

EL Connections Webinar



September 2026

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Connections Before Content



In the chat...

1. Pumpkin Spice Latte

OR

2. Hot Apple Cider

Brag Board!!



- “3 teachers in my District have taken the Test PLUS course and will be taking their Praxis soon!”
- “An ESOL teacher in my district won a *Teacher of the Year* award!”
- “We are getting more students than we've had in years--that's AWESOME!”
- “I absolutely LOVED all of the information and resources I have received from my Directors Bootcamp. Maria Ortiz is AMAZING! She has helped answer so many questions afterwards via email. I really appreciate all her support!”

Agenda



Connections Before Content

FAQs - Audit

Strategy Spotlight

PD Opportunities

Resources & Reminders



Frequently Asked Audit Questions

(with help from one of the auditors!)

Common Audit Questions

- **Read aloud:** If the read aloud is in a class setting with the teacher participating as needed, it can be counted.
- **Morning meeting:** Depends on what the morning meetings consist of. Some schools use it as a time to check electronics, take lunch counts, etc., this is not countable. Some schools use that time to discuss local news topics and current events and that is fine.
- **Reminder:** Any time counted should be instructional, structured educational time. Think of it as putting the teacher (or para) in front of the student and they are providing services to the student(s).



Does an ESOL student have to be assessed yearly?

Yes, ESEA requires that all ELs enrolled in schools served by the State “must be assessed annually using the State’s English language proficiency assessment.”

Auditors will check that the most recent date was administered within 12 months of the current count day

2026-2027 Count Day is Monday, September 21, 2026.



Do parents need to complete a Home Language Survey every year at enrollment?

No, the HLS is required the first year a student is **new to the district**.



I don't currently have any ESOL endorsed teachers at my Elementary School, so our plan is that I supervise the Elementary School paras from my office at the Middle School, is this okay?

No, for ESOL endorsed teachers that supervise qualified paras, the supervising teacher must be in *close proximity* to one another.

Close proximity is defined as being in an adjoining or adjacent building. If in doubt of whether your building is considered "adjacent or in close proximity", please reach out to your auditor for guidance at the beginning of the school year so that if this requirement is not met, the district has time to find a solution, please do not wait until audit to find out that you didn't meet this requirement.



I am the ESOL coordinator for my district and we don't have any ESOL endorsed teachers in our Middle School. If I coordinate with a long-term sub at the Middle School, and have weekly meetings with her, can she supervise the paras at that school?

No, on count day teachers must have one of the following:

- teachers must hold a Kansas teaching license with ESOL endorsement;
- ESOL approved waiver;
- ESOL provisional license;
- an approved restricted license;
- be on a an ESOL Endorsement Plan of Study with courses having begun prior to count day, or;
- have completed the Plan of Study, passed the ESOL PRAXIS and have applied to KSDE for endorsement before count day.



I have a student teacher and a long-term sub that our district also utilizes as a para. If we meet with them weekly, can we count them for ESOL minutes?

No, student teachers and long-term subs are either teachers or paras.

In addition, Special Education paras can not be both a Special Education para and an ESOL qualified para.

However, ESOL contact minutes can be claimed for a licensed Special Education teacher who is also ESOL endorsed.



Absences

If a TEACHER is absent, they must have an endorsed substitute to count minutes that day? Or since they are USUALLY there (just sick that day) it doesn't matter?

If a teacher is absent on count day and requires a sub, we advise them to count the contact minutes as if the teacher were there, what would have typically occurred if the teacher was there. We even have districts that don't have school on count day or another day during count week that we use to calculate the contact minutes, we provide them the same guidance, what would have typically occurred.

If a STUDENT is absent one of the days listed audit week, are we unable to count that student's minutes in the weekly average for that day?

Their ESL contact minutes can still be counted. They should be reported as if the student was in attendance. Absences of teachers and students occur, and we don't want to remove funding for occasional absences, so they report the student's typical EL contact minutes. If students don't meet normal attendance requirements, the EL contact minutes will be removed through removing them for attendance ([Enrollment Handbook](#), pg. 7).



What documentation is required?



- Home Language Survey
- Screener Results
- Individual Learning Plan (ILP)
- EL Contact Time Calculator
- Teacher/Para meeting documentation
- Student/bell schedules
- *If students are transitional or in year one or two of monitoring, those forms must also be completed and reviewed regularly.*

Fiscal Auditing Checklist

2026-2027 [Checklist](#) for School Districts' Annual KSDE Audit

11. Bilingual / English for Speakers of Other Languages (ESOL) (Current year)		
	Para Logs AND Para Schedules	must be provided for ALL buildings if claiming ESL contact time with paras
	Elementary	
	Home Language Surveys	home language surveys for all students entering ESL in current school year
	Elementary Assessments	most current assessment for all new students entering ESL or those students who do not have a KELPA/IPT reported in KIDS data. A list of these students can be requested from the KSDE auditor if needed.
	Elementary Documentation of ESL Contact Minutes	documentation of how the district calculated minutes claimed. Districts are free to use the KSDE ESL Contact Time Calculator or similar calculators, whatever method is used must identify teachers, qualifying paras, dates, time and total minutes students were provided ESL learning services.
	Elementary Bell Schedule(s)	<i>if not already provided</i>
	Elementary Classroom Schedules	individual classroom schedules indicating times and subjects where ESL minutes are being claimed. Be sure the bilingual certified classroom teacher is identified on each schedule. If not using KSDE ESL Contact Time Calculator and if a qualified para is providing services, identify the para and the time/days the para is providing services. Provide copy of classroom roster identifying the students served and time/ minutes/days served.
	Middle School / High School	
	Home Language Surveys	home language surveys for all students entering ESL in current school year
	School Assessments	most current assessment for all new students entering ESL or those students who do not have a KELPA/IPT reported in KIDS data. A list of these students can be requested from the KSDE auditor if needed.
	School Documentation of ESL Contact Minutes	documentation of how the district calculated minutes claimed. Districts are free to use the KSDE ESL Contact Time Calculator or similar calculators, whatever method is used must identify teachers, qualifying paras, days, time and total minutes students were provided ESL learning services.
	Bell Schedule(s)	<i>if not already provided</i>
	Student Schedules	individual student schedules identifying endorsed teachers/qualifying paras and identifying minutes of ESL learning services provided
	License / Plan of Study	
	ESOL Teacher License Endorsement	copy of current, valid Teacher License showing ESOL endorsement
	ESOL Plan of Study	if applicable, must provide if claiming ESL time provided by licensed teacher on an ESOL Endorsement Plan of Study
	ESOL Plan of Study Documentation of Progress	if applicable, must provide documentation of ANNUAL progress for each licensed teacher with an ESOL Plan of Study



Preparing for KSDE Audit

Please visit the [Fiscal Auditing](#) website for the most current resources, including the:

- [English Learner Student Contact Minutes Calculator](#)
- [Enrollment Handbook](#)

Fiscal Auditing Office

785-296-4976

auditing@ksde.gov





Quick Hitters

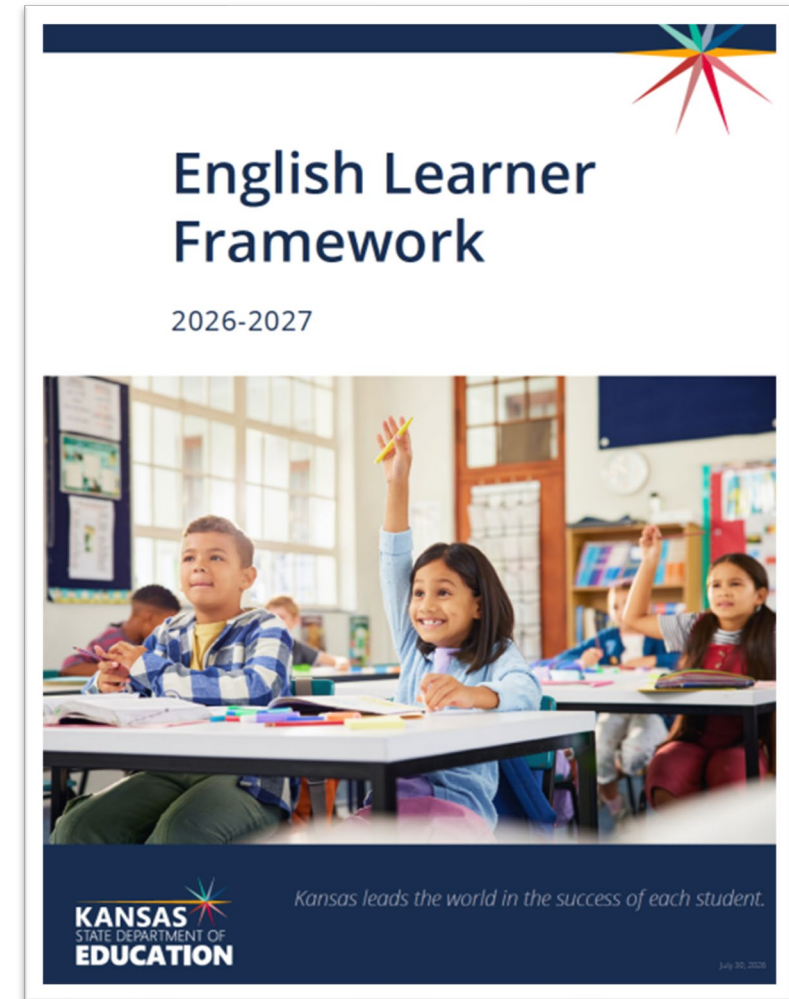
English Learner Framework

Available on the KSDE website

- [English Learners – Educator Resources](#)
- [Title III](#)

Change Log

- Dates
- Links from old website to new
- Added Preschool flowchart
- Added Foreign Exchange Student guidance
- Corrected minor typographical errors
- Removed Appendices → [Forms and Templates](#)



Home Language Survey Reminders



- Completed when a student is **new** to the district.
- The HLS does not need to be completed each year for returning students.

Screening Students



Students who are new to a school district and whose *Home Language Survey* suggests they speak a language other than English in the home should be screened using the KELPA Screener.

Students who are transferring from another Kansas school district may have already taken a KELPA Screener and do **not** need to be screened again.

If a student has a KELPA score from the previous year, the screener is not required to continue to qualify for ESOL services.

Timeline



Under section 3113(b)(2) of the ESEA, a student who may be an EL must be assessed for such status **within 30 days of enrollment** in a school in the State.

The ESEA [also] requires that parent notification be provided that outlines their child's identification as an EL and placement in an LIEP, which must be provided **no later than 30 calendar days** after the beginning of the school year or **within the first two weeks** of placement in an LIEP for a student who enrolls after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

KELPA Screener



See the [KELPA Screener Manual](#) for complete details.

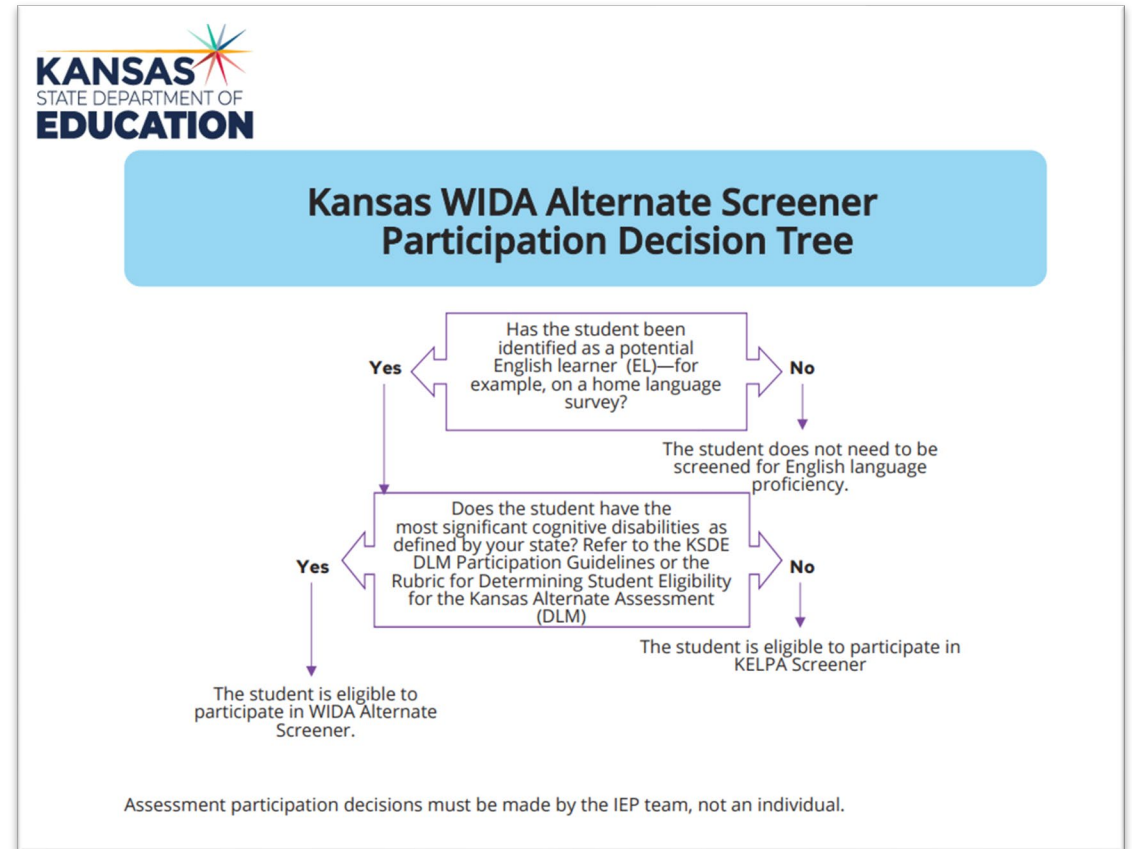
Visit the [KAP website](#) for the KELPA Screener Training video/slides and other helpful resources to help you get started.

Reminder: Please don't forget to add the student's State Student Identifier (SSID) in Kite.

- Used to connect screener student to TEST enrollment record
- Retains KELPA Screener proficiency report associated with the SSID

WIDA Alternate Screener

- Used to identify English learners (ELs) in grades K-12 with the most significant cognitive disabilities
- All resources can be found on the [WIDA Kansas State Page](#).



Training for WIDA Alternate Screener

- Before you begin administering Alternate Screener, you will need to complete the **WIDA Alternate Screener: Administration and Scoring** course.
- Plan on spending approximately 1 hour to complete the training course and explore related resources.
- Assessment training courses are available for the 2026-2027 WIDA Alternate ACCESS testing year.
 - Log in to the WIDA Secure Portal and select **Assessment Training** to get started. Locate the course and click Enroll Now.





Strategy Spotlight

Strategy Running List

- An [ongoing list of strategies](#) highlighted during our monthly webinars to refer to as you need!
- Disclaimer: The strategies and resources shared each month during this webinar are for professional learning purposes only and are not mandated, required, or officially endorsed.



Asset-Based Terminology



Why it Matters

- Words shape how we view and support students
- Asset-based language recognizes multilingualism as a strength

Shared Responsibility

- Supporting multilingual learners is everyone's responsibility.
- Classroom teachers, ESOL teachers, specialists, administrators, and families all contribute to student success.

EL VS. ML VS. ESOL

English learner (EL)

Focus: English language acquisition status

Key Attributes:

- Student is actively learning English
- Used for state and federal reporting

Primary Purpose: Reporting and Accountability

Example: *“Maria is identified as an English learner for state reporting purposes.”*

Multilingual learner (ML)

Focus: The whole student

Key Attributes:

- The student is developing proficiency in two or more languages
- Highlights linguistic and cultural assets
- Strength-based

Primary Purpose: Asset-based description

Example: *“Maria is a multilingual learner.”*

English for Speakers of Other Languages (ESOL)

Focus: Program and Services

Key Attributes:

- Instructional support for English development
- May refer to a department, teacher, licensure, or program
- Recognizes English may be a 3rd, 4th, or additional language

Primary Purpose: Instruction & Support

Example: *“Maria receives ESOL services 3x per week.”*



Remember...words matter.

Schools use several terms to describe students learning English and the programs that support them. While the terms are related, they serve different purposes.

Current educational practice increasingly favors asset-based language that recognizes students' multilingual abilities and cultural strengths.



Additional Reading

If you are interested in learning more, here is an [additional resource](#) that goes into more detail about an asset-based approach to multilingual learner terminology.



District Shout-Out!!

“In Kansas City, Kansas Public Schools (KCKPS), where over 60 percent of students are multilingual, diversity is celebrated as the district's greatest strength, and the results speak for themselves. Classrooms are seeing higher engagement, boosted student confidence, and stronger academic growth.

[Click here](#) to read the full story and discover how KCKPS transformed instruction to drive equitable outcomes for all learners.”





PD Opportunities



SAVE THE DATE!

**Monday,
November 9, 2026**

 903 S Edgemoor Street
Wichita, Kansas 67218

Featured Speaker Dr. Carol Salva

The 4th Annual ESOL Innovations Conference:

- **Impactful for ML leadership within your district**
- **Free to attend**
- **Lunch provided**
- **Covers relevant topics such as:**
 - **Special Education**
 - **Literacy**
 - **SLIFE**



Registration link and additional information available in the [TASN meeting materials](#).





Resources & Reminders

Mark Your Calendars!



EL Connections Webinar

- Important Updates
- Set agenda
- Collaboration welcomed!
- 2nd Thursday of the month
- 2:00 pm CST
- Registration will be available @ www.ksdetasn.org.

Office Hours

- As needed
- No set agenda
- Additional opportunity to ask questions and collaborate
- No registration required
- Not mandatory or recorded
- Focused on supporting those new in their roles

SY 26-27 EL Connections Webinar Schedule

Month	Date	Time
October 2026	Thursday, October 8 th	2:00 p.m.
November 2026	Thursday, November 12 th	2:00 p.m.
December 2026	<i>Winter Break</i>	
January 2027	Thursday, January 7 th	2:00 p.m.
February 2027	Thursday, February 11 th	2:00 p.m.
March 2027	<i>Spring Break</i>	
April 2027	Thursday, April 8 th	2:00 p.m.
May 2027	Thursday, May 13 th	2:00 p.m.
June 2027	<i>Summer Break</i>	

[Register Here](#)



Important Links



KSDE Website

English Learners

ESOL Proficiency Standards

Forms & Templates

Title III

Kansas Assessment Program (KAP)

2026-2027 Kansas Assessment Program Overview

2026-2027 KELPA Screener Manual

KS WIDA State Page

WIDA Alternate Screener

Additional Resources



[USDE](#): English Language Acquisition State Grants; Title III, Part A

English Learners [Dear Colleague Letter](#) (2015) – *Rescinded*

[Title III Non-Regulatory Guidance](#) (September 2016; Revised January 2019)

National Clearinghouse for English Language Acquisition ([NCELA](#))

Newcomer, English learner, and Family Toolkits

Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs ([DOJ/OCR – Undated](#)) – *Rescinded*

Plyler v. Doe [457 W.S. 202(1982)] (Reference)

<https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>

Brag Board

Let's start the year off by
celebrating our professional
wins...big or small!





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