

From Compliance to Capacity

Supporting English learners through
Intentional Systems



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Learning Intentions

1. **I can explain the federal and state requirements** that govern English Speakers of Other Languages (ESOL) programs, including Title III and federal civil rights requirements.
2. **I can describe required processes** for identifying and placing English learners, providing services, monitoring progress, reclassifying students, and ensuring families receive information in languages they understand.
3. **I can recognize common compliance challenges** that districts face and understand how these affect equitable access to instruction.



Why this matters

- 10.1% Kansas public school students are identified as English learners (SY 24-25) – KSDE Data Central
- Legal + civil rights obligations
- Ensuring equitable access to content
- Improving student outcomes



Shifting the Focus



Compliance-focused documentation



Capacity-building documentation

Reactive | *"We need this for monitoring."*

Isolated | Forms that sit in folders

Inconsistent | Varies by school or staff

Minimal | Only what's required

Goal → Show *something* happened

Intentional | Supporting strong practices

Embedded | Used in day-to-day systems

Consistent | Clear expectations

Actionable | Informs decisions and instruction

Goal → Improve what happens

What Actually Changes in Practice

Documentation becomes a roadmap, not a record

- Clear procedures guide staff actions
- Reduces guesswork for new administrators and teachers

Consistency across buildings

- Standardized forms and processes ensure equitable access
- Students receive the same level of support regardless of school

Strengthened decision-making

- Data collected is used to adjust instruction
- Leaders can identify trends and gaps

Sustainability

- Systems don't rely on one person's knowledge
- Staff transitions don't disrupt services

Prepares you for auditing/monitoring...without scrambling

- Evidence is already organized and aligned to requirements
- Compliance becomes a natural byproduct of strong systems





Legal Foundations

Definition of English Learner

Under the Elementary and Secondary Education Act (ESEA), as amended by ESSA, an English learner (EL) is an individual:

- **Aged 3–21** who is enrolled or preparing to enroll in an elementary or secondary school; **and**
- Not born in the United States or whose **native language is a language other than English**; or is a Native American/Alaska Native or native resident of U.S. territories who **comes from an environment where a language other than English has had a significant impact on their English proficiency**; **and**
- Has sufficient difficulty speaking, reading, writing, or understanding English that **it may deny them the ability to:**
 - **Meet** challenging state academic **standards**,
 - **Successfully achieve** in classrooms where **instruction is in English**, or
 - **OUR** **Fully participate** in society.



Federal Compliance Foundations

- Title I and Title III, Part A: Elementary and Secondary Education Act (ESEA, 1965), as amended by The Every Student Succeeds Act (ESSA, 2015)
- Title VI of the Civil Rights Act - 1964
- Equal Education Opportunities Act (EEOA) - 1974



Landmark Federal Cases

- **Lau v. Nichols, (1974)** → Following the Civil Rights Act, school systems must provide students with appropriate instructional support to “overcome language barriers.”
- **Castañeda v. Pickard, (1981)** → Considered to be the most significant court decision affecting language minority students after Lau, this decision established basic standards to ensure language programs are in compliance with EEOA (1974).
- **Plyler v. Doe, (1982)** → A state cannot prevent children of undocumented immigrants from attending public school unless a substantial state interest is involved.



Closer look at Title III Requirements

Title III, Part A has five main purposes (ESSA Sec. 3102 1-5).

- ✓ **A** → Achieve
- ✓ **P** → Professional Development
- ✓ **P** → Parent Involvement
- ✓ **L** → Language Proficiency
- ✓ **E** → Education

Acronym: (Russell-Yoquelet, 2022, p. 30)



Title I and Title III Overlap

Title I also contains several provisions relevant to ELs, including:

- Annual English proficiency assessment (§§ 6311(b)(7); 6823(b)(3)(C));
- Written notices for parents of ELs detailing placement, services, and rights (§§ 6312(g)(1)–(3); 7012(a)–(d));
- Non-discrimination provisions based on surname or language-minority status (§§ 6312(g)(5); 7012(f));
- Accountability requirements related to adequate yearly progress and performance monitoring (§§ 6311(b)(2)(C)(v)(II)(dd); 6311(b)(3)(C)(ix)(III); 6842(a)(3)(A)(iii)).



ESOL vs. Title III

If our district does not receive Title III funding, do the requirements presented still apply?

Yes. All LEAs are expected to implement these requirements to maintain alignment with federal expectations and ensure equitable access to services for English learners.



Immigrant Students

- **Plyler v. Doe (1982)** → Provide all children with a free, public education regardless of immigration status. Enrollment forms cannot ask about immigration status or require a Social Security card or state driver's license, or a child's birth certificate.
- **Family Educational Rights and Privacy Act (FERPA)** → Information about immigrant students and families cannot be shared with any person or agency without permission.



Key Takeaway

Upholding state and federal requirements is essential to creating welcoming schools where students' and families' languages, cultures, and identities are valued as strengths that enrich the learning community. When these conditions are intentionally designed, they strengthen engagement, accelerate language development, and support academic success for all learners.

Every system should be designed to ensure students experience true access to learning—not just placement or participation.





Key Components

Key Components of EL Services

1. **Identify and assess** EL students in need of language assistance in a timely, valid, and reliable manner; notify parents
2. **Provide** EL students with a **language assistance program** that is educationally sound and proven successful;
3. **Sufficiently staff and support** the language assistance programs for EL students;
4. **Ensure EL students have equal opportunities to meaningfully participate** in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;
5. **Avoid unnecessary segregation** of EL students;
6. **Meet the needs of EL students who opt out** of language assistance programs;



Key Components of EL Services Continued...

7. **Ensure that EL students with disabilities** under the Individuals with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluations and delivery of services;
8. **Monitor and evaluate** EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
9. **Evaluate the effectiveness of a school district's language assistance program(s)** to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time;
10. **Ensure meaningful communication** with parents





Identification & Placement

Identification & Placement

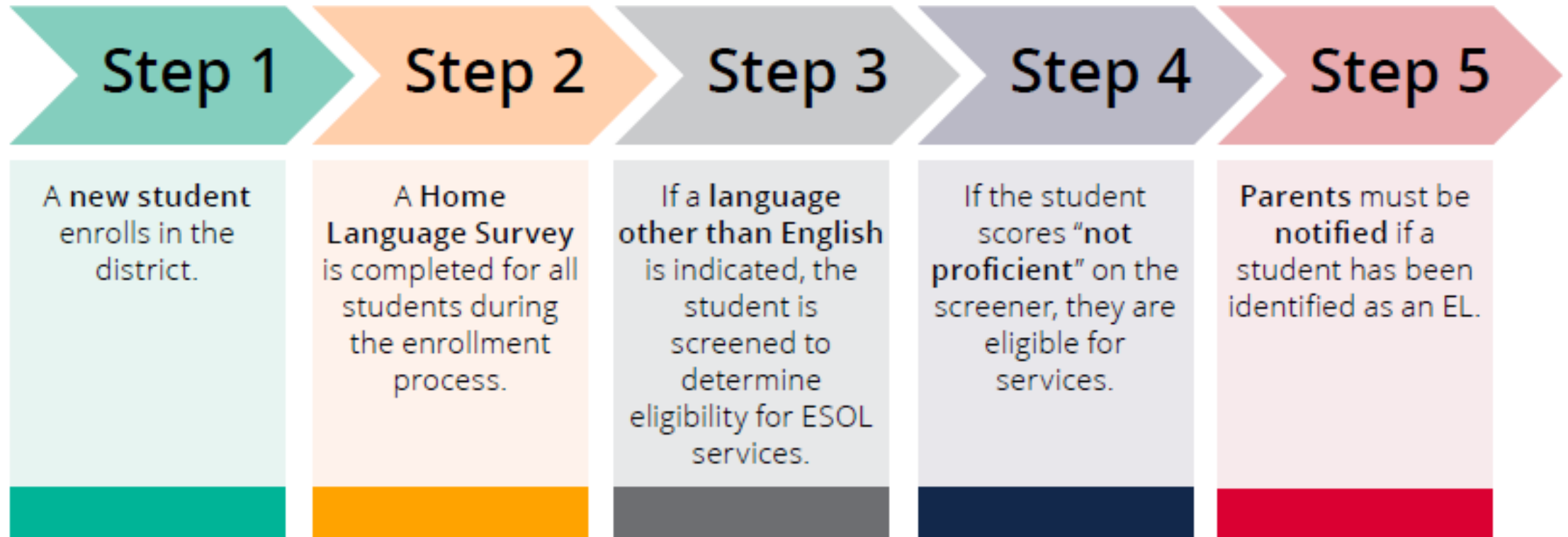
Home Language Survey - Given to ALL students at enrollment to properly identify students who qualify for ESOL services.

English Language Proficiency Screener: An initial assessment given to student identified through the HLS to determine eligibility and placement. In Kansas, the KELPA Screener or WIDA Alternate Screener are the two approved for K-12.

Parent Notification of Identification and Placement: A required communication to families informing them of their child's identification as an English learner and placement in a language program. This must be sent home within 30 days at the beginning of the school year or within two weeks if a student enrolls throughout the year.



Identifying English Learners





Providing Services

Providing Services

Individual Learning/Language Plan (ILP): A documented plan outlining supports, accommodations, and progress monitoring for an EL.

Language Instruction Education Program (LIEP): An instructional model or approach designed to help English learners develop English proficiency and succeed academically.

ESOL/Bilingual Student Contact Minutes: The number of minutes the student received instruction in an approved ESOL/Bilingual program on September 20 for ENRL or February 20 for MILT records.



Language Instruction Education Program (LIEP):

- Please reference the [KIDS 2026-2027 Collection System File Specifications](#) document for the allowable types of LIEPs.
- Many EL supports/practices are comprised of a variety of program models based on the staffing available, school structure, EL student population, and EL proficiency levels.
- When choosing a program type that will be recorded in the KEDS, choose the program where the student spends most of the time during count week. If a student spends almost the same amount of time in two different program types, choose the program that is most beneficial for the student.



Castañeda v. Pickard (1981)

The “Castañeda test” includes the following criteria:

- **Theory** → The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.
- **Practice** → The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality.
- **Results** → The school must not persist in a program that fails to produce results. Programs must yield results within a reasonable period of time.



Staffing and Supporting EL Programs

- **EEOA, 20 U.S.C. § 1703(f)** → Requires SEAs and LEAs to take appropriate action to overcome language barriers that impede equal participation. This includes ensuring programs are staffed with qualified personnel.
- **ESEA, Title I, 20 U.S.C. § 6319(a)** → Requires that all teachers in core academic subjects be “highly qualified.” “Highly qualified” means (1) holding at least a bachelor’s degree, (2) obtaining full state certification/licensure, and (3) demonstrating subject-matter competency. 20 U.S.C. § 7801(23).
- **ESEA, Title III, 20 U.S.C. § 6826(c)** → Requires teachers of ELs to be fluent in English and any other language used for instruction, including written and oral communication skills.
- **Paraprofessionals** → May not substitute for qualified teachers; they may only supplement services under the supervision of a certified teacher. 20 U.S.C. § 6319(c)–(g).



Qualified Teacher

Under Kansas state statute 72-3609(f) “Qualified teacher” means a person employed by a school district for its bilingual education program who is:

- A teacher qualified to instruct limited English proficient pupils as determined by standards established by the state board and who is so certified and endorsed by the state board; or
- A paraprofessional qualified to assist certificated teachers in the instruction of limited English proficient pupils as determined by standards established by the state board and who is so approved by the state board.

Documentation Required:

- ESOL Teacher License Endorsement
- ESOL Plan of Study & Documentation of Progress
- Para logs & Schedules



Dually Identified Students

Courts and OCR/DOJ enforcement have underscored that misidentification of EL students as disabled due to language barriers, or denial of special education services because of EL status, constitutes a violation of federal law.

Enforcement agreements have required districts to revise evaluation procedures, ensure dual services, and train staff to distinguish language acquisition needs from disabilities.



Meeting the Needs of ELs Who Opt-Out of Programs or Services

Any waiver of services must be knowing and voluntary.

LEAs must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL programs and services.

ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed a minimum of once per year until they exit EL status.

After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least two years, just as it would an EL who has received EL programs and services.





Monitoring Progress

Progress Monitoring

Monitor students' progress in English language proficiency and in meeting academic standards. - *Castañeda v. Pickard, 1981; ESSA, 2015*

Evaluate LIEPs to ensure ELs acquire English proficiency & perform on par with non-ELs on academic assessments. - *Castañeda v. Pickard, 1981; Lau v. Nichols, 1974*





Exiting Students from Services

Statewide Exit Criteria

- Proficiency on annual ELP Assessment
 - [KELPA](#)
 - [WIDA Alternate ACCESS](#)

STUDENT REPORT: Lastname, Firstname

GRADE: 8 / STATE ID: xxxxxxxxxx

SCHOOL: Meadowlark School

DISTRICT: Sunflower District / #D1001



This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA). The KELPA measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

When interpreting student progress toward proficiency on the KELPA, please take into consideration how the conditions for learning, which may have been disrupted by the pandemic, may influence performance.

Overall Proficiency: Level 2



1-Not proficient: Students who are not yet proficient have not attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

2-Nearly Proficient: Students are nearly proficient when they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3-Proficient: Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English. This is indicated by attaining performance level of Early Advanced in all domains.

Domain Performance Levels

Year	Domain Score				Progress Toward Proficiency
	Speaking	Writing	Listening	Reading	
2021	4	3	4	4	Satisfactory Progress
2022	4	2	3	1	

4-Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

3-Intermediate - Applies some grade-level English language skills and will benefit from EL program support

2-Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL program support

1-Beginning - Displays few grade-level English language skills and will benefit from EL program support

Additional Resources

For more information about the Kansas Standards, visit ksde.org. To learn more about the Kansas Assessment Program, visit ksassessments.org.

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Monitoring Procedures after Exit

(Optional) **Transitional Status: 1 year**

1. Data suggests the student would benefit from an additional year of services, even though they demonstrated proficiency on the ELP assessment.
2. Provide services and receive funding for the student.
3. Minutes served must be documented in KEDS.
4. After one year as transitional, the student will be moved to monitored status for two years, unless data suggests they should be tested with the state-approved screener to determine possible re-entry into the program.

(Not Optional) **Monitored Status: 2 years**

1. Data suggests the student will be able to participate in the standard instructional program without additional support.
2. The school does not receive any funding for students.



Why monitor?

Students are placed on monitored status to ensure that:

1. They have not been prematurely exited.
2. Any academic deficits they incurred as a result of participation in the EL program have been remedied.
3. They are meaningfully participating in the standard instructional program comparable to their never-EL peers

-[*Dear Colleague Letter*](#), 2015 (*Rescinded*, 2025), p. 34.





Parent & Family Engagement

Ensuring Meaningful Communication with Parents

EEOA, 20 U.S.C. § 1703(f) → Requires SEAs and LEAs to take appropriate action to remove language barriers, which extends to communication with parents.

ESEA, Title I, 20 U.S.C. § 6312(g)(2) → Requires parental notification of rights “in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.”

ESEA, Title III, 20 U.S.C. § 7012(c) → Requires parental notifications regarding EL identification and services to be provided in an understandable format and, whenever practicable, in a language parents can understand.

IDEA, 20 U.S.C. § 1415(b)(4), (d)(2) → Requires notices relating to special education rights to be provided in the parent’s native language unless clearly not feasible.



Translation & Interpretation

It is important to note that federal regulations require LEAs to communicate with parents in an “***understandable and uniform format and, to the extent practicable, in a language that the parent can understand***,” (Title III, Part A, Subpart 2, Section 3302 (c)) (Zacarian, 2012, p. 17).

This means that it is the responsibility of the LEAs to make every effort to communicate with parents in a manner that is accessible.



Print & Go Resource

- Explore the new [EL Family Toolkit Tip Sheets](#)! *(Available in English and Spanish)*
- These easy-to-use resources summarize key points from the six chapters of the OELA English Learner Toolkit, offering practical guidance and support for ELs and their families, with topics such as:
 - Enrolling your child in school
 - Understanding U.S. school systems
 - Educational programs and services
 - Extracurricular opportunities
 - Health and safety
 - Strategies for your child's success





Compliance Challenges

Independent Reflection

What are some things that are going well in your local context?

What are some challenges you are facing in your local context?

What are some specific strategies or actions that can be taken to improve outcomes for students?

Examples:

+Staffing

+Family Engagement

- Incomplete documentation

- Policy vs. Practice gaps



KSDE ILP Template DRAFT

A final draft
and resources
are coming
soon!

ESOL Individual Language Plan (ILP)					
Student Name:		Grade Level:		School Year:	
Student ID #:		Migrant Education Program Status		School:	
ESOL Status / KIDS Code:		Heritage Language* (KSDE):		*Note the heritage language here if it is not listed w/ KSDE:	
ELL Support Staff:		ESOL Support Avg. Weekly Min.:			
Forms of ESOL Support Provided: (mark X to all that apply) Definitions for ESOL support types can be found within the KS EL Framework				Most Frequent form of ESOL Support:	
ESOL Pull Out / ESOL Class (03)		Newcomer Programs (05)		Past Avg. Daily Min (yy-yy / min forma	
Integrated EL Support w/ Gen Ed. (04) (This includes, but is not limited to support through an ESOL endorsed teacher, ESOL Teacher, and/or ESOL Paraeducator)		Transitional Bilingual Education (01)		School Year	
		Dual Language / Two-way Immersion (02)		Minutes	
		Maintenance Bilingual Education (06)			
Sheltered English Instruction (07)		Submersion / Consultation (08)			
Additional (formal) Supports & Strategies in Place: (mark X to all that apply)					
Title Reading		SPED		General Education Intervention (GEI)	
Title Math		SPED + Alternate WIDA ACCESS		Other (list below)	
Other Profile Notes					
Mid-year school transfers, changes in ESOL status, etc.					
Past KELPA Scores					
Year	Reading	Writing	Listening	Speaking	Overall
					Proficiency Progress
Other Scores:					
Beginning-of-Year Stages of Proficiency in English					
Utilize initial ESOL screening data in combination with other district assessment information to assist in providing a rating for each performance area. To find descriptors for each level, refer to the KS Standards for English Learners Performance Level Rubric on page 12 of the 2018 Kansas Standards for English Learners. These initial stage identifications are reflective of the current (or upcoming) school year.					
Overall Stage of English Language Acquisition	Language to Communicate GL Content	Using Language in Social Contexts	Using Language to Construct Meaning (Reading)	Using Language to Convey Ideas (Writing)	
Formal & General Classroom Accommodations (mark X to all that apply)					
WHITE text = Must designate on PNP for KAP	Test in a separate location		Frequently check for understanding / review		
Text-to-Speech: Questions & Responses (grades 6-8, 10 only)	Extended time		Use guide lines / highlighter for reading		
Keyword translation display (Spanish)	Use of guidelines when reading		Avoid true / false questions & use Reduced multiple choice		
Masking	Online calculator practice / support		Directions: Read aloud, provide in writing, & chunk		
Auditory Calming	Marking the text / items for review		Avoid slang, idioms, colloquialism (explain them)		
Scribe	Read aloud test directions		Avoid lengthy, outside/independent reading assignments		
Reverse Contrast	Allow spelling and grammar errors		Give sentence frames or graphic organizers for written assignments		
Single Switches	Breaks		Exposure / practice using the Periodic Table		
Resource Sheets / 'Library' in KAP	Scaffold text (length, level, format)		Allow alternate assessments (consult ELL T for ideas)		
Keyboard / Platform navigation support	Provide study guides		Use of clear fonts when providing a written text (ex: g instead of g)		
	Use print writing instead of cursive		Other:		

Individual Language Plan Goals, Support, & Progress		
Select the statement & supports listed that best describe the foci, accommodations, & differentiation needed for the progression of the student's proficiency in English.		
ILP GOAL		
The student will increase achievement in English Language Acquisition with the implementation of these supports as measured by class, building, and district-level formative & summative assessments, the KELPA, and other Kansas State Assessments.		
The student...		
Goal Stages for End-of-Year Proficiency in English		
Domain Area	Overall Stage of Language Acquisition	
Reading	Listening	Using Language to Construct Meaning
Writing	Speaking	Using Language to Convey Ideas
Basic Interpersonal Communication Skills (BICS)		Using Language in Social Contexts
Cognitive Academic Language Proficiency (CALP)		Using Language to Engage in Grade-Level Content
Other Goal / Outcome Comments:		
Focus: Support to Foster Building Relationships to Acculturate & Increase Communication in Social Contexts		
Support to Acculturate		
Regular Mental Health Check-Ins	Incorporate opportunities to utilize past learning and background knowledge/experiences.	
Scaffolded opportunities to learn about school supports	Explain (and possibly facilitate) opportunities to support student participation in school activities.	
Explicitly seek student voice in school activities / programs	Normalize culturally appropriate representations of the student's heritage in the classroom (ex. flag)	
Provide additional time to complete assignments	Modify assessments or assignments (ex. 'show' work differently or grade only what is completed).	
Explain & review class/school norms, expectations, and traditions	Language / sentence frames & guided practice to support student confidence, class participation, & grade-level academic language	
	Facilitate opportunities to meet w/ School Support Staff (counselors, social workers, nurse, etc.) & school activities	
	Explicitly teach and scaffold goals (or expectations) for student performance.	
Focus: Supports for Attaining Proficiency in English		
Support to Build Vocabulary		
Pre-teach / preview vocabulary w/ non-linguistic representations.	Allow responses in heritage language	Help students create vocabulary lists or provide list of key terms
Word bank / word wall with pictures.	Use quick drawings or flow charts	Word lists/charts with definitions and illustrations.
Teach signal words that indicate a task or relationship	Use a bilingual dictionary/word list	Provide bilingual support (translation/interpretation tools, peer)
Identify vocabulary w/ multiple meanings	Identify cognates within the lesson	Provide anchor chart with processes, illustrations, and/or definitions.
	Emphasize the use of key vocabulary in complex sentences to help the student answer questions.	Allow S to label pictures or identify key terms in their heritage language
Support to Promote Academic Discourse & Talk		
Sentence frames/sentence starters (for speaking and writing).	Use gestures - T labels & S repeats	Engage the student in academic conversations to develop problem-solving skills.
Provide opportunities to talk about content using cooperative learning activities.	Wait time for student to respond (20 sec)	Ask questions to guide thinking and engage them in discourse. (ex. Can you show me?)
Have the student prepare and practice response in writing before sharing out.	Multiple opportunities to practice academic language through call backs, small groups, exit tickets, cooperative learning activities	Emphasize the use of key vocabulary in complex sentences to help the student respond.
Focus: Support to engage in grade-level content		
Scaffolds to Access Grade-Level Content		
Use short video clips of demonstration.	Use online resources to build background knowledge.	Develop new concepts around familiar concepts
Chunk notes or scaffold graphic organizers	Use closed captions (English or heritage language)	Provide examples with something familiar before abstract.
Provide manipulative (realia) & visuals.	Explicitly note & repeat key concepts	Pair students with a general education peer and/or language 'buddy'
Provide skeleton/simplified or cloze notes	Provide examples and non-examples.	Provide formulas, worked out problems, and real-life examples for the student to add to their notebook.
Provide a list of steps / teacher modeling	Teach how to use classroom tools	Use sentence frames and graphic organizers to make connections using academic language.
Additional ('we do') guided practice.	Frequent checks for understanding	Other:
Provide bilingual support when available		
Color-coding to identify steps or words.		
Support to Demonstrate Understanding in Different Ways		
Demonstrate knowledge using multiple representations.	Provide extra time to practice and complete assignments.	Student responds via paraphrase or revoice.
Student responds with non-verbal cues (thumbs up/thumbs down).	Help students create visual models to represent what is happening in the problem.	More opportunities for the student to create his/her own problems and explain reasoning.
Modify assessments or assignments (ex. reduce tasks or grade what is completed).	Additional time to practice using	Encourage the student to create visual models to represent what is happening in the problem.
		Other:



Culture & Language Portrait DRAFT

A DRAFT interview resource to help you learn and document student histories & cultural practices.

Student History (Intake)						
Student Name (full):				Local Student ID #:		
Date of Birth:		Heritage Language:			Kansas Student ID #:	
Date of HLS:		First Entry into a Kansas School District:			First Entry into a U.S. School:	
Date of ESOL Screening:		First Entry into this School District:			Date of Initial Parent Notification of ESOL Services:	
This culture & language portrait was completed and/or edited by:	Staff Name		Role		Date	
Guardian Information						
(Use the far left column to mark individuals providing information for this profile with an X.)						
Source	Name	Relationship	Phone	Preferred Language for communication	Notes	
Culture & Language Portrait						
What language(s) does your student understand?			Has your child attended a school in the United States?			
			If yes, when?			
What language did your child learn when first beginning to talk?			Does your student know how to read?			
			If yes, in what language(s)?			
Has your child ever received formal education outside of the United States?			Does your child know how to write?			
If yes,			If yes, in what language(s)?			
In what language(s) did they receive instruction?			How does the student ethnically or racially identify? (nationality or country of origin)			
For what length of time (approximate dates) did instruction outside of the U.S. last?			If they exist, describe any cultural or religious practices (such as celebrations/dietary needs) you to share. (Examples may include Ramadan, music, pork, etc.)			
Has your student had academic instruction in any additional language(s)? If so, please list them:						
Please describe their school / school day (hours, days of the week, rural/urban setting, classes, etc.)						
What languages do you or others regularly in the home speak? (parent(s) / guardian(s))			In what situations do you speak a second language?			

Please share anything more you would like us to know about your student's prior schooling or life experiences.	
Describe your student's experiences hearing or using English. At what age was your student exposed to English? What did that exposure look like (media, community, friends, etc.)?	
Coaching examples: When your student watches TV, is it mostly in English, the heritage language, or both?	
Describe how your student interacts with their heritage language. With what frequency do they interact with it (daily, weekly, monthly, special occasions)? In what modalities do they interact with their heritage language (at home, visits, social media, telephone, virtually)?	
Potential examples: When your student interacts the heritage language speakers, is it in the heritage language, English, or both? ex: FaceTime grandparents in Saudi Arabia in heritage language. Do you have books in the heritage language at home that you read with your student?	
What language(s) do caregivers (child care provider/ daycare / elders in the student's life) use when communicating with your student?	
How would you describe your student's personality or demeanor (shy, outgoing, etc.)?	
How has your student done in school up to this point? If your student received extra support or enrichment for school, please describe it.	
Has your student ever had to abstain (not go), stop or pause going to school for extended periods (months or years)?	If so, please describe the duration and circumstances.
Do you have any concerns with your student's ability to communicate (speak and understand when spoken to)?	If so, please share
If they exist, please describe any medical issues that may have affected your child's development of speech and language (e.g. history of infections, colds, or injuries)?	

A final draft and resources are coming soon!



Reflection Share-Outs



Next Steps

Evaluate my building/district's procedures and documentation to determine how well they align with federal and state expectations for English learner programming.

Apply practical strategies to strengthen program implementation and ensure consistent, high-quality services for English learners.



Resources

U.S. Department of Education

- [English Learner Toolkit](#) (2017)
- [Newcomer Toolkit](#) (2023)
- [Family Toolkit](#) (2023)

Kansas State Department of Education

- [KS Standards for English Learners](#) (2018)
- [English Learner Framework](#) (2026-2027)
- [EL Connections Monthly Webinars](#)



PD Opportunities Coming Soon!!



In-Person
and Virtual
Options

Developing Individual Learning Plans (ILPs) - Learn how to create meaningful, compliant Individual Learning Plans that drive instruction and support language growth.

Supporting Dually Identified Students - Discover practical strategies for identifying, evaluating, and meeting the unique needs of students who are both multilingual learners and receiving special education services.

New Teacher Modules - Engage with self-paced modules that provide the essential knowledge, strategies, and resources to successfully support multilingual learners from day one.

Empowering English Learner Paraprofessionals - Explore classroom-ready strategies, tips, and tools to help paraprofessionals make a meaningful impact every day.



References

- *Equal Access to Elementary and Secondary Education for Students Who Are English Learners with Disabilities*. 2024.
- Hopkins, M. (2025). *Foundations of the 2015 Dear Colleague Letter*. Partnering for Equity in Education Policy.
- Russell-Yoquelet, K. (2022). *Title III Compliance by Design: How to Manage Title III Compliance from Start to Finish* (p. 30). Kish Russell, LLC.





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