



1.4 The LEA follows South Dakota’s standardized procedures for exiting students from EL instruction and notifies parents via the parent notification letter.		
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1.5 The LEA has a process for determining which students qualify as “ <a href="#">immigrant children and youth</a> ” Students are properly coded in Infinite Campus.		
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1.6 The LEA ensures that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services. EL teacher must attend IEP meetings.		
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1.7 The LEA ensures that they monitor the English language proficiency and academic progress of students who opt out of EL programs and services and retains the appropriate documentation to demonstrate that a parent knowingly and voluntarily opted his or her EL child out of the EL program.		
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1.8 The LEA monitors (in a uniform and comprehensive format) EL students who have exited the program to ensure they were not prematurely exited.		
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## Component 2: Effective Language Instructional Educational Programs

*Local educational agencies must implement effective LIEPs for English learners.*

	Indicate in this column whether each section of the component is: <b>Fully in Place, Partially in Place, Not in Place</b>	What evidence does the district have to support this component?
<p>2.1 Programs for English learners must:</p> <p>Address challenging state academic and English language standards, be based on sound theory, be based on calculations of the programs and practices, including resources and personnel to implement this theory effectively, and use effective approaches and methodologies. Evidence may include EL handbook, state report card data, etc...</p>		
<p>2.2 LEA has demonstrated success in increasing English language proficiency and academic achievement as evidenced by the state report card and annual program evaluation.</p>		
<p>2.3 The LEA writes Language Acquisition Plans for all identified English learners on an annual basis.</p>		
<p>2.4 Students receive all services for which they are eligible and have access to programming in which all other children are eligible to participate such as Title I, Migrant, Title IV, etc..</p>		

### Component 3: Staffing & Professional Development

*Local educational agencies must adequately staff the language instructional educational program and train all staff working with English learners.*

	Indicate in this column whether each section of the component is: Fully in Place, Partially in Place, Not in Place	What evidence does the district have to support this component?
3.1 The LEA assures that all EL teachers are licensed, fluent in English or other languages used for instruction, and hold the ENL endorsement (highly qualified) for their teaching assignment.		
3.2 The LEA assures that instructional paraprofessionals working in the EL program assisting the licensed teacher, have been properly trained to provide services to EL services.		
3.3 The district assures that, professional development enhances the educational experience of ELs, is based on accepted sound educational theory and best practices and meets criteria for sustained, intensive, collaborative, job-embedded, data-informed, classroom-focused (ESSA, 2015).		
3.4 The district assures that professional development explicitly related to ELs is available to all school staff, including general education staff in order to support language development across the curriculum.		

## Component 4: Parent, Family, & Community Engagement

*Local educational agencies must ensure parent, family, and community participation and engagement in language instructional educational programs.*

	Indicate in this column whether each section of the component is: <b>Fully in Place, Partially in Place, Not in Place</b>	What evidence does the district have to support this component?
4.1 The LEA ensures a plan is in place to meet the requirements under Title I to engage families that includes: a culture that engages every family, effective communication and relationship building, empowering every family, family participation in decision-making and engagement of the greater community etc...		
4.2 The LEA sends parents of English learners notices of parent engagement activities in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand.		
4.3 The LEA solicits the views of families about the program and its effects upon their children and involves family and community in the planning, development, and implementation of programs for English learners.		

## Component 5: Accountability Requirements

*Local educational agencies must adhere to state and federal accountability requirements.*

	Indicate in this column whether each section of the component is: <b>Fully in Place, Partially in Place, Not in Place</b>	What evidence does the district have to support this component?
5.1 The LEA ensures that all English learners are annually assessed for their English language proficiency and assessment is in accordance with state and federal requirements.		
5.2 The LEA ensures that all ELs in grades 3-8 and 11? participate in the state assessment (except for students that are eligible for the one time exemption of the Language Arts portion of the state assessment).		

## Component 6: Fiscal Requirements

*Local educational agencies (LEAs) must adhere to state and federal fiduciary requirements.*

	Indicate in this column whether each section of the component is: <b>Fully in Place, Partially in Place, Not in Place</b>	What evidence does the district have to support this component?
6.1 State and Local funds are used to fund the LIEP as evidenced by EL program staffing, core resources, and interpretation services expended from the general fund.		

<p>6.2 <i>Section ONLY applies to LEAs that receive their own Title III Grant.</i></p> <p>The LEA can demonstrate that it does not use Title III funds to provide services that are required to be made available under state or local laws or other federal laws; and it does not use Title III funds to provide services that it provided in the previous year with state, local or other federal funds. (supplement, not supplant - Title III Section 3115 g)</p> <p>The LEA spends Title III funds on all three required Title III activities (Improving Education of ELs (language and content), Professional Development &amp; Family Engagement).</p>		
<p>6.3 Title III expenditures match the approved Title III budget.</p>		
<p>6.7 If Title III new immigrant funds are granted, funds are spent appropriately.</p>		

**Component 7: Private School Participation**

*The local educational agency must allow for nonpublic school participation in the language instruction educational program.*

	Indicate in this column whether each section of the component is: <b>Fully in Place, Partially in Place, Not in Place</b>	What evidence does the district have to support this component?
<p>7.1 <i>Section ONLY applies to LEAs that have Private School within district boundaries.</i></p> <p>The LEA conducts a timely and meaningful consultation with private schools that are located within the boundaries of the public school district and has documentation on file from this meeting.</p>		
<p>7.2 The LEA has documentation of the process in which the private school(s) and the LEA have agreed upon to identify and screen potential ELs within the local school district's boundaries.</p>		
<p>7.3 If the private school participates in the Title III grant, the LEA has a process for calculating the number of ELs in the private school(s) within the local school district's boundaries.</p>		

7.4 The LEA has a process for sharing EL-related PD opportunities with private school staff.		
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