

Creating an EL Plan for Your District Session FAQs - STAR 2018

Q1 - Can WDE provide communications in translated form?

A - No, but districts may contract with a translation company that translates these notifications. Title III - English Language Learner (ELL) funds can only be used for the portion of the contract that pertains to Title III – ELL.

Q2 - Can you expand on assuring the staff working in language instruction educational programs are fluent in English and any other language used for instruction?

A - Districts must provide assurances that teachers in English Learner (EL) programs are fluent in English and any other language used for instruction. *ESSA, Title III, [SEC. 3116. 20 U.S.C. 6826] LOCAL PLANS (c)*. An example would be a dual and/or multilingual program. Districts must provide the assurance as identified above. The district must be able to assure that teachers in any language instruction educational program for ELs that is funded with any source of federal funds are fluent in English or any other language they are using for instruction, including having written and oral communication skills. This includes all individuals used as interpreters or translators being fluent in the language they are translating.

Q3 - We have a student who is a really good guesser, all those who observe the student observe that he/she is not ready to exit the program. Do we have to exit?

A - Yes. If the student scores proficient on the ACCESS 2.0®, they must exit as an Active EL. They will enter the monitoring years. If the district identifies that a student is struggling at any time, a Building Intervention Team (BIT) or Multi-tiered System of Supports (MTSS) meeting can be held or documented teacher observations can determine that the student should be screened again. Until the process is complete, the student struggling should receive supports and services.

Examples of support if a student is exited as an Active EL:

Differentiation and scaffolding strategies can be deployed. “Differentiation requires teachers to recognize students’ varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. When teachers differentiate, they respond and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how it is taught), product (how learning is shown), and/or resources available in the classroom (core curriculum or supplementary materials). To differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload content.”¹

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. “The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary **support** that help students reach higher levels of comprehension and skill acquisition

¹ <https://mtss.madison.k12.wi.us/files/mtss/MTSS%20Guidance%20Document.pdf>

that they would not be able to achieve without assistance and then remove the strategies when they are no longer needed.”²

Q4 - What is the cut off score for ACCESS ALT®?

A - We do not have one now, but we are working on establishing one with the guidance of our Technical Advisory Committee (TAC) and World Class Instructional Design Assessment (WIDA).

Q5 - What do LEAs put in the parent notification letters as there is no score to reference on the ACCESS ALT®?

A – A suggestion is to put in the letter what was indicated in the previous question regarding (TAC and WIDA) as well as any other pertinent information regarding the students’ status regarding EL services.

Q6 - How can Active EL/monitor students be served using Title I-A funding?

A - Title I, Part A provides that EL students are eligible for Title I services on the same basis as other children selected to receive services as long as they have an identified academic need. In schools operating school wide programs, where the goal is to upgrade the instructional program in the entire school, all children, including EL students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted assistance schools, EL students are to be selected for services on the same basis as other children - on the basis of multiple, education related, objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards.

Q7 - What do we do when a student who is initially screened or rescreened and passes, but is still struggling and clearly needs EL services?

A - See answer to Q3.

Q8 - What is the requirement for document retention?

A- The WDE recommends 7.5 years. This information can be found in the EL Guidebook under the “Record Retention” section.

Q9 - Where can you find past and upcoming Quarterly Webinars?

A - Wyoming EL Website - Inside the WDE – Communications – Events Calendar:
<https://edu.wyoming.gov/events/>

Q10 - If I have a .2 FTE administrative position, who does EL communication, outreach, etc., can I use Title III funds for that position?

A - There is a 2% cap on LEA funds for administrative costs. A portion of the individual’s salary can be charged to this as long as the support is specific to activities as identified in *ESSA, Title III, [SEC. 3115. 20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES(b)(c)*.

Q11 - Different LEAs label their EL plans different names, is there a specific title for the plan that we need to adhere to?

A - It is more important to include the required components of the EL District Plan vs. the name of the plan, but to maintain consistency, ideally, it should be named EL District Plan; however, there will be no issue if you name the plan something different.

Federal law **requires** all districts, regardless of funding sources and current student population to have an English Learner (EL) plan. Each district must provide assurances that they:

² <https://www.edglossary.org/scaffolding/>

- a. Consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan
- b. Include in their plan a certification that all teachers in any language instruction educational program for English learners are fluent in English and any other language used for instruction, including having written and oral communication skills.

See “Minimum Components for an EL District Plan**” for the requirements needed for your English Learner Plan.