

EL Connections

August 2026



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Agenda



- Connections before content
- Program Updates
- Recap from May's Webinar (tech issues!) – Documents & Website
- Identifying & Screening
 - HLS, Title I Part C Questions
- Preparing for Count Day
- ILPs
- Strategy Spotlight
- PD Opportunities
- Resources & Reminders
- Brag Board

Connections Before Content



What is your favorite back-to-school supply?
(e.g., fresh notebooks, colorful pens, sticky notes, etc.)



Program Updates

ESOL/Title III program 3-Year Plan

2024-2025	2025-2026	2026-2027
Fundamental compliance and operational requirements	Strengthening capacity and supporting educators	Enhanced program outcomes and long-term sustainability
✓ Gather feedback (Survey) ✓ Expand state-level non-regulatory guidance document ✓ Update communication channels/organize website materials – <i>In Process</i> ❑ Clarify monitor requirements ❑ Create a compliance timeline	✓ PD opportunities – <i>In Process</i> ✓ Office Hours (as needed) ❑ Addendum to guidance based on continuing research and feedback from the field ❑ Continued opportunities to collaborate	❑ Increased student achievement for ELs (with data to support - KEDS) ❑ Improved monitoring protocols ❑ Promoting teacher efficacy throughout the state ❑ Alignment with Kansas School Improvement Model Goals





Documentation Updates

Which forms are getting refreshed/added?

- Home Language Survey
- Parent Notification Letter
- Parent Right to Decline Services
- ILPs
- Transition/Monitor Forms
- Other forms as needed
- **NEW!** - HLS and ILP FAQs



Why are forms being updated?

- Compliance → Capacity
 - Shifting the mindset from “☑ that we did it → these are tools for improving student outcomes”
- Updated verbiage/versions of translations
- ADA compliance requirements/new website
 - Key requirements include properly tagged content, logical reading order, alternative text for images, searchable text (not just scans), and sufficient color contrast.



When do we need these new forms?

Updates go into effect for **SY 27-28** but I am working to get them on the new website so systems can start phasing them in.

More communication to come!

If you need a version that was previously on the old website, please email emily.scott@ksde.gov.





New Website

New KSDE Website – English Learners

English Learners

- English Language Proficiency Standards
- Educator Resources
- Assessment
- Graduation

Recommendation: Bookmark the [Forms and Templates](#) subpage.



New KSDE Website – Title III

Title III

This page provides guidance, requirements and resources to help districts implement programs, use funds appropriately and meet federal expectations.





Identifying & Screening

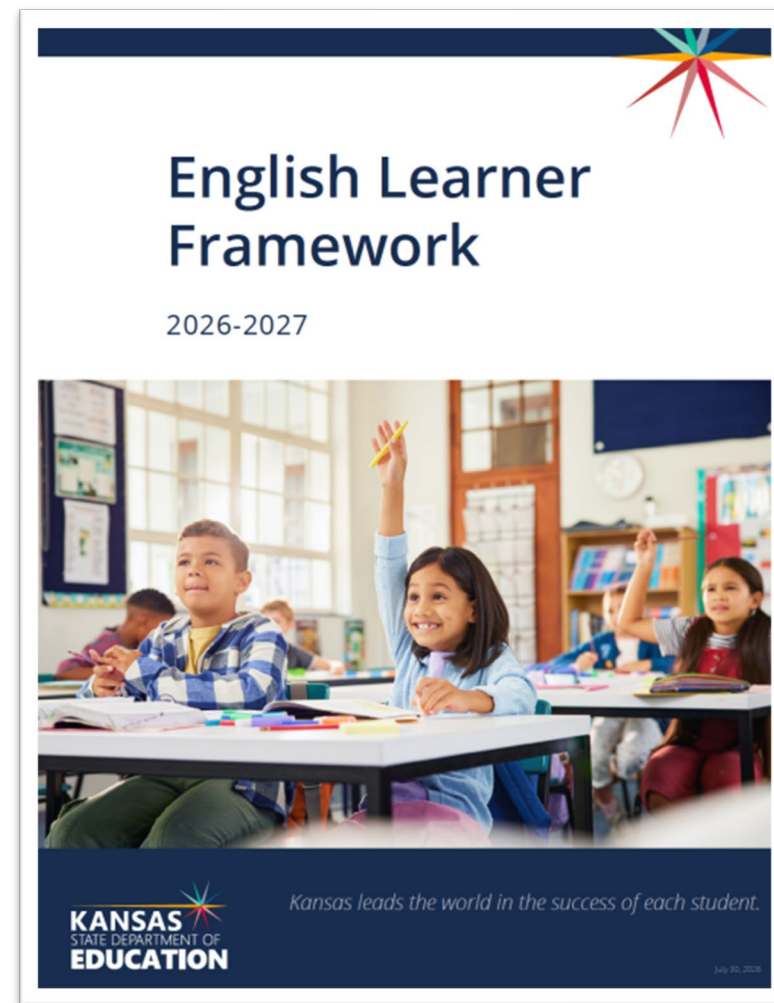
English Learner Framework

Available on the KSDE website

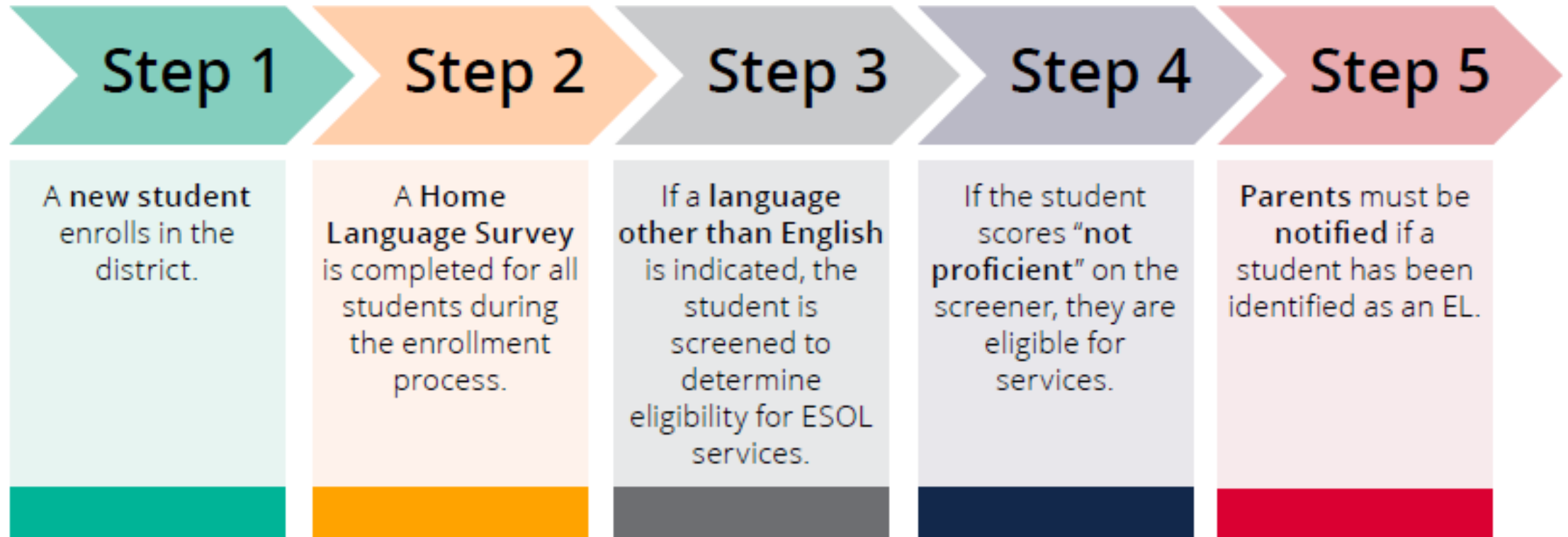
- [English Learners – Educator Resources](#)
- [Title III](#)

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



Identifying English Learners



Home Language Surveys

All students **new to the district** should receive a Home Language Survey upon enrollment. This document should only be filled out at the student's initial enrollment and kept in the student's cumulative folder.



HLS Discrepancies

- If an additional HLS was filled out and there are discrepancies in how the questions were answered, communicating with the parents is the first step.
 - If the parent wants their student to continue to receive services, document with *date/time/mode of communication/who you spoke with* that this additional survey was completed erroneously. The student would not need to be rescreened because they never truly exited services.
 - If the parent wishes to exempt their student from services, they should complete the waiver form.
 - It is important that a.) the parents make their decision in a knowing and voluntary manner, and b.) that they understand the student will still be required to take the KELPA annually because they have already been identified as EL.



Required HLS Questions

1. What language did your child first learn to speak/use?
2. What language does your child speak/use at home? (not including languages learned in a class, through TV, or other such programming)
3. What language do you speak/use with your child?
4. What language do the adults regularly present or living in the home speak/use while in the presence of the child?



Title I, Part C Occupational Survey

Title I, Part C – Education of Migratory Children (MEP) provides free additional supplemental educational support for eligible children and youth who moved or whose families move for temporary or seasonal agricultural or fishing work. Eligibility for this program is based on qualifying work and mobility.



Required Title 1, Part C Questions

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work?

Have your children moved with or to join the worker above in the past 36 months?



What do I do if one or both of the MEP questions is marked 'yes'?

- **Send an email to Alejandro Cabero**, *State ID&R Coordinator, USD 491 Eudora*
- Either Alejandro or a member of his team will reach out for additional information.
- Please DO NOT email (or text) personally identifiable information (PII), including photos of HLS.

Sample e-mail verbiage

To: alejandrocabero@eudoraschools.org

Subject Line: New Student in (Insert School District)

A student with this (SSID) has enrolled in (School Name and USD) and indicated YES on one or both of the Title I, Part C Occupational Survey Questions.



E-mail encryption

As an added layer of protection, it is recommended all emails that include personally identifiable information (PII) be encrypted. Not only for Title I, Part C, but as a good data stewardship practice.

[Microsoft 365](#)

[Google](#)



Home Language Survey

SAMPLE HOME LANGUAGE SURVEY

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services using an approved screener.

Please complete one form for each child.

Student Information:

Name	Grade
Address	Date of Birth
Date first enrolled in a school in the U.S.	Phone Number

Student Language Information:

1. What language did your child first learn to speak/use?
English ____ Spanish ____ Other (please specify) _____
2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming.
English ____ Spanish ____ Other (please specify) _____
3. What language do you speak/use with your child?
English ____ Spanish ____ Other (please specify) _____
4. What language do the adults regularly present or living in the home speak/use while in presence of the child?
English ____ Spanish ____ Other (please specify) _____

Parent/Guardian Information:
Which language do you prefer? English ____ Spanish ____ Other (specify) _____
(Please specify "written" or "spoken". To the extent practicable, communication from the school will be provided in this language.)

Migrant Education Program Information:
The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work? Yes ____ No ____

Have your children moved with or to join the worker above in the past 36 months? Yes ____ No ____

For the School: If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at alejandrocabero@ksde.kansaschools.org or 785-542-4904 ext. 1504 and provide him a copy of this survey.

Signature of Parent or Guardian

Date

Revised 10/15/2016

Please email
emily.scott@ksde.gov until the
Forms and Templates page gets
finalized on the website.



Approved Screeners



Preschool

- [preLas](#)
- [Pre-IPT](#)

K-12

- [KELPA Screener](#)
- [WIDA Alternate Screener](#) *(for new students with the most significant cognitive disabilities)*

KELPA Screener



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

- *Note: KSDE is aware that this is still the SY25-26 manual. The updated manual will be delayed as it is being revised to reflect the most current version of KITE.*

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



A specialized English language proficiency screener for newly enrolled students in grades K-12 with the most significant cognitive disabilities.

- [Introducing WIDA Alternate Screener](#) (Article)
- [KS WIDA State Page](#)

Alternate Screener Resources



- Use this [handout](#) to help explain to parents what the WIDA Alternate Screener is and the process of screening students with the most significant cognitive disabilities and identifying them as English learners.

Administering a Screener

Q: Can EL aides/paras administer a screener?

A: Paras are not allowed to administer but may assist a licensed educator (i.e., proctor) if they are in the same room.





Preparing for Count Day

Preparing for KSDE Audit

Please visit the [Fiscal Auditing](#) website for the most current requirements, including the ESL Contact Minutes Calculator and [Enrollment Handbook](#).

Fiscal Auditing Office

785-296-4976

auditing@ksde.gov



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.*



Individual Learning Plans (ILPs)

Updated 2-Part KSDE ILP Template

Culture & Language Portrait

EL Student History (Intake INTERVIEW)					
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?					
Has your student had academic instruction in any additional language(s)? If so, please list them:		If they exist, describe any cultural or religious practices (such as celebrations/dietary needs) you to share. (Examples may include Ramadan, music, pork, etc.)			
Please describe their school / school day setting, days of the week, rural/urban setting, classes, etc.)					
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)?					

Individual Language Plan

Individual Language Plan Goals, Support, & Progress						
ESOL Individual Language Plan [ILP]					ILP GOAL	
Student Name:	Grade Level:		School Year:	Position with the implementation of these supports as measured by class, the KELPA, and other Kansas State Assessments.		
Student ID #:	Migrant Education Program Status:		School:	The student...		
ESOL Status / KIDS Code:	Heritage Language* (KSDE):		End-of-Year Proficiency in English			
*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:	Past Avg. Daily Min (yy-yy / min format)		
ESOL Pull Out / ESOL Class (03)	Newcomer Programs (05)					
Integrated EL Support w/ Gen Ed. (04)	Transitional Bilingual Education (01)					
(This includes, but is not limited to support through an ESOL endorsed teacher, ESOL Teacher, and/or ESOL Paraeducator)	Dual Language / Two-way Immersion (02)					
	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)	2018 KSDE ESOL Standards	
Formal & General Classroom Accommodations (mark X to all that apply)						
WHITE text - Must designate on PMP 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				
	Use of guidelines when reading	Avoid true / false questions & use Reduced multiple choice				
Keyword translation display (Spanish)	Online calculator practice / support	Directions: Read aloud, provide in writing, & chunk				
Masking	Marking the text / items for review	Avoid slang, idioms, colloquialism (explain them)				
Auditory Calming	Read aloud test directions	Avoid lengthy, outside/independent reading assignments				
Scribe	Allow spelling and grammar errors	Give sentence frames or graphic organizers for written assignments				
Reverse Contrast	Breaks	Exposure / practice using the Periodic Table				
Single Switches	Scaffold text (length, level, format)	Allow alternate assessments (consult ELL T for ideas)				
Resource Sheets / 'Library' in KAP	Provide study guides	Use of clear fonts when providing a written text (ex: g instead of g)				
Keyboard / Platform navigation support	Use print writing instead of cursive	Other:				
Other Information / Notes						



ILP Template Cont....

Excel workbook consisting of 3 worksheets / tabs

The Culture & Language Portrait interview assists in learning about the student's academic and cultural history that may impact their ability to learn English & meet academic standards

The ILP template itself shows the student history of services and support provided as well as current goals and support for learning English & content.

Culture & Language Portrait

EL Student History (Intake INTERVIEW)			
Student Name (Full)	Heritage Language	Local Student ID #	Kansas Student ID #
Date of Birth	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	
Staff Name		Role	Date
This culture & language portrait was completed and/or edited by:			
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, 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.)			
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)			

Individual Language Plan

ESOL Individual Language Plan (ILP)					
Student Name	Grade Level	School Year	School	Heritage Language	(KSDE)
Student ID #					
ESOL Status / KIDS Code	Migrant Education Program Status	*Note the heritage language here if it is not listed w/ KSDE			
ELL Support Staff	ESOL Support Avg. Weekly Min.		Most Frequent form of ESOL Support: School Year Minutes		
Forms of ESOL Support Provided: (mark X to all that apply)					
ESOL Pull Out / ESOL Class (03)		Newcomer Programs (05)		Transitional Bilingual Education (01)	
Integrated EL Support w/ Gen Ed. (04)		Dual Language / Two-way Immersion (02)		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 (GIE)	
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 descriptions 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 (L2 Content)		Using Language to Construct Meaning (Reading)	
Formal & General Classroom Accommodations (mark X to all that apply)					
WHITE text - Most legible on PMP 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 test / items for review		Avoid slang, idioms, colloquialisms (explain them)	
Scribe		Read aloud text directions		Avoid lengthy, outside/independent reading assignments	
Reverse Contrast		Allow spelling and grammar errors		Love 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 ELLT for ideas)	
Keyboard / Platform navigation support		Provide study guides		Use of clear fonts when providing a written text (ex: g instead of 9)	
		Use print writing instead of cursive		Other:	
Other Information / Notes					
Support to Demonstrate Understanding in Different Ways					
Student responds via paraphrase or revoice.		More opportunities for the student to create his/her own problems and explain reasoning.		Encourage the student to create visual models to represent what is happening in the problem.	
Additional time to practice using scaffolds.		Other:			

- 3 Tabs -

How to use this workbook

Culture-Language Portrait

26-27 Last, First - Active ESOL

+



ILP Reminders

Individual district ILP **formats may vary** as long as the ILP monitors student progress in attaining English and meeting academic standards.

The purpose of the ILP is to assist in making instructional decisions and supports, monitor student progress, and provide evidence of the district's efforts to meet the key components of EL services. **It should be viewed as a living document, not a compliance** ☑.



EL Individual Learning Plan (ILP) Office Hours

Do you have questions about Individual Learning Plans (ILPs) for English Learner (EL) students?

Kasey Van Dyk (KSDE Field Educator) will be leading Office Hours to help you learn more about:

- The purpose of an ILP
- How ILPs support language development and academic success
- Goals, accommodations, and progress monitoring
- Ways families and educators can support student growth

This is an opportunity to ask questions, receive guidance, and build a stronger understanding of how ILPs help EL students thrive.

Option 1	Option 2
Tuesday, August 18, 2026	Tuesday, September 8 th , 2026
3:30-4:30 pm	3:30-4:30 p.m.
meet.google.com/ady-ocvq-mwz	meet.google.com/iur-yohp-rtf





Strategy Spotlight

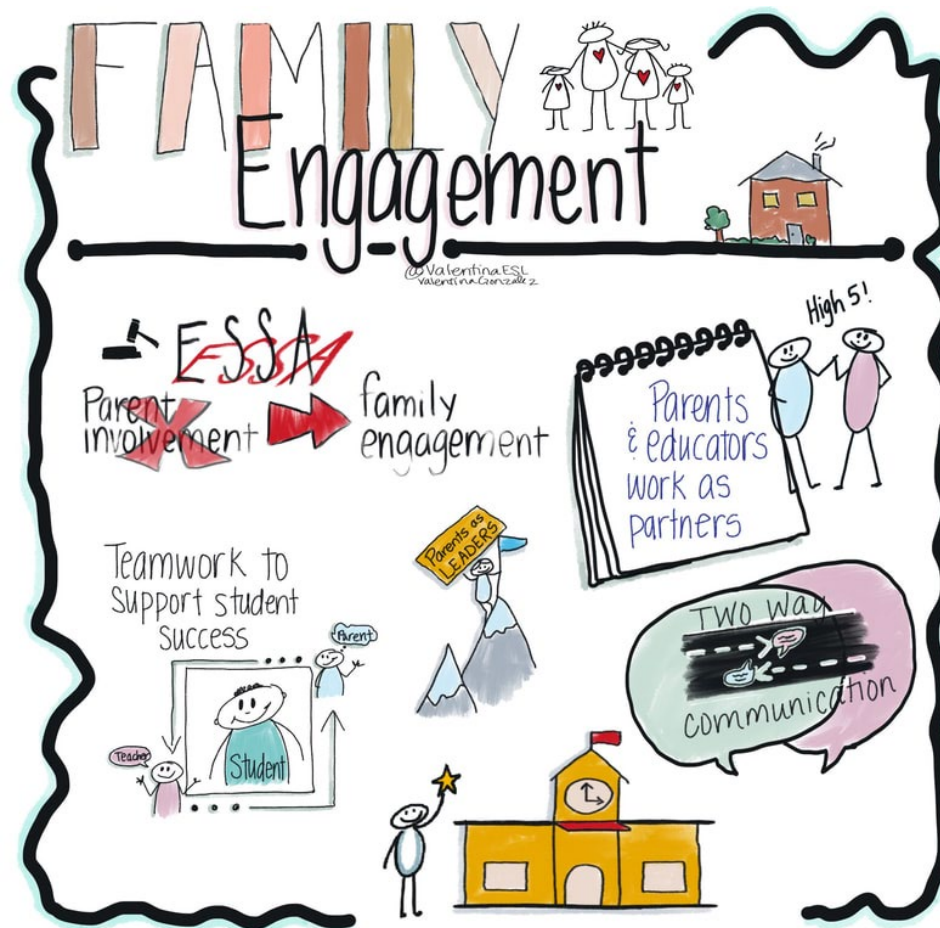
Strategy Running List

- 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.



Helping Families Feel Welcomed

Creating a Welcoming Environment for ML and their Families Checklist



Gonzalez, V. (n.d.). *Infographics. Serving Multilingual Learners of All Ages*. Retrieved from <https://www.valentinaesl.com/infographics.html>





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](#).



Non-KSDE Webinar

TITLE: [Promising Practices in Rural ML Education](#)

DATE: September 2, 2026

TIME: 3:00-3:30 CST

Join Dr. Maria Coady, Goodnight Distinguished Professor in Educational Equity at NC State, and Dr. Kia Johnson of the Center for Applied Linguistics for a conversation on supporting English/Multilingual Learners in rural and new destination states. Drawing on research, policy, and practical expertise, we will explore the unique challenges and promising practices shaping these communities across the nation.



LIEP Modules

The National Clearinghouse for English Language Acquisition (NCELA) has released a new six- module online learning series on Language Instruction Educational Programs (LIEPs), the instructional models used to support English learners (ELs) in U.S. public schools. The series is designed for educators, school leaders, and policymakers who want to deepen their understanding of the instructional approaches used with EL students. Each module covers a different program type and includes program overviews, implementation considerations, expert insights, and links to additional resources. **The six modules cover:**

- Language Instruction Educational Programs: Introduction and Overview
- English as a Second Language/English Language Development Programs
- Content-Based Instruction with Integrated ESL Support Programs
- Newcomer Programs
- Dual Language and Two-Way Immersion Programs
- Transitional Bilingual Education/Early Exit Programs

Participants can earn a certificate of completion for each module and, upon completing all six, may request a digital badge.

Access the [LIEPs Learning Series for free here](#).



Accessible Pathways Project

WIDA is looking for participants with a range of relevant experience and expertise in working with multilingual learners (MLs) who are deaf or hard of hearing (DHH) or are blind or have low vision (BLV).

[Additional Details](#)



Project Details

Participant Qualifications

- Experience teaching or directly supporting the instruction of MLs who are DHH or BLV is required.
- Experience with assessment of MLs with disabilities is preferred.
- Priority will be given to participants who live or teach in Arizona, Kansas and WIDA Consortium states.

Participant Benefits

Each participant will receive an honorarium rate of \$150 per meeting. The honorarium will be given at the completion of the academic year.

Application Submissions

Apply to be considered for participation by filling out the [Accessible Pathways Communities of Practice survey](#) by August 24, 2026, at 11:59 p.m. CT. WIDA will begin to reach out to selected individuals in September 2026.





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 Webinar Schedule

Month	Date	Time
August 2026	Thursday, August 13 th	2:00 p.m.
September 2026	Thursday, September 10 th	2:00 p.m.
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](#)



August/September Important Tasks

- Administer Home Language Surveys
- Administer KELPA or WIDA Alternate Screener
- Send Home Parent Notification Letters
- Determine Placement in ESOL Services for each student
- Calculate EL Contact Minutes
- Create Individual Learning Plan for each student
- Document Teacher/Para Meetings
- Submit KIDS Records – Count Day: **September 21, 2026**
- Register for Monthly Webinars
- Join the [listserv](#) and get the most up-to-date communication!



Additional Resources



- [USDE](#): English Language Acquisition State Grants; Title III, Part A
- English Learners [Dear Colleague Letter](#) (2015) – *Rescinded*
- [Title III Non-Regulatory Guidance](#) (Revised 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 U.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!





Emily Scott
Coordinator
Implementation & Supports
(785) 296-4941
emily.scott@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

