

TITLE NEWSLETTER

Winter

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Letter From the New Title 1 Director!

Greetings!

I have been the Title I Director since early November and Janet Ricketts was right when she said that there is never a dull moment in this department. The primary focus the first month was in meeting the deadlines for the School Improvement Grant (SIG) and Consolidated State Performance Report. I am happy to say that due to incredible teamwork we completed everything on time and those deadlines were met.

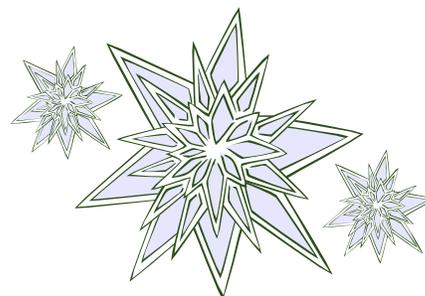
My experience in education includes; classroom teacher, building principal, university department chair and college professor. I can honestly say that this is the most interesting position I have held.

Personally, my family consists of myself and three grown sons, better known as the Murano boys, two wonderful daughters-in-law, one spectacular granddaughter, and my most interesting mother. Rocco (Marcy) & Audrey is the Senior Waterfowl Biologist for South Dakota GF&P, Doug (Jess) is a magazine editor and writer for the USD alumni association, and Joel who is a senior rangeland major at SDSU. Joel has just

been hired by the Natural Resources Conservation Services, so he will have a fulltime position upon graduation. My mom is the glue that keeps everyone together and at 87 just recently learned how to use the internet and has experienced all the joys of online shopping.

As you can see I have spent a lifetime in education and I live by this educational philosophy: *In every family there are moments that change a family's history. For my parents their history was changed when they became the first ones in the family to graduate from high school. I truly believe that if you help a student receive an education you can change their family's history forever.*

Dr. Kristine Harms



Federal Programs Review Findings To Avoid

What is a Finding?

A finding results when the DOE conducts a Title 1 Review of a school district and finds that they are not implementing a component of the Elementary and Secondary Education Act. When Findings occur a school district has a specified amount of time to remedy the situation and report back to the DOE with appropriate documentation or plan of implementation.

Schools Up For Review 2011-2012

***2011-2012 Title Reviews

(Preliminary Title I Part A regular allocations for school year 2009-2010)

On-site Review	*Desk Review
Andes Central	Alcester-Hudson
Avon	Arlington
Bon Homme	Big Stone City
Brandon Valley	Canistota
Brookings	Centerville
Dell Rapids	*Colman-Egan
Doland	Corsica
Eagle Butte	Edgemont
Faith	Elk Mountain
Gayville-Volin	Elk Point-Jefferson
Gregory	Estelline
Groton Area	Frederick Area
Huron	*Harding County
Jones County	Henry
Lead-Deadwood	Hitchcock-Tulare
Lemmon	Hurley
Menno	Irene-Wakonda
Mobridge-Pollock	Marion
Pierre	Montrose
Scotland	Northwestern Area
Smee	Parker
Timber Lake	Roslyn
Wagner	Summit
Waubay	Viborg
Webster Area	*Willow Lake
Winner	Wolsey Wessington

*Each year, three random selections will be made from this list and those districts will be reviewed on-site.

***There may be revisions to this list, if significant findings were identified either during an on-site or desk review conducted during the 2010-2011 school year.



Role of Paraprofessionals—Finding will result if:

- Paraprofessionals routinely take students out of the classroom and work with them without remaining in close proximity of the highly qualified teacher.
- Paraprofessionals are responsible for lesson plans and activities.
- Paraprofessionals “teach” guided reading, vocabulary, math, etc.
- If the word “teach” comes in to play, it will probably result in questions as a paraprofessional CANNOT “teach”. They may “support” and “assist”, but not “teach”.
- Paraprofessionals assess student progress.
- Paraprofessionals provide core instruction instead of intervention support.

Parent Involvement Policies—Finding will result if:

- There is only a district policy which is used as the school policy as well.
- The required components of each policy and compact are not present.
- The policy for each school is the same.
- The policies have not been reviewed annually or with parent input.

Parent Involvement Excellent-Excellent-Excellent Resource

Beyond the Bake Sale



Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.

Packed with tips from principals and teachers, checklists, and an invaluable resource section, *Beyond the Bake Sale* reveals how to build strong collaborative relationships and offers practical advice for improving interactions between parents and teachers, from insuring that PTA groups are constructive and inclusive to navigating the complex issues surrounding diversity in the classroom.

http://www.thenewpress.com/index.php?option=com_title&task=view_title&metaproductid=1296

Transition & Coordination Plan Requirements



The district coordination and transition plan must be developed with the input of Even Start, Head Start, Reading First, Early Reading First, and other preschool / childcare programs as well as parents, community and LEA staff.

- Indicate who is on the planning team by agency and role.
- Establish meeting times, dates, places and include this information in the plan.
- The LEA should document planning efforts with a short written narrative.

Coordination and Communication

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

Transition Process

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

Steps in Transition Planning

1. Assess current practices
2. Identify transition activities
3. Implement planned activities
4. Evaluate past transition practices involving all agencies and parents in the evaluation.
5. Review and revise transition process as necessary

Professional Development

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

Who can assist with providing professional development and training?

- The following list includes some of the possibilities in South Dakota.
- Head Start staff can provide training.
 - Child Care Services with the Department of Social Services has EC Enrichment programs that provide professional development and training for child care providers.
 - ESA staff with EC background.
 - Early Childhood Special Education providers
 - Birth to Three service coordinators
 - University professors
 - Department of Education staff

Parent Involvement and Education

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

Evaluation

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

Additional Resources:

Child Care Services

<http://dss.sd.gov/childcare/>

Education and Training on the right hand side EC Enrichment

Students Experiencing Homelessness

DOE Rights Brochure -

<http://doe.sd.gov/oess/title/homeless/docs/homeless%20brochurecolor.pdf>

Responsibilities of Liaisons -

<http://www.serve.org/nche/downloads/briefs/liasons.pdf>

Identification -

<http://www.serve.org/nche/downloads/briefs/identification.pdf>

National Association for the Education of Homeless Children and Youth -

<http://www.naehcy.org>

National Center on Homeless Education -

<http://www.serve.org/nche>

National Law Center on Homelessness & Poverty -

<http://www.nlchp.org>

Horizons for Homeless Children -

<http://www.horizonsforhomelesschildren.org>

Department of Education <http://doe.sd.gov/>

Coordination and Transition Components Coordination and Transition Guide

USED Preschool Guidance

Serving Preschool Children Under Title I

Provides the rationale for using Title I dollars

for preschool services, identifies the components of a quality program, and addresses many administrative issues. GO >

SDAIEYC - <http://www.sdaeic.org/>

NAEYC - <http://www.naeyc.org/>

Look for new book on Developmentally

Appropriate Practices, 3rd Edition

SDPIRC -

<http://www.sdpiirc.org/content/sdprn/default.htm>

Recognition and Response -

<http://www.recognitionandresponse.org/>

Recognition and Response is an early childhood program similar to RtI (Response to Intervention) for older students. Located on this web site is the following link with numerous links for transition to kindergarten resources:

Transition to Kindergarten Resources on the Web

<http://www.recognitionandresponse.org/content/view/24/39/>



Checklist for Schoolwide Programs- What Research Says Works!

Are we on track for success?



- ✓ Is our schoolwide plan for improvement based on the needs of our children and our school?
- ✓ Does our schoolwide plan truly raise the academic achievement of ALL the students at our school, or do some get left behind?
 - ✓ Are we providing extended services to students who need them?
- ✓ Do staff members know our schoolwide goals and the plans we have designed to try and reach those goals?
- ✓ Do all teachers employ research-proven strategies in their classroom teaching? (multiple intelligences, brain research, thematic-based, etc.) Has classroom instruction changed since we first began our schoolwide reform plan?
- ✓ Do we use student assessment as a means to improve classroom instruction? Are we accountable when our students do not meet the academic goals we have set for them?
- ✓ Do our schoolwide goals, and our mission of raising academic achievement of all students, guide every single decision we make? Does our mission guide decisions we make about--
 - curriculum
 - instructional strategies (including lesson plans)
 - professional development
 - scheduling
 - budget
 - use of staff time
 - building space
 - extra-curricular activities
- 

- ✓ Are parents involved in the schoolwide program? Are they provided with ideas on how to help their child at home? Are they treated as partners with the school in achieving schoolwide goals?
- ✓ Do all classroom teachers communicate regularly with the parents, including communicating about the schoolwide goals and their child's progress toward these goals?
 - ✓ Is preschool transitioning an effective part of our schoolwide plan?
 - ✓ Do we truly maintain a "NO EXCUSES!" theme for student failure, regardless of the problems facing the student, including home-related or other circumstances?
 - ✓ In spite of challenges, setbacks, and failures, do school leaders continue to try and reach schoolwide goals?
 - ✓ Do we employ only a highly qualified staff?
- ✓ Are the school leaders knowledgeable and supportive of schoolwide efforts by allowing teachers to make important decisions about the school?
 - ✓ Is every moment of the instructional day dedicated to raising student achievement?
 - ✓ Is the schoolwide plan a collective responsibility, or has the Title I program remained a separate entity?
 - ✓ Have we aligned instruction to the State standards and assessments?
- ✓ Is professional development the cornerstone of our schoolwide plan, with school leaders creating opportunities for teachers to work, plan, and learn together around instructional issues?

Identifying and Assisting English Language Learners

Updated: Dec. 21, 2010



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

STEP 1. How do schools identify ELL students?

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

http://doe.sd.gov/oats/documents/ELA_Surveyquestions.pdf

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

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

STEP 3. Where would a school find the W-APT assessment, and how do we administer it?

You will find the W-APT at: <http://www.wida.us/states/SD/index.aspx> or <http://www.wida.us/assessment/w-apt/index.aspx>. To gain access to this assessment, you must have a login/password. This information can only be given to district testing coordinators.

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

- A. W-APT criteria to classify students in **grades 1-12** as ELL is a composite score lower than 5.0.
- B. Identification of ELLs for **Kindergarten W-APT Option #1**. The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in pre-K through 1st semester of grade 1. (It cannot be given earlier than May prior to entering kindergarten.)

Criteria for Option 1:

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

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

Criteria for Option 2:

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

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

Once a student has been identified as an ELL student, you must go into Infinite Campus and mark the status of this student.

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

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

http://doe.sd.gov/oats/documents/ELL_LanguageAcquisitionPlan_Sample.pdf

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

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

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

To exit a student from an ELL status, the student must obtain an Overall Proficiency Level of 4.8 or higher on Tier B or C **AND** in the Reading and Writing domains must be 4.0 or higher of the ACCESS assessment.

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

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

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

For questions related to the W-APT or ACCESS assessments, please contact Gay Pickner at (605) 773-3247 or Gay.Pickner@state.sd.us





The College Cost Reduction and Access Act

The College Cost Reduction and Access Act (CCRAA), signed into law in 2007, includes specific provisions designed to remove barriers to accessing federal financial aid for college for unaccompanied homeless youth. The Act enables unaccompanied homeless youth to be qualified as “independent students” for the purposes of filling out the FAFSA, thereby removing the need for these youth to provide parental financial information and a parent signature. Youth must be verified as unaccompanied and homeless, or as unaccompanied, at risk of homelessness, and self-supporting during the school year in which they apply for aid. Because many unaccompanied homeless youth have no contact with their parents or access to their financial information or support, the “independent student” designation is critical to enable them to complete the FAFSA.

Verification of independent student status must be made by one of the following:

1. A school district local homeless education liaison;
2. A U.S. Department of Housing and Urban Development emergency shelter program director or its designee;
3. A Runaway and Homeless Youth Act program director or its designee; or
4. A college financial aid administrator

If a youth becomes homeless and unaccompanied after graduating high school and has not stayed in a HUD- or RHYA-funded shelter, he or she will need to depend on a financial aid administrator to make the independent student designation the U.S.

(Information provided by the National Center for Homeless Education funded by a grant from US ED. Go to <http://center.serve.org/nche>, call the NCHE helpline at 800-308-2145 or DOE Laura.Johnson-Frame@state.sd.us at 605-773-2491)



Unaccompanied Youth

Unaccompanied youth include young people who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. These young people are separated from their parents for a variety of reasons. Over half report being physically abused at home, and over one-third report sexual abuse. Over two-thirds report that at least one of their parents abuses drugs or alcohol. For many of these young people, leaving home is a survival issue. Other youth are thrown out of their homes because they are pregnant, gay or lesbian, or because their parents believe they are old enough to take care of themselves. Over half of youth living in shelters report that their parents either told them to leave or knew they were leaving and did not care.

Once out of the home, unaccompanied youth are frequently victimized. As many as half have been assaulted or robbed; and one in ten runaways reports being raped. School may be the only safe and stable environment available to unaccompanied youth. Yet unaccompanied youth often face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. Unaccompanied youth also may not understand their educational rights or know how to acquire this information.

The Role of the McKinney-Vento Act

The education provisions of the McKinney-Vento Act, which are now incorporated within No Child Left Behind, ensure educational rights and protections for children and youth experiencing homelessness. The law directly applies to homeless unaccompanied youth who also receive some special attention within the Act. Each school district in the United States has a homeless liaison established by the district to identify students, ensure their rights, and ensure the district provides necessary services. Ask for the name and phone number of your district liaison and refer students who may be living as unaccompanied youth to this person. At the DOE, you may contact Laura.Johnson-Frame@state.sd.us or 605-773-2491. (Article provided by the National Center for Homeless Education funded by a grant from US ED. Go to <http://center.serve.org/nche>)



Meeting the Needs of Migrant Children

What is MMERC?

MMERC was founded in 1983 from a grant from the Minnesota State Department of Education. MMERC's mission is to assist school districts in meeting the needs of migrant children. This is accomplished through services that historically have changed to meet the varied and mobile needs of the migrant population.

What type of services does MMERC provide?

Free access to educational materials
audiovisuals
books, including many which are bilingual or multicultural
games and manipulatives for hands-on learning
teacher and parent references
materials appropriate for the ESL student
Teacher workshops

How do you request MMERC's materials?

Schools that qualify for services can select materials from either a printed or on-line catalog. The printed catalog is divided by subject areas and distinguished between printed, visual, or game formats. The on-line catalog has many search features. Patrons may order via fax, e-mail or phone. Orders are sent and picked up by UPS at no cost to the user.

Using Priority for Services to Target Migrant Students Most in Need of Services

In order to identify the migrant students in the MEP most in need of services and to serve those students before all other migrant students, an MEP **must** use the following four categories of migrant students identified as a Priority for Services. The students with the highest priority for services are as follows:

Priority One:

Those eligible migrant students who are failing or at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within the current or last regular school year or a move within the current or last school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days, are the students who are a Priority One for MEP services. Documentation of "at risk of failing" for students in grades K-2 could be a Developmental Checklist, a language proficiency test, off-grade SAT 10 test score, reading test score, teacher-made tests, etc. For students in other grades an eligible migrant student might be defined as at risk of failing by performing at basic or below on the Dakota STEP, below grade performance on teacher-made tests, a student file review 3 might indicate below grade performance, or a migrant records transfer indicates enrollment in an MEP in another state or district. Those migrant students functioning at or below basic levels in academic achievement **and** who have made a qualifying move within the current or last regular school year would be the **first priority** for MEP services.

Priority Two:

Those eligible migrant students who have been identified as limited English proficient must be considered for supplemental migrant educational services if they have not completed their 36 months of MEP eligibility. Students whose first language is not English might be at risk of failing to meet high academic content and achievement standards if they do not receive additional support and services are the **second priority** for MEP services.

Priority Three:

Those unduplicated eligible migrant students in grades K-12 who are at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within a previous regular school year or a move in a previous regular school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days and whose Certificate of Eligibility (COE) indicates an interstate or intrastate move more than 11 months ago, but fewer than 36 months ago are the **third priority** for MEP services.

Priority Four:

Those students in the school district's boundaries who are eligible migrant students and between the ages of 3 and 5 years must be considered for services. Many eligible migrant students who are not yet of school age experience the same educational risks as those students who are identified as priority one, two and three students. Many are non-English speakers, have experienced recent interstate or intrastate moves and have had little if any exposure to the educational system. These students are at risk of failing to meet high academic content and achievement standards if the factors that impact the child's performance are not mitigated before the child is enrolled in school and are considered to be the **fourth priority** for MEP services.





Supplemental Educational Services Frequently Asked Questions:

What are supplemental educational services?

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in schools that have not met State targets for increasing student achievement (adequate yearly progress) for three or more years. These services may include tutoring and after-school services. They may be offered through public- or private-sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies and faith-based organizations. Private-sector providers may be either nonprofit or for profit entities. States must maintain a **list of approved providers** across the state organized by the school district or districts they serve, from which parents may select (see Q-and-A below "Can parents choose providers for tutoring and other supplemental educational services?"). States must also promote maximum participation by supplemental educational services providers to ensure that parents have as many choices as possible.

Which children are eligible to receive supplemental educational services?

Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services. In South Dakota, the schools in need of improvement are referred to by the different levels. Supplemental Educational Services are available for schools in Level 2, 3 or 4 of school improvement.

Are parents notified about supplemental educational services?

Yes. Local education agencies are required to provide annual notice to parents of eligible children about the availability of services and information on the approved providers.

Can parents choose providers for tutoring and other supplemental educational services?

Yes, parents of eligible children can choose from the list of state-approved providers. Most states have approved a diverse list of providers, as mentioned above. Upon request, the local education agency will help parents determine which provider would best fit their child's needs. When parents have made their selection, the local education agency must then contract with that provider to deliver the services.

What action can parents take if their child is eligible for tutoring or other supplemental educational services, but their school or district does not offer them?

Districts receiving Title I funds must offer free tutoring and other extra help to eligible students, as described above. If eligible students are not being offered these services, parents are encouraged to contact their state department of education.

How are providers of supplemental educational services held accountable?

States must develop and apply objective criteria for evaluating providers and monitor the quality of services that they offer. In addition, supplemental services providers must give to parents, as well as to the school, information on their children's progress.

Are there limits to the amount a district is required to pay for SES per student?

Yes. The actual cost of services can be equal to the amount of Title I funds the district receives for each low-income child or the cost of the services themselves, whichever is the lesser amount.

Schoolwide Plans:

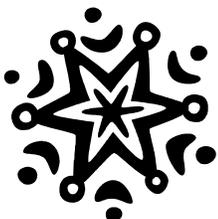
Must be annually reviewed and evaluated.
Must have the following 10 components:

1. Comprehensive Needs Assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers.
4. Plan for high quality and ongoing professional development for teachers, principals, and paraprofessionals.
5. Strategies to attract high-quality highly qualified teachers.
6. Strategies to increase parental involvement.
7. Transition plans for students from early childhood programs to elementary programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs.

If you need technical assistance, please call Dawn Smith @ 773-2535 or your program representative.

Schoolwide Program Findings Will Result If:

- There is not a current copy of the schoolwide plan.
- Schools are not operating from a current plan .
- There is no evidence that a true schoolwide program is being operated.
- The 10 required components are not represented in the SW plan.



Federal Programs Review Findings To Avoid

ADDRESSING PARENT QUESTIONS REGARDING RTI



Parent involvement is a central part of the traditional educational system, and equally important when your school implements Response to Intervention (RTI). The focus of this article is to explain RTI as it pertains to parents of children who may be at-risk for academic and/or behavioral difficulty.

RTI is different than services parents may currently be familiar with, it provides more interventions earlier. It strengthens the ability of classroom teachers to help a wider range of students, by supporting them in making data-based instructional decisions about individual students, including those that may participate in a special education or Title program.

Here are five questions parents frequently ask about RTI:

1. **How is RTI different from special education?** One major difference is the emphasis on early interventions for children who are at risk for academic and/or behavioral problems. The idea is to intervene early with research-based strategies before a child fails and becomes so far behind that they require special education.
2. **What are the advantages of RTI?** Response to Intervention has been developed to prevent unnecessary academic failure, implement research-based interventions for all students, prevent unnecessary referral to special education, and increased parental involvement at all three tiers of the process.
3. **What interventions will be used?** The South Dakota model for Response to Intervention includes a three tiered approach. Tier I is the general education classroom with good research-based instruction and qualified staff. Frequent communication with parents at this level plays an important part in the success of the process and the student. Parents should be encouraged to attend school functions, such as parent-teacher conferences, in addition to monitoring and assisting in homework, supporting and reinforcing the classroom teacher, and praising the child for good work. If a child is struggling, it might be necessary for the school to implement targeted interventions at Tier II or Tier III. Parents may make suggestions concerning interventions or strategies for their child, and should continue to be notified of his/her progress. Keep in mind, parents may request that an evaluation be conducted at any time during the process if they have concerns about their child.
4. **How will I know what's going on with my child's education?** Again, frequent communication between school and home plays an important part in the success of the process and the student. Parents may request to be notified of team meetings, and may be a vital team member concerning academic and/or behavioral strategies specific to their child.
5. **What if my child continues to struggle?** Not all interventions work for every student. Be sure parents know that RTI enables schools to continue to respond to the needs of students. If attempts are unsuccessful in the tiered approach, it is sometimes necessary to make a referral for an evaluation. This assessment will determine if your child has a disability and needs special education – specifically designed instruction for an eligible student. This is a very formal process, and parental involvement is necessary.

For more information about the South Dakota model for Response to Intervention, please contact the Department of Education at 605-773-6708 or visit the SDDOE Response to Intervention website:

http://doe.sd.gov/oes/sped_RTI.asp

Federal Monitoring to Include Only School Improvement Grant (SIG) of Title 1 Program

The SD Department of Education will have a federal review this upcoming spring with a slight change from the original plan. Initially the federal review was to cover all of Title 1 programming but we have since been notified that the only monitoring that will take place includes SIG. School districts will be given as much advanced notice as possible if visits for monitoring are needed.



Parent Information Resource Center

SDPRN provides information and training to effectively engage families in the educational success of children. SDPRN has developed informational materials and training opportunities for parents and educators that are grounded in relevant research and best practices. Visit their website at www.sdpirc.org or phone (1-800-219-6247) the staff to see what they can do to assist you as you work to engage families in education.



Education Bits



Homelessness Webinars

Coming in March 2011

The DOE will host a Homelessness Webinar that will assist school districts in ensuring end of the year is correctly reported.

Data Entry Providing Information and Collaboration with the Community Rights for Parents

The Homeless Guidance is available at:
<http://www.doe.sd.gov/oess/TitleXpartC.asp>

For more information, contact:
Laura Frame-Johnson at (605) 773-2491
Laura.Johnsonframe@state.sd.us

Consolidated Application Webinars

Coming in April 2011



The DOE will host a webinar to:

- ✓ Assist school district in filling out and submitting their applications in an efficient and timely manner
- ✓ Avoid common errors
- ✓ Question & Answer Session

For more information, contact:
SD Department of Education at 605-773-6400



The 21st Century Community Learning Centers Program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

Applications for 2011 are now being accepted and will be awarded based on the availability of federal funding. The due date for applications is Feb. 18, 2011.

<http://doe.sd.gov/oatq/21cent.asp#aps>

Please contact [Sue Burgard](#) at 605-773-5238, or [Jill Cotton](#) at 605-773-4693 with any questions regarding the 21st Century Community Learning Centers grant or application process.

2011 SDAEYC/SDHSA Conference [Sheraton Hotel and Convention Center](#)

Sioux Falls, S.D.
April 14-16, 2011



<http://sdheadstart.org/2011conference/>

Ensure that you take part in the largest conference on Early Childhood Education SD



South Dakota 21st Century Community Learning Centers Conference

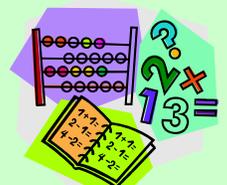
Plans are now being made for the 2011 South Dakota 21st Century Community Learning Centers Conference to be held **June 27-28** in Pierre, SD.

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

SDCTM/SDSTA JOINT SPRING CONFERENCE

Crossroads Events Center, Huron South Dakota
February 3-5, 2011 1-800-876-5858

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





Title I School Parent Compact



The Title I school-parent compact is a written agreement between schools/teachers and parents. It is a document that clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I funds must develop a compact. The compact serves as a tool to clarify everybody's responsibility to take action at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community -- parents, teachers, principals, students, and concerned community members -- agree to share responsibility for student learning. If written effectively and with the input of all concerned parties, the compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students. The Compact is a component of the school level parent involvement policy.

TITLE I SCHOOL-PARENT COMPACT

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

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

*****REQUIRED SCHOOL-PARENT COMPACT PROVISIONS*****

School Responsibilities: Describe how the school will...

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** *Specifically, those conferences will be held:*
3. **Provide parents with frequent reports on their children's progress.** *Specifically, the school will provide reports as follows:*
4. **Provide parents reasonable access to staff.** *Specifically, staff will be available for consultation with parents as follows:*
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parent Responsibilities Describe how the parents will support their child's learning

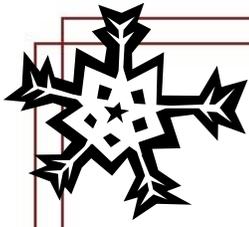
Include information that will help parents and students know how to do what's expected, some examples follow.

- Let the teacher know if my child has any problems with learning.
- Use reading and math materials the school sends home each week to help my child.
- Read to my child 20 minutes a day.
- Keep a list of new words, and link letters to sounds.
- Play numbers games with my child every week
- Help my child see how to use reading and math to pursue his/her interests and goals.

Optional Student Responsibilities might include:

- Be sure to make the student responsibilities are age appropriate.
- Complete my class work and let my teachers and family know if I need help
- Read everyday and or be read to
- Talk about school and share a learning experience with my family

For more information on developing Title I School/Parent compacts visit the parent involvement guidance at <http://doe.sd.gov/oess/TitleI.asp#sec1118> or http://www.ncpie.org/nclbaction/SchoolParent_Compact.pdf .



south dakota DEPARTMENT OF EDUCATION

Learning. Leadership. Service.



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Visit us on the web!

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