidence: Evidence-based research strategies or activities could be student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

| |
|------------------------------|
| Narrative: |
| Budget Implications: |
| Benchmark/Evaluation: |

Evidence-Based Research Resources

[Click here](#) to return to the start of the document.

CTRL Click on the links to go to the respective websites.

(<http://www.bestevidence.org/>)



(<https://www.edreports.org/>)



(<https://www.evidenceforessa.org/>)



(<https://ies.ed.gov/ncee/wwc/FWW>)




(<http://www.colorincolorado.org/>)



(<http://archive.education.jhu.edu/research/crre/>)



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*Section
1115*

Section 1115 Targeted Assistance Schools

This section of ESEA allows schools that are eligible to receive funds, but are not eligible for a schoolwide program or have not received a waiver, to operate a Targeted Assistance program in the school. The section includes methods that may be used, along with assurances the school must give to the LEA. The main component of this type of program is that eligible children must be identified for participation by using multiple, educationally related, objective criteria established by the LEA. 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 challenging State academic standards --rather than for overall school improvement. There are also rules regarding children who may automatically qualify for services if they are needed.

Students must be marked in Infinite Campus if they receive Title I services in Reading and/ or Math. It is recommended that a list of Title I students be run at the end of each semester to check data accuracy prior to data being pulled for Accountability purposes

Section 1115 (b)TARGETED ASSISTANCE SCHOOL PROGRAM.—

To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall—

- (1) determine which students will be served;
- (2) serve participating students identified as eligible children under subsection (c), including by—
 - (A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
 - (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
 - (i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
 - (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - (C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
 - (D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
 - (E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and
 - (F) if appropriate and applicable, coordinating and integrating Federal, State,

and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(G) provide to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Section 1115 (c) Eligible Children.

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Section 1115 (e) Special Rules

(1) **SIMULTANEOUS SERVICE.**—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) **COMPREHENSIVE SERVICES.**—If—

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator;

(iii) family support and engagement services;

(iv) integrated student supports; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

Section 1115(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—


A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

Review Expectations: During a review, the district and school(s) will be expected to show documentation of the methods used to determine eligible students. This may include how students were rank ordered for service if applicable. Schools will also be expected to explain how the program meets all of the standards listed in the checklist on the following page. (Section 1115(b)(2))

Targeted Assistance Program Checklist

Targeted Assistance Programs shall:

- Use program resources to provide services to eligible children identified as having the greatest need for special assistance;
- Have a process to determine which students are eligible:
- The eligible population for services under this section is—
 - children not older than age 21 who are entitled to a free public education through grade 12; and
 - children who are not yet at a grade level at which the local educational agency provides a free public education.;
 - eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.
 - Children included are children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.
- Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
 - expanded learning time, before- and after- school programs, and summer programs and opportunities; and
 - a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
- Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
- Provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
- Provide strategies to increase the involvement of parents of eligible children in accordance with section 1116; and
- If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
- Provide to the local educational agency assurances that the school will—
 - help provide an accelerated, high-quality curriculum;
 - minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

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Section
1116

Section 1116 - Parent and Family Engagement

ESEA Section 1116 Parent and Family Engagement covers the requirements for parent and family outreach, programs, activities and procedures. 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 and do not require school board approval to be considered compliant with ESSA. 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. The South Dakota Department of Education has developed a toolkit to help with the partnerships between home and school. The toolkit is available for download at: <http://doe.sd.gov/title/toolkit/>.

Section 1116(a) - LEA Written Policy

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Section 1116(b) - School Parent and Family Engagement Policy

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.



Each school policy must describe how the school will do the following:

- Convene an annual meeting to inform parents of the Title I Program and their right to be involved
- Offer a flexible number of meetings may use Title I funds to provide transportation, child care, or home visits as it relates to parental involvement
- Involve parents in the development of the school parent and family engagement policy and the joint development of the SW program plan and in the review of the Title I policy
- Description and explanation of the curriculum being used at the school.
- Forms of academic assessment used to measure student progress both state and local
- Achievement levels of the challenging State academic standards
- Provide information to parents on how to monitor a child's progress
- Provide training and materials to staff to build their capacity for parent and family engagement
- Coordinate and integrate parent involvement programs with other federal state and local programs
- Opportunities for regular meetings in decisions relating to the education of their children
- Ensure parents receive information in a language they can understand In a schoolwide program accept any comments regarding the schoolwide plan from parent and families and share with the LEA

Each Title I school must also jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share responsibility for improving student academic achievement and how the school and parents will build partnerships to support students and help students achieve the states' high academic standards.

The tools on the following pages may be used to help develop the various documents.

Review Expectations: During a review, the district and school(s) will be expected to discuss how families are engaged in the schools and what opportunities there are for collaboration. The policies and compacts will be examined to determine if they meet the requirements under ESEA section 1116. A discussion of how the documents are disseminated to families will be a part of the review. Schools will be asked to explain the Title I annual meeting and what takes place at the meeting.

Parent and Family Engagement Tools



July 2017

Every Student Succeeds Act Section 1116 Parent and Family Engagement

Tips- for Developing the Title I District Parent and Family Engagement Policy/Plan

Establish an action team to develop the district plan consisting of staff and parent/ families and community members. Ideally each Title I school should have an action team and information from the team would be included in the district policy development.

The action team should discuss the mission statement and the goals of the district. Example: if the district has a goal of improving attendance, they should discuss what the school and families can do to meet that goal. An objective can be written to address the goal. When developing the district policy it is critical to consider what the district and schools are already doing to support families and discuss what is working, what may need to be changed, and how to move forward with the activities and programs that are already in place to support the learning of students. Discuss the ways in which families can be involved. Strategies and actions items can be created as a result of the discussion about the districts' goals. Input from families such as surveys or action team members should be included when developing the policy. The representatives that should be included are community members, parents, students if age appropriate, and school board members. Research shows that when schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more.

Leadership is key when a superintendent demonstrates a serious consistent commitment to parent and community engagement. Everyone in the district gets the message.

ESSA Section 1116 requires components to be included and addressed in the Title I District Parent and Family Engagement Policy .You may select from some of the suggestions/tips below when visiting with staff and parent/ families to develop the district policy. The list below includes suggestions for you to consider. The bold black headings must be addressed in each district policy.

Each bolded heading with a check mark must be addressed in the development of the district policy.

- ✓ **Involve Parents in jointly developing the district parent and family engagement policy.**

Examples of how to address the required component are listed below each heading

This will be accomplished through an annual meeting to create, review, and revise the policy and explain their right to be involved.

Parents are welcome and invited to submit comments to the Parent and Family Engagement policy at any time, they may contact their principal.

The school will develop a district school parent and family advisory board and the members will broadly represent the school district and community.

The district will support each Title I school to put in to place meetings, programs, activities, to involve and engage parent and family members in the learning and development of their children

Parent representatives will be invited on an annual basis to participate in the district's development of the district plan. A meeting will be held to inform and engage families and provide families an opportunity to be included.

The district has an advisory council consisting of school administration, teachers, school board members and parents. The council will help ensure that the goals and objectives of the Title I program are being met. The council and parents will be consulted on how best to strengthen and improve the program and improve school parent communication.

Survey families and use the information gleaned from the surveys to develop strategies and objectives.

- ✓ ***NEW under ESSA Establish Objectives for meaningful parent and family engagement.**

Training will be provided for staff and parents to implement effective engagement, to increase communication and to develop relationships between home and school --explain what this will look like.

Barriers to engagement will be identified and solutions to the barriers will be addressed. Information will be gleaned from conversations and surveys.

Communication between home and school will be a priority at each school. Schools will develop communication tools to enhance the communication between home and school.

The school district will support and educate staff in how to reach out to families and on the importance and value of parent and family engagement.

Create an objective to increase attendance.

Create a Family Friendly Environment and invite families in to the school and provide "walk- throughs" of the school; maybe have students guide the tours.

If Reading is a top priority create objectives to support your reading goals.

Connecting community with the school to support the learning and development of students.

- ✓ **Provide the coordination technical assistance and support necessary to assist Title I schools in planning and implementing effective parental involvement activities to support academic achievement and school performance.**

This could be met through an objective and/or strategy.

School leadership is encouraged to work with their staff to develop strategies to engage families in the learning of their children both at school events and through developing an understanding for families of what families can do at home to support their children.

Provide information to families on standards and assessments.

- ✓ **Build the schools and parents' capacity for strong parental involvement and develop strategies to support successful school and family interactions.**

Support schools financially as they work to develop strategies for school to home interactions.

Designate an individual as a key contact for parent and family engagement at each school.

Ask families, students, and staff what's important to them. Brainstorm proposed ideas.

What are missed opportunities for sharing learning that is happening at the schools? Tail gates? Music Concerts? Sporting event rosters?

Each year a district-wide Title I advisory meeting will be held for parents to participate in discussion related to district and building level goals.

Telephone calls at the school level will be made to a representative number of families to gather input.

Develop monthly family contact logs for teachers with families' contact information and preferred way to be reached.

Help teachers/staff and families develop strong partnerships and enhance communication between parents/families and school staff. For example-at the school level encourage school staff to reach out to families. Set a goal for a number of positive communications per week for staff between school and home.

Work with teachers to develop learning "kits" that families can take home.

Provide school leadership and teachers with research articles and handouts for families.

Provide information on barriers. Example- cultural differences, arrange for translation services and interpretation services for families at conferences and for notes home. Provide a home school liaison.

Create a fb page or utilize other means of communication to ensure that families are receiving information about school.

Use schools to connect students and families to community resources.

- ✓ **Coordinate and integrate parent and family involvement strategies under Title I with parent and family engagement strategies to the extent feasible and appropriate with other relevant federal programs.**

Consult with local Head Starts to ensure a smooth transition between preschool and school and a smooth transfer of records.

Develop times and methods for the Head Start and the Kindergarten staff at school to communicate and share.

- ✓ **Conduct with involvement of parents and family members an annual evaluation of the district policy.**

Annually parents and staff will be involved in a meeting/discussion to review the district's parental involvement policy as well as the building level policies and parent and teacher compacts. Input will be used to revise the policy if necessary. School leadership will ensure the documents are reviewed and updated each year.

- ✓ **Involve parents in the activities served under the Title I Program.**

Support school staff in the ongoing process of involving and encouraging parents as partners in their child's education.

Inform families of school goals.

Create a safe and welcoming environment where families feel welcome at school.

Involve parents as partners in decision making.

The above list includes suggestions and is not an inclusive list but rather some suggestions to consider when developing the Title I District Parent and Family Engagement Policy

Just a reminder when developing the Local Education Plan (LEA) that is uploaded to the consolidated application, the strategies that are listed on the LEA plan should be the same strategies that are incorporated in the Title I District Parent and Family Engagement plan. Question #7 on the LeA Plan reads-Describe the strategies that will be used to implement effective parent and family engagement under Section 1116.

For questions call the South Dakota Department of Education Title I Office 605-773-6400.

Title I District Parent and Family Engagement Policy ESSA Guidelines

A Title I District Parent and Family Engagement Policy shall include the following components:

Part I – District Expectations

A school district's written parent and family engagement policy must establish the district's expectations for parental involvement.

Part II – District Parental Involvement Policy Required Components

The district parent and family engagement policy must describe **how** the district will incorporate the following eight components.

1. Involve parents in jointly developing the district parent and family engagement policy;
2. Establish objectives for meaningful parent and family engagement
3. Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
4. Build the schools' and parents' capacity for strong parental involvement; develop strategies to support successful school and family interactions
5. Coordinate and integrate parent and family involvement strategies under Title I with parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
6. Establish objectives for meaningful parent and family engagement
7. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I.
 - Identifying barriers to greater participation by parents in activities, authorized by this section of law with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - Using the findings of the evaluation to design evidence based strategies for more effective parental involvement; and
 - Revising, if necessary, the district's parental involvement program.
8. Involve parents in the activities of schools served under the Title I program.

Part III – Discretionary District Parental Involvement Policy Components

The school district parent and family engagement policy can also include other discretionary components as identified by individual districts.

Part IV – Adoption of District Policy

Each school district must develop a District Level Parent and Family Engagement Policy. The district parent and family engagement policy may be adopted by the local school board at the district's discretion. It must be distributed to all parents of students served in a program supported with Title I funds.

Tool for Developing a Title I School Level Family Engagement Policy/Plan

.....
.....

- Hold and Annual Meeting (Be flexible with times)
- Involve parents in Title I Program and policy development and review
- Provide a description and explanation of curriculum
- Provide parents the opportunity for regular meetings
- Provide information and assistance to parents on state content standards, state and local assessments
- Provide information about their child's progress and work with parents to improve achievement
- Provide professional development to staff to work with families and show the value that is added by partnerships with families
- Work with Head Start to coordinate family engagement efforts
- Eliminate educational jargon and provide information in a formant families can understand
- Provide family activities as parents request when possible

Instructions: Use the first blank column to list all the activities and programs that are in place at the school to engage families. The second column lists the required components for a school level policy/plan. Match your list in the first column to determine if you have all of the components.

Title I Programs South Dakota Department of Education
Parent Engagement contact Dawn Smith

What Schools, Parents, and Students Can Do to Support Academic Achievement

When developing a school-parent-student compact get buy in from all and explain what the compact is. The compact is about families and schools and how the school will help families to support learning. The compact is NOT a one shot deal. The intent of the compact is to build partnerships that will support learning. It's an alliance between school and home.

When developing the compact choose someone with leadership skills to lead the project. Choose someone who **believes** in this work! If you don't already know, ask who is interested in working with families. If you have an after school program think about how the staff can be included. Include families and students (when age appropriate) in the development of the compact.

The compact outlines **how** parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Ensure Information is in a language that families can understand.

Here are some dos and don'ts of compacts:


- **DON'T** list 15 obligations for parents and 5 for the school
- **DON'T** patronize parents: "I will make sure my child is clean and rested."
- **DON'T** complain that parents aren't doing their jobs
- **DON'T** hand out the compact at the beginning of the year and never mention it again
- **DON'T** use the same compact each year
- **DON'T** forget to ask whether the families and staff actually use the compact
- **DO** make the obligations equal in each group
- **DO** be respectful
- **DO** check up on obligations from compact at conferences and meetings
- **DO** revisit the compact every year
- **DO** ask families, students, and staff what would make the compact better
- **DO** create obligations that address your goal(s)

This is a tool for developing the school-parent-compact under Section 1116 of Elementary Secondary Education Act. Each Title I School must develop and disseminate a compact that meets the requirements set by the Federal Government. In a schoolwide program the compact should be provided to all families in a targeted assistance school the compact should be provided to families of students being served.

ESSA Section 1116 School-Parent Compact

| Requirements | Examples |
|--|----------|
| Describe how the school, parents, and students will share the responsibility for improved student outcome. | |
| Describe a school’s responsibility to provide high-quality curriculum and instruction that effectively supports a learning environment that enables the children to meet State academic standards. | |
| Describe how each parent will support their child’s learning, volunteer in the classroom, and participate in decisions related to their child’s education and extracurricular time. | |
| Ensures parent-teacher conferences, at least annually, in which the compact is discussed for each individual child. | |
| Ensures frequent reports to parents on their children’s progress. | |
| Ensures that parents have reasonable access to staff, opportunities to volunteer and participate in the classroom, and observation of classroom activities. | |
| Ensures that school staff and family members have regular and meaningful communication in a language that the family member can understand. | |

Notes/Thoughts/Questions

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Section
1117

Section 1117 - Participation of Children Enrolled in Private Schools

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 consultations with private schools 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. The significant changes under ESSA include the Ombudsman Requirement, Equitable Services Funding, Consultation Requirements and the SEA Compliance Role.

The Affirmation of Consultation form must be completed and uploaded in to the GMS before a district's Consolidated Application will be given final approval

Section 1117(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

(ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

Section 1117(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B).

Review Expectations: During a review, reviewers will meet with representatives from the participating non-public school to determine compliance with the consultation requirements and proportionate share requirements. The review will include conversations regarding determining eligible private school students, identifying the needs of eligible private school children, and the delivery of services.

Affirmation of Consultation with Private School Officials



FORM SUBMISSION: Public and private school officials must review and complete this form together. Once completed, the LEA will upload the document into the Grants Management System. Each party should keep a copy for your records.

Name of Public School District: _____

Name of Private School: _____

The Every Student Succeeds Act (ESSA) requires Local Education Agencies (LEAs) to provide equitable participation to eligible participation to eligible private school children, teachers, and other educational personnel in programs under sections 1117(b)(1) (Title I) and 8501(c)(1) (includes Title I Part C; Title II Part A; Title III Part A; and Title IV Parts A and B). The services, materials, or other benefits shall be secular, neutral, and nonideological.

ESSA prohibits the private school from obligating or receiving funds. The control of funds used to provide equitable services is maintained by the LEA. Materials purchased with the funds are administered by the LEA and remain the property of the LEA. Services shall be provided by an employee of the LEA or through a contract by the LEA with an individual or entity independent of the private school and any religious organization.

Therefore, ESSA requires that timely and meaningful consultation occur between the 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 sections 1117 and 8501, and shall continue throughout the implementation and assessment of activities under this section. The goal of consultation is to reach an agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children under Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.

Services provided by the LEA must be designed to meet the educational needs and supplement the services provided by the private school. In order to fully participate in services, private school officials will need to collaborate with public school officials to determine student eligibility; how the needs of the students will be identified; how the services (including family engagement activities) provided under each program will meet those needs; and how services will be evaluated. Private school officials may choose to not participate in one or more of the programs under sections 1117 and 8501.

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 school.

The special needs of the private school may be different from the public school, and therefore, the program provided may be different.

This form lists the required consultation topics to be discussed by the LEA and private school officials, requires the LEA and private school official to identify the federal program(s) the private school will participate in, the estimated amount of proportionate share available, and the services to be provided by the LEA. The South Dakota Department of Education (SD DOE) ombudsman will review the consultation form to help ensure equity for private school children, teachers, and other educational personnel.

REQUIRED CONSULTATION TOPICS

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

| Section 1117 (b)(1) | Section 8501 (c)(1) | Section 1117(b)(1)- Title I, Part A. Section 8501(c)(1)- Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Parts A & B |
|---------------------|---------------------|---|
| | | How the children's needs will be identified; |
| | | What services will be offered; |
| | | How, where, and by whom the services will be provided; |
| | | How the services will be academically assessed and how the results of that assessment will be used to improve those services; |
| | | How the services will be assessed and how the results of that assessment will be used to improve those services; |
| | | The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined; |
| | | The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools; |
| | | How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; |
| | | How, if the LEA disagrees with the views of the private school officials on the provision of the services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; |
| | | Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; |
| | | Whether to provide equitable services to eligible private school children (1) By creating a pool or pools of funds will all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools or (2) In the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) and (a)(4)(C) based on the number of children from low-income families who attend private schools; |
| | | When, including the approximate time of day, services will be provided; and |
| | | Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs. |

PARTICIPATION AND SUMMARY OF SERVICES

For each federal program, the LEA and private school official must:

1. Determine the estimated amount of proportionate share. The calculation is an estimate based off prior year's allocation. Actual amounts will be determined after the final release of next year's allocation;
2. Identify if the private school will participate in services by checking Yes or No; and
3. Summarize the equitable services agreed upon during the consultation that the LEA will provide (either directly or through a contract). It is not acceptable to state, "Services are to be determined."

A response is required for each federal program.

LEAs should keep detailed records related to the services agreed upon and the process used to determine the services.

Private school officials may choose to not participate in one or more program under sections 1117 and 8501.

| | | | |
|--|--|--|--|
| Title I, Part A | Estimated Amount of Proportionate Share: | | |
| <i>Services determined based on the number of low income families <u>residing</u> in each participating public school attendance area who attend public schools and private schools.</i> | | | |
| Participation Status: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | | |
| Summary of equitable services provided by the LEA. Limit response to space provided. | | | |

| | | | |
|---|--|--|--|
| Title II, Part A | Estimated Amount of Proportionate Share: | | |
| <i>Services provided by the district in which the private school is located.</i> | | | |
| Participation Status: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | | |
| Summary of equitable services provided by the LEA. Limit response to space provided. | | | |

| | | | |
|---|--|--|--|
| Title III, Part A | Estimated Amount of Proportionate Share: | | |
| <i>Services provided by the district in which the private school is located.</i> | | | |
| Participation Status: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | | |
| Summary of equitable services provided by the LEA. Limit response to space provided. | | | |
| | | | |

| | | | |
|---|--|--|--|
| Title IV, Part A | Estimated Amount of Proportionate Share: | | |
| <i>Services provided by the district in which the private school is located.</i> | | | |
| Participation Status: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | | |
| Summary of equitable services provided by the LEA. Limit response to space provided. | | | |
| | | | |

PRIVATE SCHOOL VERIFICATION
Completed by the Private School Official


Check one The LEA provided consultation before the LEA made any decision(s) that affects a private school equitable participation in ESSA services.

Check one The LEA did not provide consultation with the private school in a timely manner.
Please provide a description of why the official believes the consultation was not timely in the space provided below.


Check one The program design is equitable with respect to eligible private school children.

Check one The program design is not equitable with respect to eligible private school children.
Please provide a description of why the official believes the design is not equitable in the space provided below.

This space is provided for the private school official to provide more information for the questions above.


| | | | |
|--|--|------------------------|---------------------|
| Private School Name <i>Please Print</i> | | School Mailing Address | |
| Name of Private School Representative <i>Please Print</i> | | Email | School Phone Number |
| Private School Representative Signature  | | | Date Signed |

LEA VERIFICATION
Completed by the LEA Official

| | | | |
|--|--|---|-------------|
| Local Educational Agency Name <i>Please Print</i> | | Local Educational Agency Official <i>Please Print</i> | |
| Local Educational Agency Official Signature  | | | Date Signed |

* Proportionate Share calculators can be found at doe.sd.gov/title/privateschools.aspx

Notes/Thoughts/Questions

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Section
1118

Section 1118- Fiscal Requirements

This section deals with Maintenance of Effort, Supplement, not Supplant and Comparability of Services as well as written assurances that all LEAs agree to when taking federal funds. Please note that Comparability of Services generally applies to larger districts with more than one school per grade span and does not apply to all LEAs.

Section 1118(a) - Maintenance of Effort

A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 8521.

Section 1118(b) - Federal Funds to Supplement, not Supplant Non-Federal Funds.—

(1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

(2) COMPLIANCE.—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

(3) SPECIAL RULE.—No local educational agency shall be required to—

(A) identify that an individual cost or service supported under this part is supplemental;

(NEW)

or

(B) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

Review Expectations: Prior to a review, LEAs will received more information about what needs to be provided for a fiscal review.

Maintenance of Effort Overview

Section 1118(a) - Maintenance of Effort Requirement

A Local Education Agency (LEA) may receive its full allocation of covered ESEA programs for any fiscal year only if the State educational agency (SEA) determines that the LEA has maintained its fiscal effort in accordance with section 8521 of ESEA.

Covered Programs

The maintenance of effort (MOE) requirement of section 8521 apply to the following ESEA programs—

- Title I Part A – Improving Basic Programs
- Title I Part D - Prevention and Intervention programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II Part A – Supporting Effective Instruction
- Title III Part A - English Language Acquisition
- Title IV Part A – Student Support and Academic Enrichment
- Title IV Part B – 21st Century Learning Centers
- Title V Part B Subpart 2 – Rural and Low-Income Schools
- Title VI Part A Subpart 1 – Indian Education

Requirement

The LEA meets the MOE requirement if either the combined fiscal effort per student or the aggregate expenditures of the LEA, from State and local funds, with respect to the provision of free public education for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

An SEA must reduce an LEA's allocation under a covered program if the LEA fails to maintain effort in a given fiscal year; and the LEA also failed to maintain effort in one or more of the five immediately preceding fiscal years.

Failure to Meet the Requirement

If an LEA fails to meet the MOE requirement, the SEA must reduce the amount of funds allocated under the programs covered by the MOE requirement in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of either the combined fiscal effort per student or aggregate expenditures. In reducing an LEA's allocation because it failed to meet the MOE requirement, the SEA uses the measure most favorable to the LEA.

For a year in which an LEA failed to maintain effort, the expenditure amount an SEA uses for computing maintenance of effort in subsequent years will be 90 percent of the prior year amount rather than the actual expenditure amount.

Expenditures to be included

In determining whether an LEA has maintained fiscal effort, an SEA must consider the LEA's expenditures from State and local funds for free public education. These include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities.

Expenditures to be excluded

Expenditures for community services, capital outlay, debt service, or supplemental expenses made as a result of a Presidentially declared disaster are not to be included in the determination. In addition, any expenditures made from funds provided by the Federal government are excluded from the determination.

“Preceding fiscal year”

For purposes of determining maintenance of effort, the “preceding fiscal year” is the 12-month fiscal period most commonly used in a State for official reporting purposes, prior to the beginning of the Federal fiscal year in which funds are available.

Waiver

The US Department of Education may waive the MOE requirement if it is determined that such a waiver would be equitable due to—

- Exceptional or uncontrollable circumstances such as a natural disaster, or a change in the organizational structure of the LEA; or
- A precipitous decline in the financial resources of the LEA.

Supplement Not Supplant

The requirement that Title I funds supplement State and local funds, and do not supplant them, is intended to ensure that the Federal resources are spent to provide the additional educational resources and supports that at-risk students need to succeed, instead of being used to simply make up for unfair shortfalls in State and local funding. Title I is intended to provide the extra help low-income students need to succeed, but it cannot do that if State and local funds are not evenly distributed to start with. .

Section 1118(b) of the ESEA, as amended by the ESSA, retains the general requirement that Title I funds supplement and not supplant State and local funds. However, the test for compliance with this requirement has changed in two ways. First, Section 1118(b) includes a special rule stating that “[n]o [district] shall be required to – (A) identify that an individual cost or service supported under this part is supplemental,” which effectively prohibits a key test previously used to ensure compliance in many Title I schools. Second, the law replaces the two supplement-not-supplant tests (one for targeted assistance schools and one for schoolwide program schools) with a single compliance test that focuses on a district’s methodology for allocating State and local funds. Specifically, it requires that a district “demonstrate that the methodology used to allocate State and local funds to each [Title I school] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving

assistance under [Title I].” A district must meet this requirement not later than two years after the date of enactment of the ESSA — i.e., by July 1, 2018. The ESSA prohibits the Department of Education from prescribing the specific methodology a district must use.

Methodology: Examples

To assist LEAs in determining which description best fits the LEA's methodology for allocating State and local (non-Federal) funds to schools, some examples are included below. Please note that although the examples provided are derived from the 2015 guidance provided by the U.S. Department of Education referencing the use of Federal funds to supplement school reform in schoolwide programs under the No Child Left Behind Act (NCLB), officials from the U.S. Department of Education have indicated that these examples should meet the methodology requirements for targeted assistance programs under the ESSA.

Example 1: Distribution of State and Local (non-Federal) Resources Based on the Characteristics of the Students. This form of equitable distribution is generally referred to as a “weighted per pupil” funding formula.

Assume:

- ✓ Allocation/student (\$7,000)
- ✓ Additional allocation/student from a low-income family (\$250)
- ✓ Additional allocation/English learner (\$500) Additional allocation/student with a disability (\$1,500)
- ✓ Additional allocation/preschool student (\$8,500)

In a school of 450 students, including 200 students from low-income families, 100 English learners, 50 students with disabilities, and 20 preschool students, the school would be expected to receive \$3,495,000 in non-Federal resources based on the following calculation:

| Category | Calculation | Amount |
|--|---------------|--------------------|
| Allocation/student | 450 x \$7,000 | \$3,150,000 |
| Additional allocation/student from a low-income family | 200 x \$250 | \$50,000 |
| Additional allocation/English learner | 100 x \$500 | \$50,000 |
| Additional allocation/student with a disability | 50 x \$1,500 | \$75,000 |
| Additional allocation/preschool student | 20 x \$8,500 | \$170,000 |
| | | \$3,495,000 |

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

Example 2: Distribution of State and Local (non-Federal) Resources Based on Staffing and Supplies

Assume:

- ✓ 1 teacher per 22 students (\$65,000/teacher)
- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ \$825/student for instructional materials and supplies (including technology)

In a school of 450 students, the school would be expected to receive \$2,051,250 in non-Federal resources based on the following calculation:

| Category | Calculation | Amount |
|--------------------------------------|---------------|--------------------|
| 1 principal | 1 x \$120,000 | \$120,000 |
| 1 librarian | 1 x \$65,000 | \$65,000 |
| 2 guidance counselors | 2 x \$65,000 | \$130,000 |
| 21 teachers | 21 x \$65,000 | \$1,365,000 |
| Instructional materials and supplies | 450 x \$825 | \$371,250 |
| | | \$2,051,250 |

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

Example 3: Distribution of State and Local (non-Federal) Resources Based on a Combined Approach.

This form of equitable distribution includes characteristics of the two previous examples, distribution of State and local (non-Federal) resources based on the characteristics of the students and the staffing and supplies needs of the schools.


Assume:

- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ Allocation/student (\$7,000)
- ✓ Additional allocation/student from a low-income family (\$250)
- ✓ Additional allocation/English learner (\$500)
- ✓ Additional allocation/student with a disability (\$1,500)

In a school of 450 students, including 200 students from low-income families, 100 English learners, and 50 students with disabilities, the school would be expected to receive \$3,640,000 in non-Federal resources based on the following calculation:

In this example, the LEA must distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I, Part A funds. However, actual expenditures within each school after the distribution of resources may vary.

| Category | Calculation | Amount |
|--|---------------|--------------------|
| 1 principal | 1 x \$120,000 | \$120,000 |
| 1 librarian | 1 x \$65,000 | \$65,000 |
| 2 guidance counselors | 2 x \$65,000 | \$130,000 |
| Allocation/student | 450 x \$7,000 | \$3,150,000 |
| Additional allocation/student from a low-income family | 200 x \$250 | \$50,000 |
| Additional allocation/English learner | 100 x \$500 | \$50,000 |
| Additional allocation/student with a disability | 50 x \$1,500 | \$75,000 |
| | | \$3,640,000 |

A collection of various colored pencils (purple, blue, green, yellow, orange, red, pink, black) arranged in a circle around the text. The pencils are sharpened and their wooden tips are visible. The colors include purple, blue, green, yellow, orange, red, pink, and black.

Section
1119

Section 1119 - Coordination Requirements

While the requirement for coordination between LEAs and Head Start Agencies as well as other entities carrying out early childhood development programs is not new, ESSA does now require that the LEA will have agreements these organizations. Prior to re-authorization, the burden was on Head Start to have the agreements. The required activities have not changed. Since the transition components for students are described in the updated LEA Plan and include other grade transitions beyond the preschool to kindergarten students, the old transition-coordination plans no longer meet the requirements. Several possible agreements are provided here and on the Title website. LEAs may also develop their own document or incorporate the requirements into the agreement LEAs have with organizations regarding the Birth to three Program, as long as it meets the requirements. See the list and map on the following pages to determine which organization the LEA will need to coordinate with.

SEC. 1119 - COORDINATION REQUIREMENTS.

(a) IN GENERAL.—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

(b) ACTIVITIES.—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Review Expectations: During a review, the LEA will need to provide a copy of the agreement between the appropriate Head Start Agencies and/or local early childhood programs. If there are none, the LEA needs to show that it at least reached out to the Head Start Regional office to determine that there are no students attending Head Start.

Region VIII South Dakota Head Start Programs and Service Areas



Inter-Lakes Head Start Pre-Birth to Five

PO Box 268, Madison, SD 57042
(605) 256-6518 - www.interlakescap.com

Counties Served: Brookings, Clark, Codington,
Deuel, Grant, Hamlin, Kingsbury, Lake, Miner,
Moody, McCook, Minnehaha

Northeast South Dakota Head Start

200 S Harrison St #1, Aberdeen, SD 57401
(605) 229-4506 - www.nesdhs.org

Counties Served: Beadle, Brown, Campbell, Day,
Edmunds, Faulk, Hand, Marshall, McPherson, Potter,
Roberts, Spink, Walworth

Oahe Child Development Center

2307 E Capitol Ave., Pierre, SD 57501
(605) 224-6603 - www.oahechild.com

Counties Served: Hughes, Hyde, Jones, Stanley,
Sully

Region XI

American Indian Alaska Native Program:
<https://eclkc.ohs.acf.hhs.gov/center-locator/>

Counties Served by RXI only: Corson (western),
Dewey, Mellette, Todd. For statewide information,
please see Region XI South Dakota Head Start
Programs and Service Area Map

Sioux Falls Head Start

1101 N Western, Sioux Falls, SD 57110
(605) 367-7950 - www.sf.k12.sd.us

Counties Served: Lincoln, Minnehaha,
Sioux Falls School District

South Central Child Development Center

401 Walnut Street SW, Wagner, SD 57157
(605) 384-3683 - www.sccdinc.com

Counties Served: Aurora, Bon Homme,
Charles Mix, Davison, Douglas, Gregory,
Hutchinson, Jerauld, Lyman, McCook,
Yankton

TREC-Badlands Head Start Prenatal to Five

101 5th Ave, Belle Fourche, SD 57717
(605) 723-8837 - www.badlandshs.org

Counties Served: Bennett, Butte,
Corson (western), Harding,
Oglala Lakota, Perkins

University of South Dakota Head Start

414 E Clark, 326 Julian Hall, Vermillion
(605) 677-5235 - www.usd.edu/headstart

Counties Served: Clay, Lincoln, Turner,

Youth & Family Services

1920 Plaza Blvd., Rapid City, SD 57701
(605) 342-4195 - www.youthandfamily.org

Counties Served: Custer, Fall River, Haakon,
Jackson, Lawrence, Meade, Pennington

Head Start center locator map:

<https://eclkc.ohs.acf.hhs.gov/center-locator>

Sample Coordination Agreements

MEMORANDUM OF UNDERSTANDING – ESEA SECTION 1119 COORDINATION

School Year: _____

Purpose: The purpose of this agreement is to facilitate collaboration and exchange of services between the _____ School District and the *insert name of Head Start or Program*.

Program Description: The *insert name* Head Start program currently serves three to five-year-old children and their families located in the _____ School District. The _____ School District currently has an early intervention program that provides education and related services for eligible children birth through age five.

Implementation: The School District and *insert name* Head Start Program, Inc. will work cooperatively to:

- (1) develop and implement a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program by ***insert “how” this will be accomplished;***
- (2) establish channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs by ***insert “how” this will be accomplished;***
- (3) conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children by ***insert “how” this will be accomplished;***
- (4) organize and participate in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff by ***insert “how” this will be accomplished;*** and
- (5) link the educational services provided by such local educational agency with the services provided by local Head Start agencies by ***insert “how” this will be accomplished.***

Confidentiality: The School District and *insert name* Head Start Program, Inc. will follow the requirements outlined in the Family Education Right to Privacy Act (FERPA), the state and federal guidelines under the Elementary and Secondary Education Act, Individuals with Disabilities Education Act (IDEA) and the Head Start Program Performance Standards (HSPPS).

Pertinent child progress/education records should be sent to: _____
(Staff contact name—
Kindergarten Teacher/SPED Staff, etc.)

Contact information for transfer of records: _____
(Contact person's email, fax or mailing address for
preferred form of transfer of records)

School District Superintendent or
designated representative

insert name Head Start

Date

Date

Coordination Agreement

I. Parties to the Coordination Agreement

A. _____

B. _____

All parties to this agreement agree to the following:

II. Purpose of the Coordination Agreement

- A. To work together effectively to improve outcomes and provide opportunities for children birth through five to experience school success.
- B. To promote collaboration among the parties and their local counterparts.
- C. To support the development of agreements between Local Education Agencies (LEAs) and Head Start/private early childhood programs.

III. Guiding Principles

- A. Create and maintain a meaningful partnership to ensure acceleration of school readiness and eliminate the “achievement gap”.
- B. Plan and implement strategies based on practice and research that have proven to support children’s school success.

IV. Joint Planning Actions

- A. Develop and implement a systematic procedure for sharing student records.
- B. Establish channels of communication to include all stakeholders.
- C. Conduct meetings as necessary to discuss the individual needs of students.
- D. Organize and participate in joint transition-related training of school staff, Head Start staff, and/or other early childhood education program staff.
- E. Incorporate strategies that address the needs of children with disabilities, homeless children and non-English speaking children.

VII. Modification

This Agreement may be modified when the parties mutually agree in writing. Except for the specific section of the Agreement which was thereby modified, the Agreement shall remain in full force and effect and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

VIII. Term of Contract

The term of the Agreement shall be _____ (___) years from the date this Agreement is executed. This Agreement may be renewed as both parties mutually agree in writing. Either Party may terminate this Agreement at any time, for any reason or no reason, by giving not less than _____ (___) days' written notice thereof to the other Party. Upon the expiration of the notice period, this Agreement shall terminate without further liability to either Party other than those liabilities, rights and obligations that accrued prior to the date of such termination.

IX. Signatures

| | |
|--------------------------------------|-------------|
| _____ | _____ |
| <i>Head Start/Preschool Provider</i> | <i>Date</i> |
| _____ | _____ |
| <i>LEAs</i> | <i>Date</i> |

For Future Consideration

- A.** Align curricula, assessment and accountability measures in preschool with kindergarten.
- B.** Coordinate calendars of events and professional development to reinforce collaboration.

Memorandum of Understanding

XXXXXX School District and

XXXXXX Head Start Program of XXXXXX local Pre-School

ESEA Section 1119: Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

PURPOSE

The purpose of this agreement is to facilitate and coordinate the following activities between XXXXXX school district and XXXXXX Head Start/XXXX Pre-school:

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Activities:

The XXXXXX School District and XXXXX Head Start will:

1. Transfer records by
2. Ensure that Kindergarten teachers know who they should be working with by.....
3. Ensure opportunities to discuss the developmental and other needs of individual children will be provided through meetings with

4. Conduct joint transition related training for school staff and XXXXXXXX by

5. Ensure that educational services provided by the LEA are linked with local Head Starts or Pre-schools by.....

This agreement is in effect from XXXXXXXXXXXX to XXXXXXXXXXXXXXXXXXXX and will be reviewed and renewed on an annual basis.

Signatures

Elementary Principal

Date

Superintendent

Date

Head Start Executive Director

Date

Head Start Director

Date

Title I, Part C - Migrant Education

The purpose of the Migrant program is to:

- 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 achievement standards;
- 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.



Sample Migrant Certificate of Eligibility

National Certificate of Eligibility – South Dakota Migrant Education Program

Name of SD School District: _____

Residency Date: _____

An electronic copy of this COE can be downloaded at http://doe.sd.gov/boess/documents/Title/PartC_CertificateofEligibility.pdf

I. FAMILY DATA

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

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

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

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

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School district / _____ State / _____ Country to a residence in _____ School district / _____ State / _____ City.

2. The child(ren) moved (complete both a. and b.):
a. on own as worker, OR with the worker, OR to join or precede the worker.
b. The worker, _____ First Name and Last Name of Worker, _____ is the child or the child's:
 parent spouse guardian.

i. (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ MM/DD/YYYY. The child(ren) moved on _____ MM/DD/YYYY. (provide comment)

3. The Qualifying Arrival Date was _____ MM/DD/YYYY.

4. The worker moved due to economic necessity from a residence in _____ School district / _____ State / _____ City to a residence in _____ School district / _____ State / _____ City.

AND the worker
 Engaged in new qualifying work soon after the move
 Actively sought new qualifying work, AND has a recent history of moves for qualifying work.

5. The qualifying work,* _____ describe agricultural or fishing work _____ was (make a selection in both a. and b.):
a. seasonal OR temporary employment
b. agricultural OR fishing work

*if applicable, check:
 personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
a. worker's statement (provide comment), OR
b. employer's statement (provide comment), OR
c. State documentation for _____ Employer

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

Please include place, town, and state of employment.

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 _____

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 _____

Signature of Recruiter or School Staff _____ Position _____ Date mm/dd/yy _____

VII. Certification and Review - SEA Use Only - Required
State Director: Eligible Not Eligible Date: _____ Signature: _____
State Representative: Eligible 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 07/2017 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.....Meat Cuffer 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.....Baling 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>Earliase 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 H8-00.....Intent Only H8-01.....Hive Preparation H8-02.....Hive Care H8-03.....Harvesting Honey H8-04.....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.....Caring 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>Onions O-11.....Melons O-12.....Beans O-13.....Working Cattle O-14.....Feeding Cattle O-15.....Fencing O-16.....Hauling/driving O-17.....Other (specify)</p> <p>Nursery Stock P-00.....Intent Only P-01.....Slaughter P-02.....Skinner P-03.....Meat Cuffer P-04.....Packager P-05.....Evisceration P-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> |
|--|--|---|--|--|

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> |
|--|---|

Basic Migrant Eligibility

BASIC MIGRANT CHILD ELIGIBILITY FACTORS

AGE

- The child is younger than age 22. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

SCHOOL COMPLETION

- The child is eligible for a free public education under State law. ESEA § 1115(b)(1)(A); 34 CFR § 200.103(a).

MOVE

- The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).
- The move was from one school district to another. ESEA § 1309(2); 34 CFR § 200.81(e).
- The move was a change from one residence to another residence. ESEA § 1309(2); 34 CFR § 200.81(g).
- The move was due to economic necessity. ESEA § 1309(2); 34 CFR § 200.81(g).
- The move occurred within the past 36 months. ESEA § 1309(2); 34 CFR § 200.81(d), (e), and (f).

PURPOSE FOR THE MOVE

- One purpose of the worker's move was to seek or obtain qualifying work. ESEA § 1309(2); 34 CFR § 200.81(c), (g), and (i).

QUALIFYING WORK


- The worker sought or obtained temporary or seasonal employment in agricultural or fishing work. ESEA § 1309(2); 34 CFR § 200.81(a), (b), (j), and (k).

Note: Important child eligibility terms such as "agricultural work," "fishing work," "in order to obtain," "migratory child," "move or moved," "seasonal employment," and "temporary employment," are defined in 34 CFR § 200.81, which you may access at <http://www.ed.gov/legislation/FedRegister/finrule/2008-3/072908a.html> and <http://www.gpoaccess.gov/nara/index.html>.

Reference List

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C. §§ 6301 *et seq.*

34 Code of Federal Regulations (CFR) §§ 200.81-200.89; 73 *Fed. Reg.* 44102 (July 29, 2008).



*Title I, Part D
Neglected, &
Delinquent,
At-Risk
Education*

Section 1401 - Neglected, Delinquent, & At-Risk Students

This section covers programs being run at several districts throughout the state.

Section 1401. - PURPOSE AND PROGRAM AUTHORIZATION.

(a) PURPOSE.—It is the purpose of this part—


- (1) to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

As of 2018, eleven school districts qualify for funding under Subpart 2. No agency qualifies for funding under Subpart 1.

Basic requirements include:

- Consolidated Application Part D Application and Budget approval of the program and use of funds. Application must adequately describe all of the required elements in the law.
- Each district must have a written agreement with each facility that operates a program funded through Part D. Nearly all of the districts operate the Title I programs that are funded within the districts. The written agreements must address all of the elements required in the law.
- Funds must be used for the approved purposes in the Consolidated Application and must be allowable under the law. Funds must be used to remedy the needs identified in the needs assessment process conducted by the district and the facility.
- The district/facility must collect data annually as prescribed by the US Department of Education and submit it to SD DOE for uploading to US ED. Data includes math, reading, science, graduation, credit accrual, job training, job placement, college, and more.
- Each fall, the district must conduct an annual count of students who resided in the facility at least 1-day over a 30-day period. The count is submitted to SD DOE and uploaded to US ED in January. The data is used by US ED to calculate the Part D funding for each district for the programs.
- Each district is monitored on a three year rotation. A thorough monitoring document that includes all of standards listed above and other items such as data review and program changes are discussed along with interviews of staff. A written monitoring document is sent to the district with comments or actions required by the district.

Notes/Thoughts/Questions

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*McKinney - Vento
Homeless
Students*

McKinney - Vento Homeless Education Act

As defined by McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725 as reauthorized under ESSA 2015, the term, "homeless children and youths", means individuals who lack a fixed, regular, and adequate nighttime residence.

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.

The McKinney-Vento Liaison is the only person who can make an official determination of the homeless status of a student. **The district must establish a procedure and train staff to assist the liaison.**

Every district must:

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 to the enrollment, retention, credit accrual, extra-curricular activities, and graduation of qualifying children and youth
5. Publicly Post information

Districts with homeless students may also have to set-aside Title I funds to cover services to students. Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.

McKinney - Vento Programming Documents

McKinney-Vento Education of Homeless Children and Youth Checklist

Title IX, Part A (42 U.S.C. §11431-11435)
Effective October 1, 2016

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?

Publically Post Information 42 U.S.C.§§11432(g)(6)(A)(vi)

___ 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://nche.ed.gov/II/II.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 have a way to calculate the set-aside?

___ 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?

___ Does the district use the funds both at non-Title I schools and at Title I schools?

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

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.



Title III

*English Learners
&
Immigrant Students*

Title III - English Learners and Immigrant Students

School systems and educators have a legal responsibility to provide for the needs of English Learners. 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.

If the school suspects a child is an English Learner, the school must identify and test the students.

If there is at least one English Learner student, the school must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.

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.

Review Expectations: During a review, LEAs will be expected to provide evidence or discuss the following items:

1. LEAs with EL students are required to have a LAU plan (EL handbook) and this will be reviewed on-site or uploaded to SharePoint if requested.
2. Schools will have evidence that parents were notified annually of EL services and assessment information.
3. Schools will have evidence of Home language surveys
4. Schools will have evidence of Language Acquisition Plans updated annually for all English learners.
5. Schools will have an awareness of identification process.
6. Schools utilize the WIDA Assessments.

Sample EL Documents

English Learner Program (EL)

Sample School District

2017-2018

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____

Dear Parent/Guardian of: _____

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT**.

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

| | | |
|----------|------------|---|
| Level A1 | Initiating | The student can imitate sounds and respond to familiar voices. |
| Level A2 | Exploring | The student can approximate routinely practiced words and respond to routinely practiced oral cues. |
| Level A3 | Engaging | The student can approximate words and phrases and can respond to an idea within familiar language. |
| Level 1 | Entering | The student knows and uses minimal social language and minimal academic language with visual support. |
| Level 2 | Emerging | The student knows and uses some social English and general academic language with visual support. |
| Level 3 | Developing | The student knows and uses social English and some specific academic language with visual support. |
| Level 4 | Expanding | The student knows and uses social English and some technical academic language. |
| Level 5 | Bridging | The student knows and uses social and academic language working with grade level material. |
| Level 6 | Reaching | The student knows and uses social and academic language at the highest level measured by this test. |

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- LAP is Attached (entrance or continuation)
- LAP will be written (entrance or continuation)
- Not applicable – student does not qualify
- Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact: _____

49

ELL Teacher Name

ELL Teacher Phone Number

Date

_____ SCHOOL DISTRICT

_____ School Year

Language Acquisition Plan for Student that are English Language Learners
Required under Federal Law (Title III, Sec 3302,)

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 | | CEL | |
| Other Contact Person | | Relationship | | Phone | | |
| 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 | | | | |

Alt. ACCESS criteria <https://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

KG WAPT & WIDA SCREENER INFORMATION

| Test | Date | Score | Level |
|-----------------|------|-------|-------|
| Speaking | | | |
| Listening | | | |
| Reading | | | |
| Writing | | | |
| Composite SCORE | | | |

ACCESS 2.0 INFORMATION

| Test | Date | Score | Level | Date | Score | Level | Date | Score | Level | Date | Score | Level | Date | Score | Level | Date | Score | Level |
|-----------------|------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|
| Speaking | | | | | | | | | | | | | | | | | | |
| Listening | | | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | | | |
| Composite SCORE | | | | | | | | | | | | | | | | | | |

ESL SERVICE

| | | | | | | | |
|--|--|--------------------------|--|---------|--|-------------|--|
| Date Identified EL | | Date Entered ESL Program | | Minutes | | Days a week | |
| Student will receive Direct ESL Pull-out Services for | | | | Year | | Semester | |
| 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 EL Status | | | | | | | |
| Expected date of Graduation (Grades 9-12 only) | | | | | | | |
| Student Name | | Last | | First | | Middle | |

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

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

| Designated Supports: | ACCESS 2.0 | SBAC | Science |
|--|------------|----------------------------------|---------|
| Repeat Directions | x | x | x |
| Simplified Directions | x | x | x |
| Translated Directions | x | x | x |
| Text to Speech | | All Math & ELA items | |
| Read aloud | | All Math & ELA items | |
| Flexible schedule | x | x | |
| Test environment | x | x | |
| Word-to-Word Glossary | | | x |
| Translated Glossary | | Math items | |
| Translation Stacked | | Math items | |
| Bilingual Dictionary | | ELA Performance task full writes | |
| Masking | | x | |
| Color Contrast | x | x | |
| Magnification | x | x | |
| Noise Buffer | x | x | |
| Scribe | | Non-writing items for ELA & Math | |
| Other: (must be approved by DOE before being used on State Assessment) | | | |

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

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: | |

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 EL Coordinator | | Parent |
| | EL Teacher | | Student |
| | Teacher | | Interpreter |
| | Teacher | | Date |

Notes/Thoughts/Questions

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Title IV, Part A
Student Support
and
Academic Enrichment
Grants

Title IV, Part A - Student Support and Academic Enrichment Grants

The purpose of Section 4101 is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

This is a new funding source for districts. LEAs that receive \$30,000 or more in SSAE funds must, at least once every three years, conduct a comprehensive needs assessment of the following:

- Access to and opportunities for, a well-rounded education for all students,
- School conditions for student learning to create a healthy and safe school environment,
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

LEAs that receive less than \$30,000 in SSAE funds do not have to conduct a formal needs assessment, but are encouraged to consider the needs above, as well as the following: when deciding how to spend SSAE funds:

- LEA needs,
- School needs,
- The LEA's objectives and intended outcomes,
- Stakeholder input, and
- Funding floors and ceilings on certain activities. It has transferability like Title II does so funds may be moved in to the Title I program for use under those rules.

LEAs should review the US Department of Education's guidance about identifying local needs on pp. 15-16 of ED's SSAE guidance document: <http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>. LEAs should also reference the Use of Funds Overview document found on the DOE website: <http://doe.sd.gov/ofm/documents/17-%20ESSAspend.pdf>.

Review Expectations: During a review, reviews will look for evidence that the information provided in the Consolidated Application is what is being implemented in the schools.

At A Glance Activities that may be supported by Title IV

Activities to Support a Well-Rounded Education

- College and Career Guidance
- Music and Arts to Support Student Success
- Science, Technology, Engineering, and Mathematics (STEM)
- Accelerated Learning
- Other Instructional Opportunities
 - * Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education,
 - * Foreign Language
 - * Environmental education.
- Volunteerism and Community Involvement
- Integrating Multiple Disciplines
- Other Activities


Activities to Support Safe and Healthy Students

- Evidence-Based Drug and Violence Prevention
- School-Based Mental Health Services
- Health and Safety Activities or Programs
- Addressing Trauma and Violence
- Addressing Sexual Abuse
- Reducing Exclusionary Discipline Practices
- Positive Behavioral Interventions and Supports
- Resource Coordinator

Activities to Support the Effective Use of Technology

- Professional Learning
- Technological Capacity and Infrastructure
- Delivering Courses through Technology
- Blended Learning
- Professional Development on Use of Technology in STEM Areas
- Access to Digital Learning Experiences

Parental Involvement



Title IV, Part B

*21st Century
Community
Learning Centers*

Title IV, Part B - 21st Century Community Learning Centers

As authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), the specific purposes of the 21st Century Community Learning Centers (21st CCLC) program are to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, such as youth development activities, service learning, nutrition and health education, physical fitness and wellness programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs and other ties to an in-demand industry sector or occupation for high school students, drug and violence prevention, counseling, art, music, recreation, technology education, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer the families of students, served by community learning centers, opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Eligibility and Funding Requirements: Eligible applicants are those who primarily serve students and the families of the students of high poverty schools. 21st Century Community Learning Centers programs must be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in a public elementary, middle, or secondary school. Applicants must demonstrate that they meet the statutory program requirements of serving students from schools eligible for school-wide Title I programs or schools with 40% or greater poverty based upon free and reduced lunch as determined using verified information.

Eligible applicants may be local education agencies, community-based organizations, including faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations and other public or private entities. A community-based organization is defined as a public or private for-profit or nonprofit organization that is representative of the community and has demonstrated experience or promise of success in providing education and related activities that will complement and enhance the academic performance, achievement and positive youth development of students. While all organizations are eligible to apply, they **MUST** be partnered with an eligible school to be considered for funding.

The grant cycle is 5 years. Grant awards range from \$50,000-\$150,000 per year for each of the 5 years.

Reservations: The State of South Dakota Department of Education reserves the right to cancel this solicitation if it is considered to be in its best interest. The State reserves the right to negotiate modifications to the application. The State reserves the right to reject any and all applications received as a result of this request for applications. The State reserves the right to consider equality in the geographic areas. The State reserves the right to consider the applicant's previous experience with the 21st CCLC program. The State has the right to consider the number of children served as well as grade levels targeted. The State reserves the right to assure that the grant recipients are competent, responsible and committed to achieving the objectives of the awards they receive. The State reserves the right to visit sites prior to awarding the grant to verify the content of the application. There will be few allowances to change the scope of grants once the grants are awarded, so be sure that the program proposed is one that can be carried out for the amount requested.

Legislation and Guidance: <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf>

The reviews for these programs are conducted independently of other Title I reviews.



Tribal Consultation

Section 8538

Requirements

and

Forms

Tribal Consultation

GUIDANCE FOR SOUTH DAKOTA ESSA TRIBAL CONSULTATION

Background

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965. Previously known as the No Child Left Behind Act (NCLB), this reauthorization gives more freedom to states to implement standards and accountability.

The ESSA allows educational stakeholders to enter a new era of education, one that requires timely and meaningful consultation. Meaningful tribal consultation, both in process and product, is the foundation that will best support Native Students. It will be helpful when local educational agencies (LEAs) approach consultation in the context of developing a mutually respectful relationship with tribes. A key component in working with tribal representatives and supporting Native youth is trust.

Introduction

Section 8538 of the Every Student Succeeds Act (ESSA), Public Law 114-95, requires affected local educational agencies (LEAs) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed to ensure timely and meaningful consultation occur on issues affecting American Indian (AI)/Alaskan Native (AN) students. This guidance is intended to serve as an overview of ESSA tribal consultation requirements and as guidance for South Dakota LEAs.

Tribal Consultation

ESSA provides unique opportunities for states, districts, and tribes to work together to strengthen education for Native students throughout the country. This guide is designed to create a framework for consultancy between tribes and school districts as mandated by law. The South Dakota Department of Education is available to support districts as they navigate the process to increase opportunities for successful consultation and engagement with stakeholders. This resource is meant to provide tribes and districts the high-level strategies necessary to build trusting, reciprocal, and long-lasting relationships with the Native communities in their respective regions.

ESSA Tribal Consultation Requirements

ESSA requires states and some districts to consult with tribal nations and communities in the development of their education plans. The act requires tribal consultation to be *timely*, and *meaningful*, but it does not define those terms.

Timely

The law states consultation "shall not interfere with the timely submission of the plan." This means the consultation process should begin as early as possible before the submission deadline to ensure consultation is timely and meaningful. LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs.

To support timely and meaningful consultation now and in the future, regularly scheduled meetings ensure initial feedback is incorporated and tribal leaders continue to have a voice in the ongoing implementation and review process of the plan. Collaboration vs. consultation is of more value when putting emphasis on the inclusion of tribal input and feedback. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

Meaningful

Consultation is meaningful when it occurs at the earliest possible date, prior to the development of a program, initiative, or policy to ensure that tribal views are respected and included in such plans. Tribal consultation is most effective when it is seen and understood as a process for continuous input and discussion.

Meaningful consultation is based on open communication and coordination that acknowledges and considers the views of all participants, and then seeks agreement on how to provide continuing assistance. The process of tribal consultation is equally important as the product. If tribal input is not reflected in how educational programs and services are administered to students, then we have missed a fantastic opportunity to support our AI/AN students.

Districts should work collaboratively with tribes to develop a common understanding of “meaningful” consultation, which is a requirement by ESSA, but not defined.

- An LEA should provide Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, an opportunity to provide input and feedback to the LEA on plans for any covered program.
- An LEA should consider providing a list of issues or questions on which the LEA seeks input, or provide draft plans for this purpose, in advance of the consultation.
- An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans.
- An LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

Affected LEAs

An affected LEA under section 8538 is one that *either*:

- 1) Has 50 percent or more of its student enrollment made up of American Indian (AI)/Alaskan Native (AN) students; **or**
- 2) Received an Indian Education Formula grant, from the US Department of Education, under Title VII in the previous fiscal year that exceeded \$40,000; **and**
- 3) Include a tribe located in the area served by the LEA.

The location of the tribe and the area that the LEA serves will determine who the LEA must consult with, not the representation of the students.

- If there is an Indian reservation located in the jurisdiction or bordering the jurisdiction of the affected LEA, the LEA must consult with that tribe, or with a tribal organization approved by the tribe.

The Bureau of Indian Affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community of practice website under “Additional Resources”: <https://easie.grads360.org/#communities/pdc/documents/9980>. To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: <http://www.ncai.org/tribal-directory> or see Appendix 1 in the full guidance document that may be found on the SD DOE Title website: <http://doe.sd.gov/title/>.

Covered Programs

Affected LEAs are required by ESSA to consult with tribes on plans or applications for programs covered under the following:

- Title I, Part A (Improving Basic Programs Operated by State and Local Education Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)

- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-Income School Programs)
- Title VI, Part A, Subpart 1 (Federal Indian Education Formula Grants to Local Education Agencies)

Appropriate Officials

The term “appropriate officials” means:

- Tribal officials who are elected; or
- Appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under Section 8538.

There are many stakeholders that should be included in the tribal consultation process. Affected LEAs and their chosen representatives should begin the conversation with a tribal nation near your district. This may be the tribal education directors or tribally elected officials, but should be up to the tribes to choose who represents their voices in the process of consultation. Tribal parents and local parent advisory committees should also be represented in the collaboration and consultation processes.

Consultation Process

Consultation occurs when affected school district meets or exchanges written correspondence with a tribal leader (and/or their designee) to solicit a Tribe's official input, comments, and recommendations on programs and resources affecting American Indian/Alaskan Native students. However, consultation may also be initiated by tribal leaders or their designees.

Consultation shall occur on a regular basis and may occur on an “as-needed” basis as well when the Indian tribes and/or LEAs raise issues that need to be addressed regarding the use of federal funds and programs administered by an LEA. When decisions about policy or programming are reached, communication between consultation entities is crucial.

For the consultation process to be successful, all parties should be informed of dates for upcoming meetings, including both tribal consultation meetings and information or input meetings that are open to the public. Consultative parties should be provided with information on proposed programs, formats and submission agreements, and notified of significant changes in plans.

As part of meaningful consultation, tribes should be provided with, or should be able to receive on request:

- Dates for upcoming meetings, including tribal consultation meetings and information or input meetings that are open to the public.
- Deadlines for plan development and submission.
- Information on proposed programs.
- Formats and submission information for tribal input.
- Notification of significant changes in plans.
- A final copy of plans or applications.
- Contact information for district personnel or members of committees.
- Presentations from state or local representatives about existing programs so that tribes have clarity regarding how the programs operate in the local, district or state context.
- Information on the evidence on which planned activities are based.

Required Documentation

Each LEA must maintain in their records and, for State-administered ESEA programs, provide to the State Education Agency (SEA), a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place (US Dept. of Education).

LEA *Confirmation of Tribal Consultation* will be due as an annual upload to the GMS as part of the Consolidated Application which will be due on July 1st of each year beginning in 2018 for the SY 2018-2019.

The South Dakota Department of Education has developed Guidance for ESSA Tribal Consultation and a form for the required *Confirmation of Tribal Consultation*. This form and the guidance document can be found at <http://doe.sd.gov/oess/titlei.aspx> under the Resources Section – School Year 2017-2018. This form must be kept at the LEA office, and uploaded to the GMS Consolidated Application Tribal Consultation Tab. If a LEA or Tribe has another type of documentation to show that this consultation has occurred, it may be substituted for the supplied form.

Combined Consultation

An LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O'Malley program. An LEA may only do so, however, if the activity in question – i.e., the consultation – meets all the requirements of each program. The LEA should involve the local tribe or tribes in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, and that meets the requirements of the various programs.

USED Resources

The US Department of Education has published a Dear Colleague letter and a frequently asked questions document on ESSA tribal consultation which you can find on the SD Title website at: <http://doe.sd.gov/oess/titlei.aspx> currently under the Resources Section – School Year 2017-2018. The US Department of Education may offer assistance or provide other information upon request. Please contact the Office of Indian Education at IndianEducation@ed.gov.

Review Expectations: The LEAs that are required to provide consultation will have these documents uploaded in to the GMS prior to the review. The DOE reviewer will provide Technical Assistance if necessary.

Tribal Consultation Forms



FY 20__ Confirmation of Tribal Consultation For School Year Ending June 30, 20__

This form affirms that the requirements for tribal consultation, as set forth under Section 8538 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA), have occurred between the Local Education Agency (LEA) and Tribal Leader/Representative.

This is an official document that should be used by districts and tribal leaders to document all consultations. A separate signature is required for each official tribal representative present.

The Tribal Official(s) agree that timely and meaningful consultation occurred and that the LEA provided the opportunity to provide input and to contribute to the LEA Consolidated Application plan.

Name and Title of Tribal Official Contacted: _____

Tribal Official Signature

Date

The Tribal Official(s) agree that timely and meaningful consultation occurred and that the LEA provided the opportunity to provide input and to contribute to the LEA Consolidated Application plan.

Name and Title of Tribal Official Contacted: _____

Tribal Official Signature

Date

Check if the Tribal Official(s) and/or tribal agency did not respond to the LEA's repeated good-faith attempts for tribal consultation.

List Tribal Official(s) and/or tribal organizations that did not respond to the LEA's repeated attempts for Indian tribal consultation.

1. _____
2. _____
3. _____

FY 20__ Confirmation of Tribal Consultation For School Year Ending June 30, 20__

LEA Affirmation and Signature

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESEA as amended by ESSA.

We agree that we have participated in meaningful and timely discussion on each Title under ESSA and the LEA has chosen to participate in the programs marked below.

- Title I, Part A (Improving Basic Programs Operated by State and Local Education Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-Income School Programs)
- Title VI, Part A, Subpart 1 (USED Indian Education Formula Grants to Local Education Agencies)

We agree that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under section 8538.

Name of
LEA: _____

| | |
|---------------|------|
| LEA Signature | Date |
|---------------|------|

| | |
|---------------------------|------|
| Tribal Official Signature | Date |
|---------------------------|------|

| | |
|---------------------------|------|
| Tribal Official Signature | Date |
|---------------------------|------|

This form must be kept at the LEA office, and uploaded to the GMS Consolidated Application Tribal Consultation Tab.

If such Tribal officials do not provide such affirmation within a reasonable period of time, the affected LEA shall forward documentation that such consultation has taken place to the SD DOE as an upload to the GMS Tribal Consultation Tab.

Resources

DOE SharePoint Site

Use this site to maintain district and school documents for Title Programs. There are also sample documents required for compliance in the Title Programs available in electronic format. Access to the site must be granted for security purposes. Request access through the box that comes come up if necessary or contact the LEAs Representative in the Title Office.

<https://stateofsouthdakota.sharepoint.com/sites/doeext/DESS/SitePages/>

DOE Website and DOE Title Website

<https://doe.sd.gov/>

<https://doe.sd.gov/title/index.aspx>



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