

Language Instruction Educational Program

Table of Contents



LEA Information Table	2
Introduction and Instructions	3
I. Assurances	4
II. Language Instruction	6
III. Parent and Family Involvement	11
IV. Professional Development	14
V. Civil Rights Requirements	17

Language Instruction Educational Program

LIEP Dates

Date created:	Date last updated:
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LEA INFORMATION

LEA Name:	LEA Address:	City/State/Zip Code:	County/District Number:
NOWATA PUBLIC SCHOOLS	707 W. OSAGE AVE.	NOWATA, OK 74048	53
Superintendent Name (Print):		Superintendent's Signature (Certifies District Plan):	
CHRIS TANNER		 	
Telephone:		Email Address:	
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Introduction

Title I of the Every Student Succeeds Act of 2015 (ESSA) required that all Local Education Agencies (LEAs) receiving Title I and/or Title III funds provide a Language Instruction Educational Program as described in Title III of ESSA. Furthermore, the Individuals with Disabilities Education Act (IDEA), the Civil Rights Act, and the Equal Education Opportunities Act (EEOA) all contain requirements regarding educational programs intended to bring English learners to proficiency. This document is intended to assist LEAs in meeting Federal and State planning requirements and to ensure compliance with the various legal requirements.

This document is divided into four sections: Assurances, Language Instruction, Parent and Family Involvement, Professional Development, and Civil Rights Requirements. Apart from the Assurances, each section is composed of a number of required questions followed by an optional table to assist in identifying areas for improvement and creating a plan of action to address those areas.

Instructions

Assurances: By checking the box at the top of the page the LEA Superintendent certifies that the LEA is in compliance with the various mandated activities.

Sections II-V: In each of the following sections answers should be composed in the text boxes provided. There is no word or character limit. Following the required questions, there is an optional planning table for identifying areas for improvement and creating a plan of action to address any such areas identified.

Assurances

(ESSA, Secs. 11112, 3116; Civil Rights Act, Title VI; IDEA, Sec. 614; 20 U.S.C. 33, Sec. 1414)

X By checking this box, the Superintendent certifies that:

1. The LEA has adopted and employs processes and procedures for the timely and reliable identification of English learners;
2. The LEA, within 30 days of the beginning of the school year,¹ informs parents of an English learner identified for participation or participating in such a program, of
 - a. the reasons for identification as an English learner,
 - b. the child's level of English proficiency,
 - c. the methods of instruction used in the program in which their child is participating and the methods of instruction used in other available programs,
 - d. how the program will meet the educational strengths and needs of their child,
 - e. how such a program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation,
 - f. the specific exit requirements, including the expected rate of transition into classrooms that are not tailored for English learners, and the expected rate of graduation from high school,
 - g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child,

¹ or within two weeks of identification when a student enrolls after the initial 30 days of the school year.

- h. information pertaining to parental rights that includes written guidance
 - i. detailing the parents' right to have their child immediately removed from such program upon their request;
 - ii. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - iii. assisting parents in selecting among various programs and methods of instruction.
- 3. In making a determination of eligibility for support under IDEA, limited English proficiency is not a determining factor;
- 4. The LEA strictly avoids any unnecessary segregation of English learners in the language assistance program;
- 5. The LEA duly notifies parents of dual-identified EL/SPED students of how the language assistance program intends to meet the objectives of the student's IEP;
- 6. The LEA duly documents parents' decision to opt a child out of a language assistance program;
- 7. The LEA ensures that every EL student in the district participates annually in the state ELP assessment;
- 8. The LEA adheres to state policy regarding the process and criteria for exiting English learners from the language assistance program;
- 9. The LEA monitors the academic progress of former English learners for at least two years after the student exits the language assistance program;
- 10. The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners;
- 11. The LEA will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start Agencies, and other early childhood education providers.

II. Language Instruction

1. Describe the LEA process to ensure meaningful communication with parents of English learners in a language they can understand about the scope and nature of the English language services to be provided to their child and their right to decline enrollment in the program or to remove the child from the program.

REVIEW HOME LANGUAGE SURVEYS. WILL DO A FAMILY INTERVIEW. DETERMINE IF STUDENT HAS OR IS IN NEED OF AN IEP. REVIEW PREVIOUS ACADEMIC RECORDS. SCREEN FOR ENGLISH LANGUAGE PROFICIENCY. DETERMINE IF THE STUDENT HAS LIMITED OR INTERRUPTED FORMAL EDUCATION. DETERMINE THE MOST APPROPRIATE LANGUAGE INSTRUCTION. NOTIFY PARENTS.

2. Describe the LEA's steps to meet the English language and academic needs of English learners who have opted out of the language educational program.

WE WILL CONTINUE TO MONITOR STUDENTS AND CONDUCT THE NECESSARY SCREENINGS. REVIEW THE DATA AND CONSULT WITH STAKEHOLDERS.

3. Indicate the strategy or strategies implemented in the LEA's Language Instruction Educational Program and provide a description of how the adopted strategies assist English learners in A) achieving English proficiency based on the State's English language proficiency assessment, and B) meeting the challenging State academic standards.

Please include in your description how the Language Instruction Educational Program aligns with state ELP standards (WIDA).

ESSA, Sec. 1112(e)(3)(A), and 3116(b)(4)(C)

☐ **Transitional Bilingual**

Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition.

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☐ **Dual Language or Two-way Immersion (do not count programs designed to teach native English speakers a second language)**

Students are taught both content and language fluency in two languages with the goal of the program being fluency in those two languages.

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☐ **English as a Second Language (ESL) or English Language Development (ELD)**

Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g., "pull-out" or ESL classes) with no native language support in either setting.

☒ **Content Classes with integrated ESL support**

Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (e.g., teachers trained in EL methods and best practices, use of EL paraprofessionals, etc.).

☐ **Newcomer Programs**

Students new to U.S. schools are placed in classes that primarily emphasize English language acquisition. Instruction may be in English or can utilize a student's native language.

☐ Other

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4. Describe the LEA's criteria, process, and timeline for evaluating the effectiveness of the Language Instruction Educational Program.

THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM WILL BE REVIEWED ANNUALLY.

5. Describe how the LEA monitors the progress of identified English learners towards proficiency.

STUDENTS PROGRESS WILL BE MONITORED BY THE CLASSROOM TEACHER AND THE EL COORDINATOR.
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II. Language Instruction

Area(s) in need of improvement	CLASSROOM SUPPORTS AND RESOURCES.			
Structure(s) (i.e., schools, administrative units, etc.)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
CONSULT OTHER DISTRICTS AND THE STATE DEPARTMENT	TITLE III	b. Method for Monitoring	CLASSROOM TEACHER & EL COORDINATOR.	
		a. THROUGHOUT THE YEAR		
		b. STUDENT DATA		
		a.		
		b.		
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?				
Students with Disabilities				
WE WILL COMBINE MEETINGS BETWEEN THE SPECIAL EDUCATION DEPARTMENT AND EL COORDINATOR				
Neglected and Delinquent				
Early Childhood				



Parent and Family Involvement

1. LEAs are required to consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Language Instruction Educational Program. Please indicate below the date of such consultation and the names of those participating.

ESSA, Sec. 1112(e)(C)(3)(A), 1112(e)(C)(3)(C)(ii), and 3116(b)(4)(C)

Date of Consultation:

[illegible]

2. Describe how the LEA will promote parent, family, and community engagement in the education of English learners.

THE SCHOOL WILL WORK HARD TO INCLUDE STAKEHOLDERS AS MUCH AS POSSIBLE.

III. Parent and Family Involvement

Area(s) in need of improvement	PARENT ENGAGEMENT			
Structure(s) (i.e., schools, administrative units, etc.)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
ELIMINATE LANGUAGE BARRIERS WITH PARENTS.	TITLE III	a. THROUGHOUT THE SCHOOL YEAR b. AMOUNT OF PARENT ENGAGEMENT		ADMINISTRATORS, CLASSROOM TEACHERS AND EL COORDINATOR
		a. b.		
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?				
Students with Disabilities				
Neglected and Delinquent				
Early Childhood				

IV. Professional Development

1. Describe the professional development provided to staff in each of the LEA's adopted strategies of the Language Instruction Educational Program.

PROFESSIONAL DEVELOPMENT ON CLASSROOM STRATEGIES AND RESOURCES FOR WORKING WITH EL STUDENTS.

2. Describe the process for evaluating the effectiveness of staff professional development.

INTERVIEWS WITH ADMINISTRATORS, CLASSROOM TEACHERS AND EL COORDINATOR.

3. Describe the material support provided (technology, curricula, etc.) for the effective implementation of the chosen language assistance program.

CURRENTLY EVALUATING THE BEST OPTIONS FOR EACH LANGUAGE SPOKEN.

IV. Professional Development

Area(s) in need of improvement		STRATEGIES TO SUPPORT EL LEARNERS.			
Structure(s) (i.e., schools, administrative units, etc.)					
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.					
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	
		b. Method for Monitoring			
RESEARCH AND IMPLEMENTATION OF NEW SOFTWARE.	TITLE III	a. THROUOUT THE YEAR		ADMINISTRATORS, CLASSROOM TEACHERS AND EL. COORDINATOR	
		b. STUDENT DATA			
		a.			
		b.			
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?					
Students with Disabilities					
Neglected and Delinquent					
Early Childhood					

V. Civil Rights Requirements

1. Describe how the LEA ensures English learners develop English language proficiency and participate in the core content instructional program.

ALL STUDENTS ARE INCLUDED IN THE REGULAR EDUCATION CLASSROOM WITH ENGLISH SUPPORTS.

2. Describe how the LEA ensures that English learners have full access to all curricular and extra-curricular activities.

ALL STUDENTS HAVE ACCESS TO CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES.

3. Describe how the LEA ensures English learners are making the appropriate linguistic gains to allow exit from a language assistance program in a reasonable amount of time.

FOLLOW THE GUIDELINES FROM THE STATE DEPARTMENT AND THE NOWATA EL IDENTIFICATION PROCEDURES.

4. Describe the procedures the district has in place to identify gifted English learners and describe the services available to those students.

CLASSROOM TEACHERS AND ADMINISTRATORS WILL FOLLOW GUIDELINES OF THE NOWATA GIFTED AND TALENTED PROGRAM FOR PLACEMENT OF GIFTED STUDENTS.

5. If applicable, describe any segregation of English learners necessary in the implementation of the language assistance program.

6. If applicable, describe why segregation outlined in the previous question is necessary.

7. If applicable, describe the LEA process and timeline for segregated English learners to progress to the least restrictive learning environment.

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V. Civil Rights Requirements

Area(s) in need of improvement			
Structure(s) (i.e., schools, administrative units, etc.)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
Neglected and Delinquent			
Early Childhood			