



Multilingual Learners Newsletter

May 2023



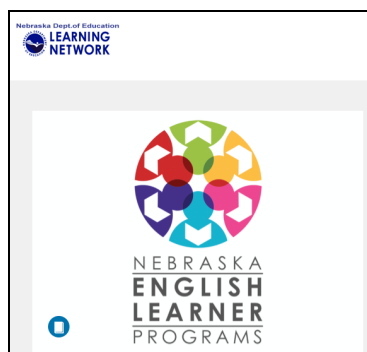
Rule 15: Annual EL Program Reviews

Nebraska State guidance in [Rule 15](#) states that all districts conduct an annual review of their programs for English learners and issue an annual report. The components that need to be included are: process for identification, the language instruction educational program(s), staffing, assessments and accommodations, and exit requirements. While not all districts in Nebraska currently have students who are English learners, ALL school districts need to have a plan in place. Districts need to be prepared just in case. It is much better to have a plan and not use it, than to not have a plan and need it!

At a minimum, all districts need to have a [Home Language Survey](#) as part of their registration for all new students. ([HLS in Multiple Languages](#)) Districts should also have someone who is able to give the screener if the student has answered a language other than English for any of the HLS questions. For more information

about the ELPA21 Screener, see the [NDE EL Website](#) about Standards, Assessment, and Accommodations. If a school district enrolls an English learner, they now need to have the other components of Rule 15. The [Implementation Guide for Rule 15](#) is a very helpful resource with checklists, examples, and scenarios. NDE also offers [Rule 15 as a Canvas Course](#) to help learn about each of the components. We encourage a team of educators and district leaders to work together to analyze what your district needs and currently offers. It should be connected to your School Improvement Goals. What is going well? What needs to be done to make improvements? That is your EL Program Review!

ENGLISH LEARNER PROGRAM REVIEW		
Program Review (Rule 15)	Preparing for a Program Review	Leading a Program Review
<p>008 LEP Program Review.</p> <p>Quality Indicator: The LEP program review process focuses on improving student learning. The process includes an annual review by a designated school district team who provides input to the district superintendent in order to guide the planning, implementation, evaluation and modifications of the district's language instruction educational program.</p> <p>008.01 The school district shall conduct an annual review of the school district's program(s) for LEP students and issue an annual report. This review shall be conducted by a designated team of staff. The review and report shall include the following:</p> <p>008.01A An examination of the program implementation practices, including the process for identifying LEP students, the implementation of the language instruction educational programs, staffing, assessment and accommodations and the exit requirements.</p> <p>008.01B An analysis of LEP student data including performance on the annual English language proficiency assessment and performance on state content assessments. Other assessments and relevant data may be included.</p>		





Spotlight: ESU Title III Consortium Directors



Theresa Ritt-Olson is the Title III Consortium Director for [ESU 10](#). Prior to her almost 7 years at ESU 10, she taught for 13.5 years beginning as an EL teacher for Crete, then Lexington. In addition to being an EL teacher, she was also a reading interventionist. One of her favorite aspects of this role is the opportunity to work with teachers and administrators that are supporting English learners. She says, “I admire their willingness to be flexible, resourceful, and compassionate. I enjoy collaborating with and providing professional development for these dedicated educators as they look for the best ways to support English learners. I try to help them find the resources and materials they need to provide language supports within the classroom and during language acquisition time.”

Michelle Keszler and Kristin Kasten both serve [ESU 13](#) as Title III Consortium Directors. Michelle is in her 17th year at ESU 13. Before this position, she served as an English as a Second Language teacher (back when there were big flashcards and an ABC game on a cd), an elementary teacher, jr high teacher, and a curriculum and assessment coordinator. The majority of her work is currently around: Multilingual learners, anything English language arts related, and high quality instructional materials selection and implementation. Michelle says, “One of the best things about my job is going into a classroom and watching a teacher do something they learned from us.”



Kristin was an elementary teacher for 27 years before joining the ESU13 team four years ago. In her current position, she mainly works with math and ELA teachers, new teachers, and teachers of multilingual learners. She also helps districts choose and implement high-quality instructional materials. She says, “The best part of my job is seeing the impact our work has on all types of students.”

We are so honored to spotlight our Title III Consortium Directors!

Guidance: [Nebraska Rule 15](#), section 009.01 Each school district shall comply with the provisions of this Chapter as a condition for accreditation under 92 NAC 10. Failure of a school district to comply with this Chapter shall be treated as if it were a violation of a provision of 92 NAC 10, and may subject the district to loss of accreditation as provided in that Chapter.

Additional Resources:

- ELPA21 Workshops - [Nebraska 2022-23 ELPA21 Professional Learning Workshops](#)
- Project ASSETS - Check out the opportunities for Content Teachers-[Cohort 2](#) Starts in June!
- Suggested by [Larry Ferlazzo](#), check out [Speakable](#), to provide more opportunities to practice speaking.
- [Multilingual Learner Toolkits](#) - Family, English Learner, Newcomer
- Check out two great books for students: [My Favorite Day Book](#) and [When Stars are Scattered](#)

Questions: Please contact us with any questions or concerns regarding your MLL students or program.



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