

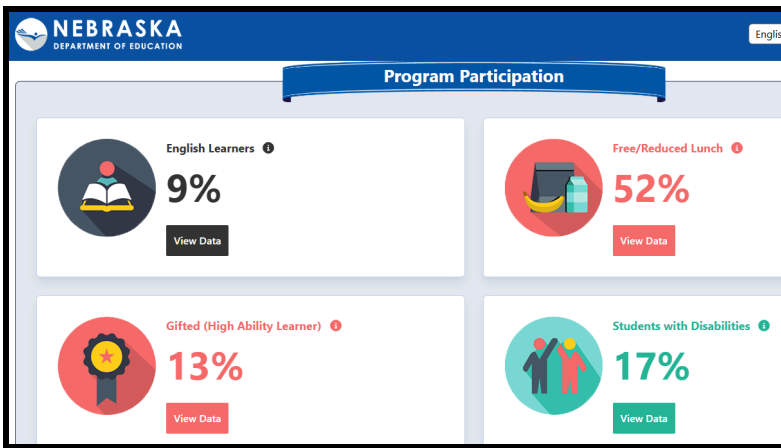


Multilingual Learners Newsletter

February 2025



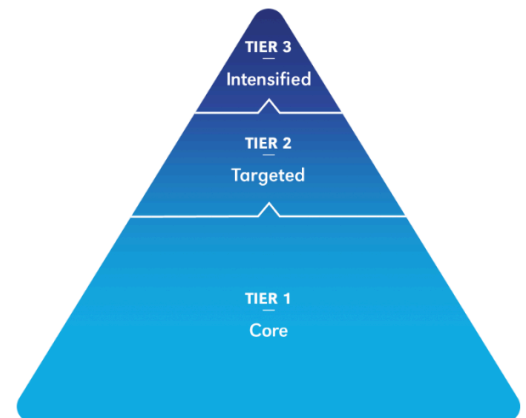
Supporting Specialized Student Groups within the English Learner (ML) Population



Currently in Nebraska, English Learners/Multilingual Learners make up 9.15% of the total student population. Within this number, there are a variety of student learners. Some are recently arrived students with little to no understanding of English. Some have been in our schools for a few years and are still on their journey of acquiring English. Some have been in our schools for a very long time and have not yet met English proficiency. Some students may have additional factors that contribute to their learning such as a learning disability or a high aptitude for learning.

According to [Title III Federal Guidance](#) as well as [Nebraska's Rule 15 Guidance](#), students identified as English learners need to have a language instruction educational program to meet both their language and grade appropriate academic standards. Districts have many options to provide a LIEP (language instruction educational program) ranging from Newcomer, English Language Development/English as a Second Language, Sheltered, and Co-Taught or Collaborative Courses. These are all part of the student's Tier I instruction.

When EL/ML students display a need for additional services, such as special education or HAL, schools can refer to the NeMTSS framework, especially [layered continuum of supports](#). NeMTSS provides this clarification: "Within a layered continuum, tiered supports are provided to meet the unique needs of each student. Supports are dependent on data, and there is flexibility among the tiers, allowing each student to receive the support they need, when they need it. Adults are responsible for monitoring student progress and matching the support to each student's specific needs." To learn more about resources that support districts as they work through the MTSS process with ELs, check out [our website](#). To learn more about providing support for HAL, check out the [NDE Equity in HAL State Report](#).





Spotlight: Dr. Casey Hurner

Casey is the NeMTSS State Coordinator, supporting regional teams that serve educators across Nebraska. She shared the following with us, “Trend data in Nebraska demonstrates a disparity in the performance of students that are not identified as needing Special Education and/or English Language services and those that are. Within the [Nebraska Multi-Tiered System of Support](#) (NeMTSS), it is the belief that each student in Nebraska is capable of success when given the right support. NeMTSS is a framework designed through the lens of continuous improvement to guide districts, schools, and all educators allowing each and every student to have access to learning experiences that enhance their

educational outcomes. Through the lens of coherence NeMTSS provides increased clarity and stronger connections with other local school support structures, as well as from the Nebraska Department of Education, to provide strategic opportunities for each learner. This is not the role of one or two people, working in isolation, but rather unfolds progressively and implementation is driven by district, school and student-level teams that are dependent upon a common purpose and collaboration. Specifically the aim is to help strengthen the clarity and connection to academics, whole child support, and continuous improvement that promotes a safe, engaged, supported, and challenged learning environment. In order to do so, the NeMTSS Framework provides a purposeful approach to offer layers of support with increasing intensity to assist adults in meeting students where they are and providing them with opportunities to flourish. There is a fluidity among the layers of support, allowing flexibility in the supports that each student receives with the acknowledgment that these supports are not permanent, but rather a response to learning experiences and progress. Through a regional model, the NeMTSS team exists to assist in providing support to educators across Nebraska. For more information, please connect with any of our [NeMTSS team members](#).”

Guidance: [US Dept of Justice and US Dept of Education Dear Colleague Letter January 2015](#). The Departments issued joint guidance to assist SEAs, school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services. Topics include common civil rights issues, evaluating EL students for special education, and meeting the needs of those who opt out of EL services.

Additional Resources:

- [NCELA Newcomer Toolkit](#)
- [English Learners with Disabilities Toolkits](#)
- [Dual Language Playbooks](#)
- [NCELA Family Toolkits](#)
- [Title I Preschool Guidance](#)
- [Non-Regulatory Guidance Supporting HQ Preschool with Title I Funds](#)
- Please remember to use the resources in [TransACT ParentNotices](#)! There are documents to support all areas of education. NDE provides the subscription and anyone can [self-onboard](#).
- [Sign up](#) to receive the quarterly ELPA21 Newsletter.
- Check out the [National Clearinghouse for English Language Acquisition](#)

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



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