District English Learner (EL) Program Tasks/Responsibilities

1- Develop a District EL Plan with teachers, researchers, school administrators, parents and/or other education-related community groups.

2- Ensure that enrollment forms are in compliance with state and federal law.

3- Designate personnel to check the Home Language Survey (HLS) for indication of a home language other than English.

4- If another language is indicated on the HLS, administer the W-APT (K to 1st semester first grade) or the WIDA Screener. (A person from your district will need to complete the training to administer these assessments.)

5- Hire certified staff.

Districts must hire teachers who are qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time (e.g., within two years). Local education agencies (LEAs) that cannot hire an adequate number of qualified ESL/bilingual or trained core-content teachers must ensure that current teachers obtain the requisite training. http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html

6- Lead a PSP committee and develop a PSP which includes:

- Reason for identification as EL (HLS and W-APT or WIDA Screener)
- Level of English proficiency (using W-APT or ACCESS scores)
- Level of academic achievement (previous academic records and/or informal assessments)
- How the instructional program will address the student's educational strengths and individual needs
- How the program will address English language learning and acquisition
- How the student will meet age-appropriate academic achievement standards and demonstrate adequate yearly progress
- Expected rate of transition/exit for EL students out of EL status
- The right to decline enrollment in the program or the method of instruction
- Parental notification of the student's placement in the EL Program (within 30 days at beginning of school year and within 2 weeks if student transfers in during the school year)

7- Update Infinite Campus regularly with EL and immigrant information.

8- Hire an interpretation service to communicate with parents. (We recommend Affordable Language Services.)

In accordance with ESEA Sec. 3302(e) local districts "shall implement an effective means of outreach to parents" of EL students. Information provided to parents should be provided in an understandable format and work to make parents active participants in the education of their children.

9- Complete ACCESS testing and all associated tasks.
https://www.wida.us/membership/checklists/KY-checklist.pdf

10- Monitor the success of English learners (ELs) after they have exited the district's language instruction educational program (LIEP).

- Identify the staff person(s) who will be responsible for monitoring RFEP students.
- Establish guidelines for how often the district will monitor RFEP students (e.g., weekly, quarterly, each semester) and determine the length of monitoring (minimum of four-years per Title III of the ESEA as amended by ESSA (Sec. 3121(a)(5)).
- Identify the data the district will review to measure whether individual RFEP students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations).
- Identify methods or criteria the district will utilize to measure success of RFEP students in the district's education program (e.g., the district may review the grades, testing results, teacher feedback and other appropriate information to determine whether or not a RFEP student has meaningful access to the district's regular education program).
- Establish criteria for determining the source of a RFEP student's lack of success in the district's regular program including a plan to determine whether a lack of success is due to academic deficits incurred while the student was receiving language instruction services, the lack of English language proficiency, or other reasons.
- Establish procedures, methods and services to be used by the district to provide assistance to RFEP students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services.
- Establish procedures to be used by the district to provide services and meet civil rights requirements if students' insufficient academic progress is due to lack of English language proficiency.
- Determine procedures to provide appropriate communications to inform parents of RFEP students' progress during the four year monitoring period.

11- Provide high-quality, on-going and research-based professional development on best practices for educating ELs to teachers, administrators, and other school personnel.

12- Provide professional development for teachers on the English Language Proficiency Standards and ensure that teachers show evidence of accommodations/modifications for ELs in their lesson plans.

13- Show evidence of providing a high-quality language instruction program.

14- Promote parental and community participation in programs for EL students.

15- Attend state trainings to ensure compliance with new state and federal regulations regarding the EL Program.

16- Be available to consult with private schools.

Please note that this list includes the main tasks that are currently completed by member districts in coordination with the EL Program at NKCES. Additional tasks are completed by the EL Program as needed. For more information about the state and federal requirements for EL Programs, please consult Gary Martin at KDE for program questions (https://education.ky.gov/specialed/EL/Pages/default.aspx) or Chris Williams for testing questions (https://education.ky.gov/AA/Assessments/Pages/EL-Testing.aspx).