Limited English Proficiency (LEP) and Poverty Plans

Resource Guide
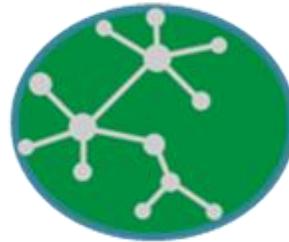
Overview:
Pursuant to *Nebraska Revised Statutes* § [79-1007.06](#) and § [79-1007.08](#), each school district must notify the Nebraska Department of Education (NDE) whether it will participate or decline to participate in the poverty and/or limited English proficiency (LEP) allowance.

How are Poverty and LEP Plans Submitted?
A school district notifies NDE of its intent to participate or not to participate by creating a Poverty and LEP Plan through the [Grants Management System (GMS)](#) through the NDE website.

A school district that elects to participate in the poverty and/or LEP allowance will enter an estimated expenditure amount (allowance greater than zero dollars) on the corresponding section of the grant management system (GMS) application. *A school district is required to complete a plan if the district enters an amount greater than zero dollars on the estimated expenditures*. A school district that chooses to decline participation in the poverty and/or LEP allowance must enter an estimated expenditure of zero dollars in the GMS application and the school district is not required to complete a plan.

Text responses are limited to 2500 characters, so districts have the option of uploading additional information. Questions regarding the GMS can be directed to the Help Desk (888-285-0556 or helpdesk@nebraska.gov).

What is included in each plan?
There are 25 questions in the Poverty Plan which address student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation for students qualifying for free- or reduced-price lunch.

The 13 questions in the LEP Plan are related to the identification of limited English proficiency students, instructional approaches used in the district, assessment of English Learner (EL) students in mastering English, and the evaluation of the effectiveness of the EL program and is aligned to [Rule 15, Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools](#) which was signed into law effective June 23, 2012.

How are the Poverty and LEP Plans used?
The Poverty and LEP Plan allowances are considered in the calculation of state aid. The current plan is an estimate of the expenditures for the upcoming school year.

What expenditures should be allocated to the Poverty or LEP Plans?
Expenditures that are allocated to the Poverty or LEP Plans should be directly related to the support of the identified students or the program(s) developed to support the identified students. The Poverty and LEP Plan are not categorical programs so there is not a need to restrict access to the services, staff, or resources supported with the poverty or LEP allocations to only the identified students.

All expenditures allocated to either the Poverty or LEP Plan must be part of the expenditures reported to NDE as part of the Annual Financial Report (AFR). The AFR must include all expenditures that supported the education or students qualifying for free or reduced lunch and students identified as LEP. Therefore the expenditures reported on the AFR will be greater than the allocation received for the Poverty or LEP Plan. Expenditure recommendations can be found at: https://www.education.ne.gov/povertyandlep/

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Limited English Proficiency (LEP) Plan Resource Guide:

There are 13 questions in the LEP Plan which address identification of limited English proficiency (LEP) students, instructional approaches used in the district, assessment of LEP students, and an evaluation of the LEP program.

Poverty Plan Resource Guide:

There are 25 questions in the Poverty Plan which address student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation for students qualifying for free- or reduced-price lunch. The tables below outline the questions, sample responses, and examples/resources for each section.

ATTENDANCE & MOBILITY : *(Sample answers)*	Examples/Resources:
1. Describe the district attendance policies, procedures, or practices and attach district's collaborative plan or process as outlined in *Nebraska Revised Statute §79-209*. The district's attendance policies, procedures, and practices are in compliance with the requirements established by Nebraska statutes, NDE regulations and guidance. Managing and enforcing the district's attendance policies is the responsibility of the administration. Attendance for K-6th grade students is checked in the morning and afternoon. The attendance for 7th through 12th grade students is checked each period of the day. Daily attendance for each student is recorded in the student management system. Parents are encouraged to notify the school when students are going to be absent from school. If no phone call or communication is received from parents, the school will contact the parents to verify that the parents know the student is absent. Once a student is absent for a total of five days during a quarter, more detailed information regarding the absences will be required. The district will use a tiered-system to support attendance with tier one support through attendance recognition and communication with students and families, tier two targeted support through our advisement structure, and tier three support through the development of a collaborative plan. The principal and counselor will work with the parents and the student to develop a collaborative plan to address the issues that are preventing regular school attendance. The school district will cooperate with the county attorney to implement strategies to work with students who have excessive absences or are truant. The school district has formed partnerships with local businesses for an incentive program based on attendance and/or school performance	• Collaborative plan process that includes student's parent/guardian, school staff • Positive recognition, reinforcement, or incentives for regular attendance. • Phone calls home, home visits, referrals to county attorney or social workers • Professional development to work with students and families in poverty and from diverse backgrounds **Resources from the Council on Student Attendance**
2. Describe the transportation options for students qualifying for free- or reduced-priced lunch who live more than one mile from the attendance center. District transportation for students living more than one mile from their attendance center will be provided by the school district. Students will not need to walk more than two blocks from their home to a designated bus stop. If the student riding the bus is the only student within the area served by the designated stop, he or she would be picked up in front of his or her home or at the nearest cross street. Students living in rural areas will be picked up in front of their homes or at the end of their driveways. If the student is unable to walk to a designated bus stop or the end of his or her driveway, the district will work with parents to make appropriate arrangements for the student to access bus transportation.	• District provided transportation services • Contracted transportation services • Mileage reimbursement • McKinney-Vento Act qualification (homeless assistance)

3. Describe the policies, procedures, or practices that allow students who move within the same school district to continue at original attendance area, including transportation. *Option one* The district has only one attendance center serving each grade span so this question does not apply to our district. *Option two* Students who move to another attendance area within the district may continue to attend their current school for the remainder of the school year. For the next school year, they can request to attend the same school until they finish the grade span served by the school. Students may ride the bus to their school from an existing bus stop if space is available. If they cannot access an existing bus route, the parents will be responsible for transporting the student.	• Intra- and inter-district information systems • Transcript and information from former school • Orientation sessions • Data tracking within and outside the district
4. Describe any additional services, supports, or resources available for students who miss instruction due to absence or mobility. To assist students and families who are highly mobile or who have attendance issues, the district will work with students and families to implement services that provide support and assist the students with meeting their academic goals. A building level problem solving team, in conjunction with the student and family, will develop an educational plan to meet student needs. Students will be offered before or after school tutoring, additional tutoring or study time with teacher/paraprofessional support during the school day, the use of web-based curriculum (i.e. Odysseyware) for middle and high school students, or credit recovery/attendance at the district's learning center for high school students who need an alternate service delivery model to meet graduation requirements. Computers or iPads are available for loan to students who do not have access to technology. Internet accessibility options are also available through various local agencies and organizations. Free web access is also available in every school building, the public library and some local businesses for students and their families. Summer school services are also available at no cost for all students K-12 to assist in maintaining skills, providing interventions for remediation, and credit recovery for high school students. The district will provide a hospital or homebound program for students unable to attend existing programs due to prolonged illness or injury.	• Guidance counseling/social service opportunities • Programs available for students who missed instruction: before and after school tutoring, credit recovery programs, extended-day program, online learning, homework club, Saturday school, mentoring programs • Cooperative agreements (Memorandum of Understanding, contracts, etc.) with community organizations, Health and Human Services, or other agencies that assist with providing services addressing poor attendance

PARENT INVOLVEMENT : *(Sample answers)*	Examples/Resources:
5. Describe parent/family engagement at the school building level tailored for parents in poverty and from diverse backgrounds. The district will provide many parent/family engagement activities at the building level. The district has two elementary attendance centers and one 7-12 middle/ high school. The elementary schools provide Title I	Environment • Welcoming, diversity celebrated • Orientation for families

school-wide services, which are tailored to meet the needs of students from low-income homes. The parent/family engagement opportunities include family activity nights where instructional and recreational activities will be provided. These activities will provide an opportunity for parents to become aware of and share in their child's educational program. Other opportunities will include an elementary open house at the start of the school year to provide time for parents to meet staff and receive an overview of the school year. The district will work with families if alternate sites or times need to be made available. Parents will be asked to serve as volunteers in the classrooms and for field trips. Parents will be represented on the school improvement committee. During the school year, the district will start the process of planning for future building improvements and parents will be asked to serve on various committees connected with this activity. Through the district website, school newsletters, and frequent memos, the school will keep parents informed and seek their input regarding school improvement needs. Providing parents with the opportunity to be engaged in their child's education is important in developing teamwork approach that is student-centered. Parent/teacher/student conferences will provide the parents with information about their child's progress and give them an opportunity for input regarding the educational services. Conferences will be scheduled individually for parents who are unable to attend at the designated time. Activity passes are available for parents at a reduced rate so they can attend activities at the elementary and secondary schools. The district will provide childcare and interpreter services during conferences and selected activities. The elementary schools have PTA organizations that sponsor activities for families and provide support for the schools. The secondary school principal has a parent advisory council to provide support and input for the students, teachers, and the school.	Communication • Personal contacts, phone, newsletters, home visits, website automated messenger services, media resources, home/school liaisons • Surveys and focus groups to secure input • Grievance policy Meetings • Translation services, child care, child-centered programming, food, educational resource giveaways, home visits • Committees (school improvement, Title I, PTA/PTO, strategic planning) Parent Education • Tailored to parent needs and interests (college planning, parenting, English as a second language, navigating the school, links to community resources) • Volunteer opportunities
6. Describe parent/family engagement opportunities at the school-district level that are tailored for parents in poverty and from diverse backgrounds. The district will support parent/family engagement opportunities at the school level through the district budget. Each school will have a line item	*See examples/resources in #5*

in their budget for parent/family activities. Parents will be involved in reviewing new textbooks as part of the district's curriculum development activities. Parents will also be represented on the district school improvement committee and facility improvement committee. The district will provide information through the district website and quarterly newsletters to parents and members of the community. The district's administrators will prepare one article per month for publication in the community's weekly newspaper	
7. Describe methods used to secure input and participation by parents of poverty and other diverse backgrounds. As part of the district's school improvement and accreditation process, paper and electronic surveys will be utilized to solicit input from parents and community members. The surveys will be available during parent/teacher/student conferences and on the district website. The district will sponsor an annual community wide forum where attendees will be asked to address one or two topics identified by the board of education and the superintendent. One of the topics currently identified for the next year is the facility needs of the district. Parents are encouraged to attend board of education meetings and request to address the board on items that are on the agenda. Parents are encouraged to visit the schools or the district office to share their input or request information. The district also facilitates a parent advisory group that provides recommendations for how the district can better support students and families.	*See examples/resources in #5*
8. Describe any additional services, supports or resources to promote parent/family engagement of parents in poverty and other diverse backgrounds. Each year the district provides parent educational activities designed to provide information about the district curriculum and provide parents with the skills needed to support their child and their educational program. The topics are developed during the winter prior to the start of the next school year. Topics are research-based and include activities to promote literacy enjoyment, arts night, bullying, health and wellbeing, and information about how to access school websites, blogs, and grades and community resources. The district also provides transportation and child-care for families during school activities, and will arrange transportation or off-site meeting locations to ensure that families have an opportunity to be engaged in their child's learning.	*See examples/resources in #5*

INSTRUCTIONAL SERVICES : *(Sample answers)*	Examples/Resources:
9. Describe the policies, procedures, or practices to reduce or maintain small class sizes in the elementary grades and to implement special supports at the secondary level to ensure academic success. The district has adopted class size parameters to determine when additional teachers should be employed and/or additional classrooms established. The parameters are also used to determine if additional students can be accepted through the state option enrollment program. When a classroom exceeds 20 students, a decision will be made to split the class into additional sections or assign additional support personnel to the classroom. Once a classroom exceeds 25 students, the superintendent will implement the process to hire additional teaching staff and establish an additional classroom at that grade level. The final decision will be based on the following considerations: student needs, available classrooms, funding, and available teacher applicants. If an additional classroom cannot be established, additional support staff will be assigned to support the teacher and the students. Paraprofessional will be utilized in classrooms that have students with higher needs and classrooms that have larger enrollments. Along with paraprofessionals, technology is also utilized to provide more individualized and assisted instruction for students.	• Policies, procedures, and/or practices that recognize poverty as a factor in determining class size • Adjustments to the deployment of staff and/or employment of additional staff to reduce class size during core curricular instructional time and during non-core instructional time • Policies, procedures, and/or practices that recognize the characteristics of the student population (i.e., mobility, attendance patterns, transfer patterns, etc.) and guide the determination of class size within available or anticipated resources • Modified and/or added facilities that assist with providing additional instructional space
10. Describe the policies, procedures, or practices for designating uninterrupted teaching time on a weekly basis. Policies, procedures, and practices will be implemented that provide for uninterrupted teaching time on a daily and weekly basis. The district will follow the guidelines provided by NDE regarding the amount of instruction time per week for all subject areas. The elementary building principals will ensure that the lesson plans developed by teachers include blocks of uninterrupted instructional time for reading and math instruction. The secondary instruction schedule will be based upon 50-minute class sessions followed by time for students to transition to the next class. A portion of each class period should be devoted to reviewing, instructing, and starting the next assignment. The majority of each class period should be devoted to uninterrupted instruction. The schedules at all levels should have flexibility for teachers to re-teach a concept or address a recent event that has instructional value relating to the subject being taught. Outside speakers, field trips, or assemblies shall be approved by the building principal and must be related to the instructional program of the school or the class.	• Schedules with blocks of time allotted for reading and math • Scheduling of specials that allows for large blocks of instructional time • Assemblies/Activities are limited and scheduled around core instructional times • Schedules allow flexibility for additional instructional time

11. Describe the policies, procedures, or practices the district implements to limit school day interruptions. The building administrator shall monitor interruptions to the school day and access to classrooms at all times. The principal will establish building wide schedules that organize the instructional day and week. During the school day, physical access to schools will be managed. After the start of the school day, visitors entering the building must enter designated entrances that have an intercom that requires the office to authorize access. Principals will review individual classroom schedules and use this information when they are scheduling observations or visiting classes. During the administration of assessments, it is recommended that teachers indicate on their classroom doors they are testing and the classroom is not to be disturbed. Announcements will be made during the opening period of the day or the ending of the day. Only emergency announcements will be made during the instructional day.	• Announcements and messages are limited to only specific times during the school day • Building-wide discipline plans are consistent and developed to limit interruptions in instructional time • Plans and procedures are in place for visitors to the building • Extra-curricular activities are scheduled outside of the instructional day as much as possible • Classes are scheduled to insure consistent teacher/student contact time • Schedules allow flexibility for additional instructional time • Recruiting/counseling activities are scheduled with limited instructional interruptions
12. If the school district is a member of a learning community, describe the services provided by the achievement sub council as part of the elementary learning center and district coordination with the center *Option 1 for districts that are not members of a learning community* The district is not a member of a learning community. *Option 2 for districts that are members of a learning community* In cooperation with the Learning Community and support from achievement subcouncils, the district will implement an elementary instructional coaching program. In addition to funding from the achievement subcouncils, the district will include financial support from federal, state, and local sources to fund the instructional coaching program. The primary focus of the coaching program will be reading and mathematics instruction in the elementary schools. Instructional coaches will be full-time staff. They will work with teachers to incorporate research-based instructional practices within the classroom. When they work with students, they do so with the primary goal of modeling effective practices for teachers.	• If the school district is in more than one achievement sub-council and the services are different the district should describe the services in each sub-council. • Description of services provided by the achievement sub-council as part of the Elementary Center for each area of the plan. • Are all policies, procedures, and practices addressed in the plan implemented and available in all schools within the district? If not explain the differences. • Description of coordination activities between school districts, individual attendance centers, and the

	elementary learning centers.
13. If a district is a member of a learning community, describe the coordination activities between the school district, individual attendance center, and the elementary learning centers The superintendent and principals will work with the elementary learning center and the Learning Community to implement initiatives developed by the Learning Community and the school districts within the organization. District administrators will participate in Learning Community planning, coordination, and evaluation meetings. The district will work with the Learning Community to establish programming focused on students from low-income homes, students who are highly mobile, and students with English as a Second Language. The district will participate in the Learning Community Superintendents' Early Childhood Plan Birth through Grade 3 Initiative. The district will be involved in the program evaluation and long-range strategic planning process with consultants funded through the Learning Community Superintendents' Early Childhood Plan	*See examples/resources in #12*
SPECIALIZED SERVICES : *(Sample answers)*	**Examples/Resources:**
14. Describe the early childhood programs in the district. The school district will provide a center-based preschool program for all children in the school district who are three and four years old. Children will be eligible to enroll in the program two years prior to their enrollment in kindergarten. The district also will provide services to children with disabilities, from birth to enrollment into kindergarten. The type and amount of services will be based upon each student's individual plan developed by a team that includes the child's parents. Generally children with disabilities ages 3 and 4 will be served within the district's center-based preschool program and children younger than three will be served at home, within their childcare program, or preschool environment. Services for children with disabilities will be in compliance with NDE Rule 51 and the preschool center based program will comply with NDE Rule 11. The goal of the program is to provide a quality preschool experience for children residing in the school district. The program staff will collaborate with Head Start and local preschool and childcare programs. The preschool follows all federal, state, and local regulations and the Head Start Performance Standards. The preschool will be staffed with certified teachers and at least two highly qualified paraprofessionals per classroom. Students are grouped multi-aged (3 and 4 year olds) with smaller groupings during instruction to allow for variances in educational needs.	• Description of the elements that make a quality early childhood program i.e., Rule 11, NAEYC, etc. • Preschool services for students with disabilities, Title I, limited English proficiency, migrant, etc. • Description of any cooperative arrangement with community agencies that provide early childhood education, e.g. Head Start • Description of programs to help parents be their child's first teacher • Description of efforts to work with childcare providers in the community to assure quality experiences for young children • Description of programs that

Students may attend a morning or afternoon session (1/2 day each, offered 4 days per week). An integral part of the program is parent education and community outreach activities. Community preschool and childcare providers will be invited to attend appropriate preschool staff development and training programs provided by the district. District staff will regularly communicate with community providers and provide support when requested and appropriate. An early childhood advisory committee with parent and community membership will meet on a quarterly basis to receive updates and provide input to the administrator managing the early childhood program.	• provide home- based services to children and their families in poverty • Collaborative programs from multiple funding streams, i.e. state, federal
15. Describe how children in poverty are provided access to early childhood programs. The district will offer preschool services to children residing in the school district at no cost. The district has a comprehensive outreach program through Service Coordinators and community members who regularly interact with parents with young children to help to identify students and inform parents of the available services	• Description of programs to inform parents of early childhood opportunities available within the community • First come-first-served, those in greatest need, children in specific geographic areas, etc. • Considerations for transportation if the lack of transportation interferes with regular attendance
16. Describe how children in poverty are provided access to social workers. *Option 1 for districts who do not employ social workers* The district does not employ a social worker but does refer students and families to state based services when there is an identified need. If a student is working with a social worker, the district will support access to the student if there is authorization from the parent or guardian. *Option 2 for districts who employ social workers* The district employs social workers to serve students in need, including students in poverty, in grades kindergarten through twelve. The social workers will coordinate with counselors, teachers, students, families, and outside organizations and agencies to serve the needs of the students in the school district. Referrals are made to the social workers for such barriers as alcohol or drug use, personal issues, attendance issues, family concerns, financial issues, or concerns regarding social, behavioral, and/or educational needs. Families or individual students will be referred to outside agencies for assistance when necessary. As part of the early childhood program, the district has access to service coordinators through the service unit to assist the families of young children with disabilities.	• Policies and procedures for staff • Guidance counselors • Direct access to district employed social workers • Social workers in working alternative schools • Migrant Programs • Interpreters and/or bilingual staff • Student and family liaison staff • School Resource Officers • Utilize county sources for social workers • Attendance at committee meetings with county agencies such as the Child Abuse and Neglect Monthly Meetings (*Nebraska Revised Statue* 28-729) • Community counseling programs • Community action partners • Child protective services
17. Describe summer school programs for students in poverty. Summer school is available to all students enrolled district. The summer school programs consist of classes that support academic achievement,	• School-community resources • Tutoring, before- and after-school programs, summer school, jump

physical development, performance skills, and social development. Skill deficits are identified based on classroom performance, NeSA results and MAP data. Students with identified areas of weakness and/or students needing remediation will be offered targeted instruction and re-teaching. Additionally, the district will provide pre-kindergarten children with the opportunity to participate in summer school to support their transition into kindergarten. At the high school level, students are encouraged to retake any courses failed during the school year. Students with disabilities will be provided with services in accordance with their individual education or service plans. A fee may be assessed for some courses or activities. These fees will be reduced or waived based upon the individual needs of the family. No student will be denied access to a course or an activity based upon the inability of a family to pay the fee.	start programs, Saturday school (credit recovery), mentoring, online credit opportunities, alternative education programs, etc. • Policies/processes for families to access summer programming at no-cost
18. Describe the extended-school-day programs for students in poverty. Teachers are always willing to provide additional support and instruction for students. They are expected to be available to provide individual support for students thirty minutes before school starts and thirty minutes following dismissal. The school district, in cooperation with the district foundation, provides an afterschool support and care program for elementary students. There are numerous clubs and extracurricular activities that are scheduled before and after the regular school day. Some of the activities are for competition purposes and some are for recreation and development purposes. Students wanting the district to support a new activity should visit with the building principal as early as possible. If the current budget parameters do not provide for the activity, it will be considered during the next budget cycle.	*See examples/resources in #17*
19. Describe extended-school-year programs for students in poverty. Extended school year programs will be provided for students with disabilities who, as evidenced through documentation based on achievement test results and progress monitoring, exhibit a regression of knowledge after long breaks, such as summer break and Christmas break.	*See examples/resources in #17*
20. Describe other specialized services, supports, or resources for children in poverty. The district has adopted the TeamMates Mentoring program and has worked with expanding and developing it to help meet the needs of those identified students. The district has also developed a teen mentoring program to provide support for identified elementary students. The district cooperates with a local adult service club and the food pantry to operate the backpack program for needy families.	• Notification, home language services, • Transportation, summer nutrition programs, Child Find, clerical assistance with paperwork, recruiter/liaison personnel involvement, etc.

PROFESSIONAL DEVELOPMENT : *(Sample answers)*	Examples/Resources:
21. Describe the district policies, procedures, or practices for mentoring new or newly assigned staff. New teachers are assigned a mentor. This mentor is an experienced teacher with expertise in the new teacher's content area or grade level. In addition to	• Providing building and/or district level mentors, formal induction program, staff

the mentor, funding from the Title IIA consortium provides a series of workshops for new teachers or newly reassigned teachers to attend in the evenings during the first semester of the year. At these workshops the following topics are addressed: classroom management, instructional strategies, lesson planning, technology strategies, parent-teacher conferences, professionalism, special education, gifted education, multi-tiered systems of support, and Nebraska Assessment System. New and newly assigned instructors are also encouraged to attend workshops and in-service sessions provided through the Educational Service Unit network and/or other organizations whose expertise could help support these instructors based upon their informal and formal evaluations.	development requirements, Professional Learning Communities/Teams • Grade level or building mentors. Support for teachers to become highly qualified, curriculum orientation as needed
22. Describe the staff development that provides teacher and administrators the knowledge and skills required to address the educational needs of students in poverty and students from diverse backgrounds. The district will continue to use the district Staff Development Committee to evaluate the effectiveness of the district staff development program and establish the plans for the next school year. Staff development activities will focus on the skills needed to meet the needs of all students with a focus on students from low-income families and from diverse backgrounds. The committee will function as a subcommittee of the overall school improvement committee and will include the staff-training plan in the annual school improvement report. The school district will continue to dedicate a late start every Friday morning for staff development. Facilitated by the curriculum director and building principals, district staff will use data to identify struggling students and the areas of concern. These areas will then become the focus of professional development topics and classroom learning goals. Each teacher is required to set two learning goals that are included as part of the teacher evaluation process. Next school year, multiple Fridays will be devoted to building the teachers' skills with best practices for improving the academic success of students from low-income homes through a PLC. Professional development will focus on high-engagement strategies, literacy enjoyment, positive approaches to school climate and culture, students' mental and behavioral health, growth-mindset, building relationships with students and families, and multi-tiered systems of support (MTSS). Instructional coaches will work with teachers in order to implement instructional programs intended to support the needs of students in poverty and students from diverse backgrounds.	• Process for determining the needs of teachers and administrators in meeting the educational needs of students in poverty and students from diverse backgrounds • Staff development plan which includes specific information, training, and/or developmental opportunities for teachers and/or administrators that are designed to improve the learning of students in poverty and students from diverse backgrounds • Staff development opportunities designed to provide skills needed to develop partnership with families • Methods used to evaluate or assess the degree to which the implemented staff development plan provided teachers and/or administrators with an improved ability to address the educational needs of students in poverty and students from diverse backgrounds

23. Describe other specialized services, supports, or resources for teachers and administrators to address the educational needs of students in poverty and from diverse backgrounds. The district will partner with community agencies and resources to support administrators and teachers in developing community partnerships that can assist schools in meeting students' needs, whether that is physical or behavior health, housing, transportation, or mentoring. The district will also conduct a study on student-tracking in middle and high schools in order develop a plan to transition from tracking students to models that ensure that all students, including those coming from low-income homes, have access to high-quality instruction that challenges the "pedagogy of poverty" (Haberman, 1995).	
EVALUATION : *(Sample answers)*	**Examples/Resources:**
24. Describe how the district determines the effectiveness of the elements of the poverty plan and aligns the plan to district continuous improvement plan(s). The district will use the School Improvement Team to evaluate the effectiveness of the elements of the poverty plan by looking for increases in student academic proficiency and grades received in classes over a period of time. The team will look for an upward trend and improvement in academics over a three to five year period. Programs will be evaluated to determine if there has been improved performance for all students with specific attention given to the subgroup of students who qualified for free or reduced priced meals. The team will examine outcomes from classroom observations, student scores on teacher-designed assessments, classroom-based criterion-referenced assessments, progress monitoring assessments, state assessments, and nationally normed tests to determine improvement. Office referrals, school attendance, and student participation in school activities will be reviewed to determine if there is evidence that initiatives associated with these activities has decreased referrals and improved attendance and participation in school activities. The team will also review the evaluation information for the early childhood program and staff development program to determine if there is evidence that these activities have been effective. The team will discuss the results of these evaluations and provide recommendations to the superintendent for modifications of any elements of the Poverty Plan that are not demonstrating effectiveness. In conjunction with the school improvement plan, Title I plan, and Improving Learning for Children with Disabilities and Targeted Improvement Plans, the review of data will occur in a continuous cycle by the school improvement committee, staff, and other stakeholders. Poverty Plan guidelines will be referenced in the fiscal decision made by the school district. The funds will be allocated for programs that will provide services for students that qualify for free and reduced lunch. The district will ensure that allocation of these funds will address issues related to educating students who qualify for free or reduced priced meals and will not replace expenditures that would have occurred if the students involved in the program did qualify for the assistance. Federal and other categorical state funds will be allocated using guidelines provided by the funding source.	• Data used to determine student achievement (e.g. Norm referenced and criterion reference tests, common assessments, Graduation rates, dropout rates, statewide assessments, IEP goals, ACT/SAT, LAS/ELPA21, MAP scores, etc.) • Data disaggregation results used to effect change for subgroups *(e.g,. Programs and interventions implemented, curriculum changes, SAT process, reallocation of staff)* • Data review team *(e.g,. General education/special education teachers, specialists, SAT team, building/district administrators, instructional facilitators, school board members, parents, other stakeholders)* • Evaluation conducted on a regular basis. *(e.g,. Data retreats, collaboration, instructional conferences, evaluation schedule and process)*

	• Professional development for accessing and analyzing data is ongoing • All components of the poverty plan are evaluated • Ongoing checks and balances are in place to insure that the spending requirements are met • Activities and instruction are modified and differentiated to meet the needs of subgroups
25. Provide any other information or plans the school district wants to address or explain that are not previously included. The district will work diligently to collaborate within and between district departments, as well as with the greater community, to ensure the success of the Poverty Plan. If funding is available in the future, the district intends to add or expand programs and services to support the educational needs of students in poverty and other diverse backgrounds including reading and math interventionists, instructional and/or content specific professional development coaches, parent involvement facilitators, bilingual parent/community liaisons, targeted preschool programs, reduced caseloads for ELL teachers, additional targeted summer learning programs, and professional development regarding effective instructional practices related to needs of students in poverty and other diverse backgrounds.	• How the implemented plan differs from previous plan • Preventative measures or practices that have been implemented • Challenges the school district has experienced • Plans under consideration or development for the district's poverty plan 3 to 5 years into the future • How the poverty plan has impacted student achievement • How the poverty plan is consistent with the district or building school improvement plan • How the poverty plan has impacted Human Resources and district budgeting • Other interventions that help address the needs of students from poverty

Allowable expenses for Poverty Plans

Attendance and Mobility
- Transportation – If a specific route is developed to ensure the poverty students have a resource to get to school every day would be an allowable expense.
- Absences – If a poverty student is chronically absent because they need to be at home, a tablet or PC would be an allowable expense to ensure that they stay on course for graduation.

Parental Involvement
- To encourage family involvement in committees, parent teacher conferences, or focus groups, a babysitting service or youth activities would be an allowable expense.

Instructional Services
- Class size reduction – At the elementary level, any time you reduce a class from one section to two sections, that is consider class size reduction and thus is also an allowable poverty expense. Class size reduction can also be at the secondary level if a support or intervention course were developed to ensure a student's college- and career' readiness and progress toward graduation.
- Paraprofessionals would also qualify as class size reduction and would be an allowable expense.

Specialized Services
- An early childhood program would be an allowable expense. Perform a census of the students and then determine what percentage would be from the poverty demographic and then charge salary and benefits as poverty expense based on that percentage.
- Social workers or counselors – These staff members would be an allowable expense. Charge a portion of their salary to poverty based on your poverty percentage.
- Before or after school programs - Perform a census of the students and then determine what percentage would be from the poverty demographic and then charge salary and benefits as poverty expense based on that percentage.
- Summer school – If not receiving state funding for your summer school activities. Perform a census of the students and then determine what percentage would be from the poverty demographic and then charge salary and benefits as poverty expense based on that percentage.
- If your school is started a one of one initiative a portion of the IT persons salary and benefits would be an allowable expense. Charge a portion of their salary to poverty based on your poverty percentage.

Professional Development
- Staff training – a percentage of staff training is an allowable expense based on the topic material and how much it is focused on the poverty demographic.

Unallowable expenses for Poverty Plans
- Avoid general administrator's salaries (i.e. superintendents, principals, administrative staff, nurse, cafeteria staff, etc.)
- Avoid Capital expenses (building maintenance/repairs, bus/vehicle, equipment, etc.)

Limited English Proficiency Plan (LEP) Resource Guide:

The LEP Plan addresses many, but not all of the provisions of [Rule 15, Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools](). The LEP plan has 15 questions that address the identification of English Learners (ELs), including instructional approaches, assessment of students' progress toward mastering the English language, evaluation to determine the effectiveness of the Language Instruction Educational Program (LIEP) elements, and an 'other' optional section for districts to include any other information about their services ELs. Districts must ensure that all provisions of Rule 15 are met, whether or not the district submits an LEP Plan. The tables below outline the questions, sample responses, and examples/resources for each item.

Identification of Students with Limited English Proficiency : *(Sample answers)* Rule 15, Section 003	Examples/Resources:
1. Explain the district policies or procedures to identify English Learners. Is the district using the three home language survey questions as outlined in Rule 15, section 003? The district's policies and procedures require all incoming kindergarten students and students new to the district, unless transferring from a Nebraska school district, to complete a home-language survey (HLS). The HLS used by the district contains the following questions: 　　　What language did the student first learn to speak? 　　　What language does the student most often speak? 　　　What language does the student most frequently use at home? If the student answers any of the questions with a language other than English, the family will be referred to the coordinator for the ELL program for an interview and to schedule a language proficiency assessment. Following the assessment the coordinator will share the results with the parents and the student.	A home language survey (HLS) is part of the admission process for: • All incoming kindergarten students • All students new to the district (unless transferring from another Nebraska district) The HLS survey includes the following questions: • What language did the student first learn to speak? • What language is spoken most often by the student? • What language does the student most frequently use at home? **A district may include additional questions in the HLS, but may not include questions related to immigration status.**
2. What language proficiency assessments are used to identify ELs? The language proficiency assessments used by the district include the Language Assessment Scales (LAS) and the IDEA Proficiency Test (IPT). These assessments will be within 30 days after the beginning of the school year or within the first two weeks of enrollment for student identified during the school year.	If the HLS indicates that the student speaks a language other than English, districts must use a language proficiency assessment to determine if the student qualifies as an EL *If the student is currently identified as an EL in a Nebraska district, the district does not have to administer a language proficiency assessment and must obtain documentation of EL status within 30 days.* The language proficiency assessment must:

	- assess English proficiency in listening, speaking, reading, and writing - be determined by the district to be valid and reliable in measuring English-language acquisition - yield composite scores or levels that indicate whether a student is proficient in English **Examples of language proficiency assessments for initial identification include Language Assessment Scales (LAS), MAC II, IDEA Proficiency Test (IPT), Woodcock-Muñoz, Language Proficiency Test Series (LPTS), Bilingual Verbal Abilities Test (BVAT).**
3. Describe the specific criteria the district uses in determining which students qualify as LEP. The criteria used by the district to determine if the student qualifies for placement into the EL program shall include indication on the HLS that the student speaks a language other than English and their performance on either the LAS or the IPT indicate they are not English language proficient. Students previously enrolled in a program serving EL students shall continue their enrollment in EL services pending the review of their previous school records. If the review indicates they do not meet the criteria for identification as an EL student in Nebraska, they shall be exited from the program using the program exit process implemented by the district and in compliance with NDE rules and regulations.	The student will be identified as an EL if <u>both</u> of these indicators are met: - The HLS indicates the student has a home language other than English **AND** - The student composite scores and levels on the language proficiency assessment indicate the student is not proficient in English
Instructional Approaches : *(Sample answers)* **Rule 15, Section 004**	**Examples/Resources:**
4. Describe the district instructional approaches for LEP children to acquire English (for both social language and academic purposes). The instructional approaches for EL students used by the district will meet all criteria and requirements required by NDE Rule 15. The language instructional programs that will be implemented will provide limited English proficient students with the skills they need to successfully participate in general education classes, the school, and their community environment. All teachers within the school district will receive training so they can use researched based instructional techniques with their EL students. The general education teacher training will be provided by the EL teachers and will include both	The language instruction educational program (LIEP) is designed to support the EL student in English-language acquisition. The language instruction educational program (LIEP) must be: - a systematic approach to teaching English, - a research-based approach

instructional and coaching support. The program for EL students will be content based and students will spend the majority of their school day in general education classes with appropriate levels of support from endorsed EL teachers and trained paraprofessionals. The district program will be aligned with the [Nebraska English Language Proficiency Standards](#) and designed to provide the skills needed for success in school and the community. The program will provide instruction designed to develop the students' abilities to understand, speak, read, and write the English language.	that is supported by experts in the field of second-language acquisition, and
	
	• an approach that has the effect of developing the English proficiency of EL students, enabling them to meet academic standards using the English language.
	
	EL students are taught by teachers with a valid Nebraska teaching certificate.
	    • Teachers assigned to teach ESL have an ESL or provisional endorsement OR receive annual professional development.
	    • General classroom teachers responsible for English-language instruction have an ESL endorsement OR receive annual professional development to learn skills to meet the language needs of EL students.

5. How are the instructional models and approaches recognized as best practice by experts in the field?
The instructional models that will be used by the district are those that are supported by the research and experts in the field. EL teachers will be provided with appropriate training to implement the instructional models and assess students to determine effectiveness of the instructional approaches.   Teachers will also receive in depth training in Dr. Robert Marzano's instructional strategies in alignment with the district's instructional model. The district's EL Review Team will review the instructional models and approaches on an annual basis to provide recommendations, updates and revisions.
	Districts may implement one or a combination of the following program models. These program models are research-based and supported by experts in the field:
	    • Newcomer Programs
	    • Sheltered Instruction
	    • Pull-out
	    • Push-In
	    • Dual Language Program
	
	Detailed program model descriptions can be found in [Rule 15: A Guide for Implementation](#).

Assessment of Students' Progress Toward Mastering the English Language: *(Sample answers)* Rule 15, Section 006	Examples/Resources:
6. Describe the specific criteria and plan the district has established to determine when the EL student has mastered English. The specific criteria that will be used to determine students' mastery of English will be in compliance with the requirements of NDE Rule 15. The district will administer the ELPA 21 in accordance with NDE guidelines and the LAS assessments and use these results as part of the data to determine when an EL student has mastered the English language. The district will follow the exit requirements in section 007 of NDE Rule 15. Students who have met the exit requirements will be monitored for four academic years. Should students who have exited the program demonstrate a need for additional assistance the SAT will develop an individual instructional program for the student.	The academic progress of students who have met the exit criteria must be monitored for a period of four years. A student who has met the exit requirements is no longer identified as "LEP eligible" and is entered as "redesignated as English fluent" on NSSRS.
7. What objective language measures does the district use to assess listening, speaking, reading, and writing? The district will use the LAS and the ITP to assess students' skills in the areas of listening, speaking, reading, and writing. The district will use the information from the ELPA 21 and the appropriate state assessments in addition to informal observations and classroom assessments to assist with determining student performance and skills.	Rule 15 contains specific exit criteria for EL students.
8. What objective measures does the district use to assess student progress toward meeting content standards? The objective measures the district will use to assess students' progress toward meeting content standards will include classroom assessments, district norm referenced assessments, formative assessments and state assessments. The district has adopted MAP assessments and will use these results to help determine progress toward mastery of district content standards. The district content standards are aligned with state content expectations.	Rule 15 contains specific exit criteria for EL students.
9. What subjective measures does the district include? The district will include the following subjective methods to measure the performance and growth of students enrolled in the program: teacher observations, grades on classroom based assessments, and input from parents. In addition, the district will consider students' involvement in school and community activities as part of the overall assessment of the students' growth.	Rule 15 contains specific exit criteria for EL students. **However, district may include subjective measures as a part of the LIEP program review (e.g., student perceptual survey data).**

EVALUATION TO DETERMINE THE EFFECTIVENESS OF THE LEP PLAN ELEMENTS: *(Sample answers)*	Examples/Resources:

Rule 15, Section 008	
10. Describe the approach that will be used to evaluate the effectiveness of the program. A district wide team will be used to annually evaluate/review the programs serving EL students as part of the district's school improvement and accreditation process. The team prepares a report of their findings and recommendations for the Superintendent. This report is part of the school improvement documents, kept on file, and available for the public access, if requested. The report is kept on file until replaced by the next annual review document. This report will provide information to help assist with the planning, implementation, evaluation and modifications of the EL instructional programs. This program evaluation will cover all procedural and service provision requirements that include but are not limited to: identification, assessment, program services, staff development, exit criteria, and monitoring practices. The evaluation will determine if staff has followed these requirements in a timely manner with proper documentation while implementing the ELL program goals. The district will evaluate the service to students by measuring student performance in these areas: rate of English language development, English language proficiency, academic performance, rate of academic progress, and integration into the school and community environment. An analysis of EL student data will also include the results of the annual English Language Proficiency Assessment and performance on State Content Assessments. The district has adopted the following program goals: improve the students' skills in reading, writing, listening and speaking that are needed for English proficiency, improve the teaching staff's skills in presenting cultural awareness activities, enhance parent participation in the program, provide appropriate in-service for teachers and staff regarding EL curriculum and program requirements, support student participation in school and community activities, and coordinate appropriate modifications with core curriculum teachers. The district uses an innovation configuration to guide its ongoing evaluation of the program.	The school district must designate a team of staff members to conduct an annual written review. The written review must include an examination of program implementation practices, including • the process for identifying EL students • how the district implements language instruction educational programs (LIEP) • how the program is staffed • assessment and accommodations of EL students on state assessments • the requirements to exit the program In addition, the annual review must be • submitted to the district superintendent • kept on file to be available to the public • free of any personally identifiable student information • retained pursuant to the district's records retention schedule **See Appendix B in Rule 15: A Guide for Implementation.**
11. List the types of data (both formative and summative) that will be collected as a part of the evaluation. The district will collect data and analyze it to ensure a quality program for the EL students enrolled in the district. The following data will be collected as part of the ongoing operation of the program and the program review: standardized test scores (including norm-referenced and criterion referenced), teacher observations, checklists, results of file and record reviews, grades, number of participants in gifted and other specialized programs, results from parent/student/staff surveys, graduation/promotion rates, drop-out rates, grievances or complaints made to the district, and examples of student successes. The district will ensure that student and program records are maintained, classroom data is collected, and EL	The annual review must include an analysis of EL student performance on • the annual state English-language proficiency assessment • the state content assessments • other relevant assessments and data The annual review must compare the academic

students participate in assessments according to national and state requirements. Staff development activities will be provided to assist teachers in acquiring the tools necessary to instruct students at their English proficiency levels.	performance of former EL students to the performance of non-EL students **EL and former EL data that may be included:** • **Attendance data** • **Graduation, dropout, promotion, retention rates** • **College-going rates** • **Inclusion in gifted and talented programs** • **Inclusion in special education** • **Performance on assessments** • **Credits completed** • **Participation in extra-curricular activities** • **Awards and honor for secondary students** • **School climate survey results**
12. Attach your Program Review (as described in Rule 15) and describe how the data from annual review will be used as part of an ongoing evaluation and program improvement process that aligns to district continuous improvement plan(s). The district has an active school improvement committee that strives to improve the academic success of all students. They are well aware of the subgroups of student populations that struggle and require instructional techniques to address their needs. The district uses a customized version of the Innovation Configuration aligned to Rule 15 and annually assesses the program according to each indicator and performance level based on data. The district's EL program coordinator, EL teachers, Staff Development Director, and Assessment Coordinator take the evaluation information and work together to determine program modifications and how to implement modifications for the following school year. The school improvement committee will review the annual report and assist with the implementation of identified educational strategies.	The school district must • make modifications to the language instruction educational program based on the results of data analysis and review of the program implementation practices • design modifications to assist students in overcoming any language barriers that may prevent them from participating meaningfully in the core curriculum program

	• District uses EL assessment data in planning for district and school improvement

OTHER (Optional): *(Sample answers)* Rule 15, Section 008	Examples/Resources:
13a. Include information that may not be included in previous sections. The district has experienced a moderate growth in LEP student population during the past five years but is not expecting any significant change in overall EL student enrollment for the next school year	**This section may be used to address elements that are not included in other sections of the LEP plan.**
13b. Are there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan? No unexpected events or unforeseen obstacles occurred during the past school year.	**Describe any events that the district did not anticipate that may have previously occurred but may be relevant to this plan.**
13c. Have there been any significant changes in the LEP population since the previous plan? During the past two years there has been a slight increase in the number of secondary students enrolling with little or no English language skills. This has required the district to provide more resources for the secondary newcomers program	**Describe any major increases or decreases in the EL population that have occurred and may be relevant to this plan.** **Include unique needs associated with any new or growing populations.**

Allowable expenses for LEP Plans

Identification of Students
- Identification – If an interpreter is need to help with paperwork would be an allowable expense.
- Assessment – Cost associated with administering the assessment and evaluation the assessment would be an allowable expense.

Instructional Approaches
- A newcomer program, pull out or push-in program, a dual language program, or transition program would be allowable expense.

Assessment of Students Progress
- Team discussions to determine students' progress would be an allowable expense.

Evaluation to Determine Effectiveness
- A team discussion to evaluate the program is required per Rule 15, and would be an allowable expense.

Examples of other allowable expenses
- Salary and benefits for EL staff, paraprofessionals, and interpreters.
- Library/media resources – books, journals, instructional materials, computer programs to help the EL demographic is an allowable expense.
- Staff Development – Attending conferences or training to help with EL students is an allowable expense.
- Specialized Services
- An early childhood program would be an allowable expense. Perform a census of the students and then determine what percentage would be from the EL demographic and then charge salary and benefits as poverty expense based on that percentage.
- Social workers or counselors – These staff members would be an allowable expense. Charge a portion of their salary to EL based on your poverty percentage.
- Before or after school programs - Perform a census of the students and then determine what percentage would be from the EL demographic and then charge salary and benefits as poverty expense based on that percentage.
- Summer school – If not receiving state funding for your summer school activities. Perform a census of the students and then determine what percentage would be from the EL demographic and then charge salary and benefits as EL expense based on that percentage.
- If your school is started a one of one initiative a portion of the IT persons salary and benefits would be an allowable expense. Charge a portion of their salary to EL based on your poverty percentage.

Unallowable expenses for LEP Plans
- Avoid general administrators' salaries (i.e. superintendents, principals, administrative staff, nurse, cafeteria staff, etc.)
- Avoid Capital expenses (building maintenance/repairs, bus/vehicle, equipment, etc.)

RULE 15 PROGRAM INNOVATION CONFIGURATION MAP GUIDE:

What's an innovation configuration map?
An innovation configuration (IC) map provides a description of how a program could look in a variety of implementation stages, from not acceptable (1), to ideal (4). An IC map differs from a rubric in its primary utility; it is a flexible document used for program implementation reflection. The customizable framework can help educators as they determine how a program may need to be adjusted to better support student learning. [1]

What's the purpose of this IC map?
This IC is aligned to the requirements of *Rule 15: Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools*. It was developed in collaboration with ELL teachers, ESU staff developers, and NDE staff in the summer of 2015.

The purpose of this IC map is to provide a model ELL program with implementation-level descriptors in a 1-4 scale that can be customized by local school districts. Items correspond to key requirements of *Rule 15*.

Ideal →	**4:** Policies and practices for ELs are embedded and the program is fully implemented throughout the system. There is evidence from multiple measures that demonstrates that the program supports students' language and academic content growth.
	3: Program moves beyond meeting the requirements of Rule 15 and there is clear evidence that program supports students' language growth and academic content.
	2: Program meets the minimum requirements of Rule 15 and there is some evidence the program supports students' language growth.
Not Acceptable →	**1:** Program does not meet the requirements of Rule 15 and there is little evidence that the program supports students' language growth.

How could I use this IC map?
- As a model from which districts can work to develop customized maps to inform their work with EL students.
- As an evaluation tool to examine program implementation, resource, and professional development needs.
- As a reflection tool that supports an improvement plan, state LEP plan, etc.

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[1] "Innovation Configurations." Southwest Education Development Laboratory.
https://www.sedl.org/cbam/innovation_configurations.html

Innovation Configuration Map

Rule 15: *Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools*

003/007 Identification and Exit of Students with Limited English Proficiency: Program has a clear process that meets state and federal requirements to identify English Language Learners (ELs).

4. District has a clearly documented policy and process for EL program entrance, progression, and exit that is accessible to families and is implemented with fidelity in each school.

3. District has a documented process for EL program entrance, progression, and exit that is implemented with fidelity.

2. District has a process for EL program entrance, progression, and exit that has been implemented.

1. District has a process for EL program entrance, progression, and exit that is sometimes implemented.

004 Language Instruction Educational Programs: Language instructional program (LIEP) meets the academic needs of the student population and is aligned to Nebraska English Language Proficiency (ELP) standards.

4. District systematically monitors, analyzes, and adjusts instruction based on EL student growth data. Evidence indicates that curriculum and is vertically and horizontally aligned and prepares students for success at the next level.

3. District implements a process to monitor, analyze, and adjust instruction based on EL student growth data. Evidence indicates that curriculum is vertically and horizontally aligned and prepares students for success at the next level.

2. District has a process to monitor, analyze, and adjust instruction based on EL student growth data. There is a curriculum and some evidence that students are prepared for success at the next level.

1. No process exists to monitor, analyze, or adjust instruction based on EL student growth data. There is not an articulated or aligned curriculum and little evidence of students' preparation for the next level.

005 Staffing: The school has trained and qualified staff to teach EL students.

4. All teachers and staff participate annually in professional learning related to working with EL students, and there is evidence of ongoing collaboration with content-area teachers.

3. Teachers and staff working with EL students participate annually in professional learning related to working with EL students, and there is evidence of collaboration with content-area teachers.

2. Most teachers and staff working with EL students participate annually in professional learning, and there is some evidence of collaboration with content-area teachers.

1. A few of the teachers that work with ELL students participate annually in professional development related to working with EL students. There is little evidence of collaboration between EL teachers and content-area teachers.

006 Assessments and Accommodations for EL Students: There is a process in place to ensure that all EL students participate in the state English-language-proficiency assessment and state content assessments with appropriate accommodations based on individual student needs.

4. There is a systematic process in place to ensure that all EL students participate in the state English-language-proficiency assessment and state content assessments with appropriate accommodations based on individual student needs.

3. There is a process in place consistently ensuring that EL students participate in the state English-language proficiency assessment and state content assessments with appropriate accommodations based on individual need.

2. There is a process to ensure that EL students participate in the state English-language proficiency assessment and state content assessments with appropriate accommodations based on individual need.

1. There is not a process in place to ensure that EL students participate in the state English-language proficiency assessment and state content assessments with appropriate accommodations based on individual need.

008 Program Review: The program is reviewed and modified annually based on summative and formative evaluation of data.

4. There is a systematic and collaborative process in place for program evaluation and program and instruction are modified based on a review a variety of data sources.

3. There is a collaborative process in place for program evaluation and program and instruction are modified based on a review of data.

2. There is a process in place for program evaluation and program and instruction are periodically modified based on a review of data.

1. There is little evidence of collaboration between EL teachers and content-area teachers. The program is annually reviewed.

QUESTIONS AND ANSWERS FOR THE LEP AND POVERTY PLANS

Listed below are some frequently asked questions and answers concerning the Poverty and LEP Plans.

There are no questions or answers regarding how the plans interface with State Aid to Education. If you have questions about funding or State Aid to Education please contact Finance and Organizational Services at 402-471-4320.

The questions and answers are organized according to these topics: accessing the plans, specific questions about the LEP plan, specific questions about the poverty plan, and specific questions about approving and submitting the plans to either the Nebraska Department of Education or the Learning Community of Douglas and Sarpy Counties.

ACCESSING THE POVERTY AND LEP PLANS
1. Where are the Poverty and LEP Plans located? The plans are located in the GMS. If you have not yet logged into the new GMS page, you will need to set up your username and password. Sign in with username and password. The plans are created and submitted through the GMS. (https://nde.mtwgms.org/NDEGMSWebv02/Logon.aspx) *If the school district is one of the 11 school district members of the Learning Community of Douglas and Sarpy Counties open the LC LEP and Poverty Plan link and submit the plans through this link. If the school district is not a member of the Learning Community of Douglas and Sarpy Counties open the LEP and Poverty Plan link and submit the plans through this link.*
2. What if I do not have a user name and password? Go to the GMS page and click the "NEW USER" tab and review the information.
3. Is there any information about accessing and submitting information through the GMS? The "help desk" is available to assist with individual questions: 402-471-3151.
4. Is there assistance for completing the plans? Once either the Poverty or the LEP plan is opened, instructions can be accessed for either plan

5. What are the steps for creating and submitting the Poverty and LEP plans?
There is information that is applicable to both plans and information that is specific to only the LEP or Poverty plan. The steps that relate to both plans are in this section dealing with the Poverty and LEP plan.
 	
Steps for completion of the general information that applies to both plans:
    a. Open the link under GMS labeled for LEP and Poverty plans
    b. Create a plan for the next school year (in the fall of 2016 you will be creating plans for the 2017-2018 school year).
    c. Once the plan is created, open contact information and complete all fields, save the page, and go to the next tab.
    d. If you are the superintendent of schools or have the district administrator activation code for your district, you can open and agree to the assurances and save the page. If you are not the superintendent of schools or do not have the district administrator activation code for your district you will submit the plan to the district administrator (superintendent of schools) after completing one or both plans. The district administrator (superintendent of schools) must agree to the assurances prior to submitting the plans for review and approval by either NDE or the Learning Community Coordinating Council.
    e. The next step is to select LEP Limited English Proficiency Plan (pull down box in the upper right portion of the page). Proceed to the LEP section (#2) of questions and answers for the next step.

QUESTIONS RELATED TO THE POVERTY PLAN
1. What is the purpose of the Poverty Plan? The purpose of the Poverty Plan is to provide school districts with additional funding to build and maintain programs for students from low-income families.
2. What if the district does not want to request any additional funding through the Poverty Plan? If the district does not want to request any additional funding enter zero in the estimated expenditures, save the page and proceed to submitting the plans (see #4). If the district does not request any funding through the Poverty Plan the district does not need to answer any of the plan questions.
3. What are the steps for completing the Poverty Plan? These steps assume the district is requesting funding greater than zero dollars.   a. Read the overview and access additional information if desired.   b. Open estimated expenditure and insert the district's estimated expenditures for the budget year of the plan; have the system calculate allowance; and save the page. (If an estimate of zero dollars was entered, this application is finished, proceed to submitting the plans)   c. Open the Poverty Plan and answer all questions on each tab. If a question does not apply to the district simply insert "does not apply" and give reasons why it does not apply.   d. The tabs are; **Attendance and Mobility**, **Parental Involvement**, **Instructional Services, Specialized Services**, **Professional Development**, **Evaluation**, and **Other**. There are multiple questions for each tab and in some cases more than one page of questions. After answering the questions on a page remember to save the page before proceeding to the next page.   e. The answers for the questions can be typed in the text box, copied and pasted from another text document (it recommend that you do not copy and paste from Word), or the upload function can be used to attach a document that provides the requested information. If the upload function is used to attach a document please remember to make a note about the attachment in the text box of the question(s) that the document(s) relate too.   f. Be sure to save each page before going to the next page of questions.   g. After answering the last question and saving the page you are ready to submit the plans.

QUESTIONS RELATED TO THE LEP PLAN
1. What is the purpose of the LEP Plan? The purpose of the LEP Plan is to provide school districts with additional funding to build and maintain programs for English Learners.
2. What if a school district does not want to request any additional funding through the LEP Plan? If a district does not want to request any additional funding, enter zero dollars in the estimated expenditures and save the page. If there is not a request for additional funding it is not necessary to answer any of the questions.   The next step is to select Poverty Plan from the box in the upper right corner of the page. See the questions and answers below (# 3) for guidance on submitting the Poverty Plan.
3. What are the steps for completing the LEP Plan? The steps listed assume an estimated expenditure greater than zero has been entered.   a. Read the overview and access additional information if desired.   b. Open estimated expenditure tab, read and follow the directions. (A worksheet to estimate expenditures can be obtained from the NDE Finance and Organizational Services Office if

needed.) Enter the estimated expenditure; calculate .85 of the expenditures to determine the allowance. If an estimate greater than zero dollars is entered proceed through the LEP Plan and answer the questions. If an estimate of zero dollars was entered there is not a need to answer any questions. Be sure to save each page before proceeding to the next step. (If an estimate of zero dollars was entered, this application is finished, proceed to the Poverty Plan.)

c. The answers for the questions can be typed in the text box, copied and pasted from another text document (it recommend that you do not copy and paste from Word), or the upload function can be used to attach a document that provides the requested information. If the upload function is used to attach a document please remember to make a note about the attachment in the text box of the question(s) that the document(s) relate too.

d. Open LEP Plan and answer questions on the first tab, Identification of Students, remember to save the page before going to the next page.

e. Answer questions listed on the Instructional Strategies tab, save the page.

f. Answer the questions listed on the Assessment tab, save the page.

g. Answer the questions listed on the Evaluation tab, save the page.

h. Answer the questions listed on the 'Other' tab, save the page and proceed to the Poverty Plan (see letter c.).

Submitting the plans:

What are the steps to submit the plans?

a. Return to the Poverty/LEP page by selecting from the drop down list in the upper right hand corner of the page.

b. Open the link labeled "submit"

c. Have the system perform the consistency check by clicking on the Consistency Check button.

d. If there are errors correct the appropriate portions of the identified plans.

e. After correcting errors return to submit page and perform another consistency check.

f. When the consistency check indicates there are no errors the plans can be submitted by clicking the submit link. If you are the authorized district administrator (superintendent) remember to agree to the assurances before submitting the plan. If you are not the district administrator the plan will be submitted to the district administrator for approval. The district administrator should agree to the assurances and submit the plan. Plans will be submitted to the Nebraska Department of Education for review and approval.

What happens during the review process?

Representatives of NDE will review and approve submitted plans. If there are questions a representative(s) will contact the district. If a plan needs to be modified the plan will be returned to the district. The district will review, make necessary modification, and resubmit the plan. The steps for correcting and resubmitting a plan are the same as for preparation and submission of the original plan (once the district unlocks the application).When the plan has been approved the district representative will receive an e-mail indicating that the plan has been approved.

Poverty Plan and LEP Plan On-Site Reviews:

Each year, the Nebraska Department of Education (NDE) conducts on-site reviews in a random sample of districts in order to:

1. Ensure the Poverty and LEP allowance funds included as a part of school districts' state aid are properly expended, and to determine if the issues identified in state statute and included in the plan have been addressed by selected districts.
2. Determine if school districts are receiving adequate support and technical assistance from NDE in the development and implementation of their plan(s), and to provide assistance to school districts on how to improve their plan(s).

At the conclusion of our on-site visit, we will conduct an exit interview to discuss any review findings, and recommendations noted; and address any questions or concerns a district may have.

To expedite the review process, please have the following items available during our visit:

- Accounting and detailed transaction reports supporting expenditure amounts reported to NDE for the Poverty and LEP Programs
- Payroll records for personnel involved with developing and implementing the Poverty and LEP programs;
- Invoices supporting expenditures coded to your Poverty and LEP programs;
- Information supporting the calculation and rationale for those costs partially allocated to these programs;
- Data supporting Poverty and LEP student count information provided to NDE and used in your Poverty and LEP allowance calculations;
- Student assessment and progress data;
- Documentation necessary to support questionnaire responses; and
- Other documentation/data pertinent to the development and implementation of the plans.

Poverty and LEP Plan On-Site Review Questions:

Poverty Plan Review Questions

1. Review the following list of issues that are listed in the statute for the poverty plan and identify which issue(s) your district is using funds from the poverty allowance to address. Describe how your district is addressing the issue(s) and the amount of poverty funding that is being used.
    a. Attendance, including absence follow up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center;
    b. Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community;
    c. Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;
    d. Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds;
    e. Class size reduction or maintenance of small class sizes in elementary grades;
    f. Scheduled teaching time on a weekly basis that will be free from interruptions;
    g. Access to early childhood education programs for children in poverty;
    h. Student access to social workers;

   i. Access to summer school, extended-school-day programs, or extended-school-year programs;

   j. Mentoring for new and newly reassigned teachers;

   k. Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds;

   l. Coordination with elementary learning centers if the school district is a member of a learning community; and

   m. An evaluation to determine the effectiveness of the elements of the poverty plan.

2. Describe the data the district examined to select the issues(s) addressed in the plan.

3. Identify the resources, programs, or activities implemented to address the selected issues and describe the process used to select these.

4. If a portion of a purchase, activity, or staff position(s) is charged to the Poverty plan describe the rationale used to determine the portion allocated to the Poverty plan.

5. Does the support and technical assistance provided by NDE for the development and implementation of the Poverty plan meet the needs of the district?

6. List the additional support and technical assistance that should be provided by NDE to assist with the development and implementation of the Poverty plan.

7. List the financial resources available to the district for providing services for students from low income families.

8. List supports, services, or activities that would be eliminated or reduced if funds from the Poverty plan were not available to the district.

9. List additional information you would like to have available or questions you would like NDE to answer.

LEP Plan Review Questions

1. Review the following list of issues that are listed in the statute for the LEP plan and identify which issue(s) your district is using funds from the LEP allowance to address. Describe how your district is addressing the issue(s) and the amount of LEP funding that is being used.

   a. Identification of students with limited English proficiency;

   b. Instructional approaches;

   c. Assessment of such students' progress toward mastering the English language; and

   d. Provide your last program evaluation used to determine the effectiveness of the elements of the limited English proficiency plan.

2. Describe the data the district examined to select the issues(s) addressed in the plan.

3. Identify the resources, programs, or activities implemented to address the selected issues and describe the process used to select these.

4. If a portion of a purchase, activity, or staff position(s) is charged to the English Learner program describe the rationale used to determine the portion to be allocated to the EL program.

5. Does the support and technical assistance provided by NDE for the development and implementation of the LEP plan meet the needs of the district?

6. List the additional support and technical assistance that should be provided by NDE to assist with the development and implementation of the LEP plan.

7. List the financial resources available to the district to provide services for English Learners.

8. List English Learner resources, services, or activities that would be eliminated or reduced if funds from the LEP plan were reduced or not available.

9. List additional information you would like to have available or questions you would like NDE to answer

Related Statutes for Poverty and LEP Plans:

79-1013. Poverty plan; submission required; when; review; approval; elements required; appeal.

(1) On or before October 15 of each year, each school district designating a maximum poverty allowance greater than zero dollars shall submit a poverty plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plan for school districts that are not members of a learning community based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the poverty plan for each member school district.

(2) In order to be approved pursuant to this section, a poverty plan shall include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Attendance, including absence follow up and transportation for students qualifying for free or reduced-price lunches, regardless of the method of qualification, who reside more than one mile from the attendance center;

(b) Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community;

(c) Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

(d) Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

(e) Class size reduction or maintenance of small class sizes in elementary grades;

(f) Scheduled teaching time on a weekly basis that will be free from interruptions;

(g) Access to early childhood education programs for children in poverty;

(h) Student access to social workers;

(i) Access to summer school, extended-school-day programs, or extended-school-year programs;

(j) Mentoring for new and newly reassigned teachers;

(k) Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds;

(l) Coordination with elementary learning centers if the school district is a member of a learning community; and

(m) An evaluation to determine the effectiveness of the elements of the poverty plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source: Laws 2007, LB641, § 23; Laws 2008, LB988, § 36; Laws 2010, LB1071, § 17; Laws 2015, LB525, § 21.

79-1014. Limited English proficiency plan; submission required; when; review; approval; elements required; appeal.

(1) On or before October 15 of each year, each school district designating a maximum limited English proficiency allowance greater than zero dollars shall submit a limited English proficiency plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plans for school districts that are not members of a learning community, based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council, and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community, based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the limited English proficiency plan for each member school district.
(2) In order to be approved pursuant to this section, a limited English proficiency plan must include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Identification of students with limited English proficiency;
(b) Instructional approaches;
(c) Assessment of such students' progress toward mastering the English language; and
(d) An evaluation to determine the effectiveness of the elements of the limited English proficiency plan.
(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source: Laws 2007, LB641, § 24; Laws 2008, LB988, § 37; Laws 2009, LB549, § 33; Laws 2010, LB1071, § 18.

Resources and References:

Poverty Plan:

RESOURCES:
Attendance Works
Collaborative Attendance Plan Example

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Walsh, M., Madaus, G., Raczek, A., Dearing, E., Foley, C., & An, C. et al. (2014). A new model for student support in high-poverty urban elementary schools: Effects on elementary and middle school academic outcomes. *American Educational Research Journal*, 51(4), 704-737. http://dx.doi.org/10.3102/0002831214541669

LEP Plan

RESOURCES:
Rule 15
Rule 15 Implementation Guide
Rule 15 Checklist
Tools and Templates—Provides templates for home language survey, flow chart for identifying English Learners, and annual program review.

Classroom that Works Modules
Nebraska ELL Program Guide for Teachers
Nebraska ELL Program Guide for Administrators
Tools and Resources for Identifying All English Learners (U.S. Department of Education)

REFERENCES:

Education Week Special Report: Teaching America's English-Language Learners (30th ed., 35 vols.). (2016). Bethseda, MD: Education Week.

Freeman, Y. S., Freeman, D. E., & Mercuri, S. (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann.

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