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## ELD Coordinator Job Description Supplemental Contract

**Goal is to ensure all ELL/ELD/LEP students are identified, parents are informed and invited to partner, and all ELL/ELD/LEP students receive necessary services to exit by the end of two years and after successful completion of their coursework and mastery/personalized learning goals.**

**District will use the Idaho ELL/ELD/LEP Standards; in and after school tutoring with a modified and adaptable accommodation approach to help make content more comprehensible; using the Sheltered Instruction Observation Protocol (SIOP) with maximum teacher mentoring; using TILT, using A to Z Reading, Read Right, Rosseta Stone (where appropriate), multiple supplemental materials (books, tech, manipulatives), use of Edgenuity, and iPad technology. The program will be a monitored implemented full mastery based/personalized learning program.**

**Coordinator will be ELL certified.**

- Reports are to be submitted to the federal programs coordinator.
- Coordinator will report monthly on ELL/ELD/LEP activities and met requirements.
- Coordinator will work up to 600 hours per school year (300 if position is shared).
- Monthly time sheets based on district policy will be submitted monthly.
- Coordinator will report directly to the federal programs director and offer support and pertinent report results to each building administrator.
- Coordinator will address the state and federal requirements listed below at least monthly such that all are met by the end of the school year.

**STATE ELD PROGRAM DESCRIPTION; Coordinator Ensures the following:**

The district adheres to and implements Idaho standardized entrance criteria, processes, and procedures.

- The district uses the state Approved Home Language Survey (HLS) for identifying potential English Learners (EL).
- The district administers Kindergarten W-APT and/or WIDA Screener for students who are identified on the HLS as coming from an environment in which a language other than English is spoken.
- The district completes the identification process and places qualified EL students in the district Language Instruction Educational Program (LIEP) within 30 days of enrollment regardless of time of school year.
- The district annually assesses the English language proficiency of all qualified EL student, including those whose parents have waived services.
- English learners have access to the all programs and services as all other students, and are not persistently taught by teachers and/or paras who are underqualified to support the unique needs of ELs.
- The district adheres to and implements Idaho standardized exit criteria, processes, and procedures.
- The district monitors students for 2 consecutive years after they have exited the district.
- English learners with disabilities are assessed for such disabilities in a timely manner.
- English learners are neither over-identified nor under-identified for SpEd services.

- The district identifies and serves English learners with disabilities in accordance with the requirements of IDEA.
- All teachers, paraprofessionals, and administrators working with English learners receive PD for implementing best instructional practices for English learners.
- The district has systems in place to maintain all necessary data on English learners to fully participate in required data collection operated by the State.

**TITLE III PROGRAM DESCRIPTION; Coordinator Ensures the following:**

The district is in compliance with all State laws, including State constitutional law, and ESSA regulations regarding the education of English learners.

- The district coordinates and ensures close cooperation with other programs serving English learners that are administered by Federal, State, and local agencies.
- The district uses Title III funds to supplement, not supplant, any other Federal, State, or local funds.
- The district has consulted with teachers, researchers, school administrators, and parents; and, if applicable, with education-related community groups, nonprofit organizations, and institutions of higher education, in developing its Title III Plan and evaluating the programmatic services within the plan.
- The district assesses 100% of their qualified EL students on the state's annual English Language Proficiency Assessment.
- Supplemental Title III instructional programming is research-based and demonstrates effectiveness in increasing English proficiency and student academic achievement in the core subjects.
- The district uses the evaluation results for program improvement to further define the program's goals and objectives and to determine program effectiveness.
- The district has qualified staff implementing Title III services.
- The district's PD program is of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

**CONTRACTUAL AGREEMENT:**

Position will be a co-coordinator employment.

Co-coordinators will work together to implement and carry out requirement of the program.

Employees agree to fully address the above stated state and federal requirements and report monthly.

Employees will be paid \$835 per pay period plus benefits based upon \$35 per hour, not to exceed 300 hours, and at district benefit rates.

Employment time will be continuous from September 1, 2018 thru May 31, 2019.

Synnette Rivera

Employee Signature

9/17/18

Date

Sam J. Farley

School District Signature

Date