

# English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2017-2018

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This guidance document has been updated for the purpose of providing correct links and ESOL program support information.

## Q1. Why is guidance being issued for State English for Speakers of Other Languages (ESOL) funding?

- A1. Guidance is being issued in response to the need for statewide standardization and compliance regarding criteria for:
- ESOL program placement;
  - Requirements for teachers and paraprofessionals providing instruction to English language learners (ELs)/Limited English Proficient (LEP) students; and
  - How such requirements may generate State ESOL funding.

The revised guidance should assist both school districts and state auditors in ensuring that state-funded programs for ELs are in compliance with state and federal mandates.

## Q2. What criteria qualify a student for ESOL services?

- A2. To qualify as an EL and be eligible for ESOL services, the following criteria must be met:

**Step One:** A language other than English must be indicated on the Home Language Survey (sample attached in Appendix A, see Notes 1&2);

**Step Two:** If the Home Language Survey indicates a history of a language other than English, the student must be assessed for his/her English proficiency using one of the following approved assessments (for grades Pre-K through 12);

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS;
- The IDEA Proficiency Test (IPT) and Pre-IPT;
- The Language Proficiency Test Series (LPTS);
- The Kansas English Language Proficiency Assessment-Placement (KELPA-P); or
- The QIA (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems), IPT and TABE (Tests of Adult Basic Education) are acceptable assessments for adult learners.

**Step Three:** If one of the state-approved English language proficiency assessments determines that the student is limited in any domain of English proficiency (listening, speaking, reading, writing, or a composite of the four domains), that student must receive ESOL services by a “qualified” teacher. (See Q9, Note 1 for a definition of “qualified”). Students who score “proficient/fluent” on the English language proficiency assessment used by the district to determine eligibility are not eligible for ESOL services and will be recorded in the Kansas Individual Data on Students (KIDS) system as “not an

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ESOL eligible student” (ESOL/Bilingual Program Participation field, code Blank). KIDS file specification can be found at: <http://kidsweb.ksde.org/>.

**Step Four:** Follow the English Learners Step-by-Step Guide found in Appendix B.

**NOTE 1:** Online forms of the Home Language survey and online forms of the approved assessments may be used. Documentation must be accessible upon request in paper format or pdf.

**NOTE 2:** The Building Leadership Team/Student Improvement Team recommendation can override the first criterion of the Home Language Survey. Student entrance into the program through this team decision would generate ESOL/Bilingual funding. In order to generate ESOL/Bilingual Funding must be dated on or before September 20 count day. (A sample entrance criteria table can be found in Appendix C.) IF the student qualifies for services, it is recommended that the school personnel communicate with the family and suggest they fill out a new Home Language Survey confirming that student has a history of a language other than English.

**NOTE 3:** Sample ILP and Parent Notification can be found at: <http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>

### Q3. Who should receive the Home Language Survey?

A3. All students new to the district should receive a Home Language Survey.

### Q4. Why is the Home Language Survey given?

A4. The answers provided on the Home Language Survey will assist the district in meeting federal requirements that, to the extent practicable, communication with parents is provided in a language they can understand, and that students are properly identified as qualifying for ESOL services (see Q2).

### Q5. How do districts indicate a student is an EL?

A5. Districts enter appropriate codes in the KIDS database element on ESOL/Bilingual Program Participation Code field. (KIDS field specifications can be found at <http://kidsweb.ksde.org/> )

### Q6. What criteria must be met to exit an EL from receiving ESOL services?

A6. The state criteria to exit a student from an ESOL program:

- The state English Language Proficiency Assessment determines that the student scored “proficient” for TWO CONSECUTIVE years. (The use of the KELPA-P proficient composite score may be used to determine year 1 and/or year 2 “proficient” score for a student. It is appropriate to use

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this score for exit criteria. This is due to the weighted scorings of the assessment.)

- Building Leadership Team (BLT) or Student Improvement Team (SIT) recommends that the student be exited from ESOL services (explanation provided on exit form) after one year.

The BLT/SIT team recommendation can override the first criterion, allowing flexibility for cases in which a score of “proficient” for two consecutive years on the state English Language Proficiency Assessment is not appropriate for that student. Some students may not meet the exit criteria due to reasons that are **NOT** a result of limited English proficiency, but that are noted in the student’s Individual Education Plan (IEP). The BLT/SIT team, with Special Education (SPED) and ESOL representation, may decide to exit a student after one year, based on what is deemed by all on the team to be in the best interest of the student. This decision must be unanimous and all members of the BLT/SIT must sign that they agree with the recommendation. **The BLT/SIT exit option is only intended to be used for those few cases where a student’s qualification for Special Education services prohibits him/her from taking a grade-level English Language Proficiency Assessment (or portions thereof) or from improving.** It is not intended to be used for all students with an IEP.

- Also, parents have the right to withdraw their child from an ESOL program at any time by submitting written documentation to that effect. (Schools should provide documented consultation with parents choosing this option, ensuring that they are aware of the benefits of ESOL services before withdrawing their child.) Students withdrawn from ESOL services are not exempt from taking the annual English Language Proficiency Assessment (ELPA). (A sample exit criteria table is provided in Appendix D.)

**NOTE:** If a student is exited from ESOL services and later found to need services, the student would need to be retested with one of the approved assessments for participation in the program.

### Q7. Who takes the ELPA?

- A7. All K-12 ELs will take the English Language Proficiency Assessment in the spring. This includes students who qualify for ESOL services but for whom the district does not receive funding, and those ELs whose parents have waived ESOL services. Those students who are not ELPA tested in the spring for whatever reason (leaving the district, moving, etc.) must still be assessed annually for funding purposes.

Students move to monitored status for the next two years after scoring proficient two consecutive years on the ELPA. It is at district discretion to assess monitored students with the ELPA.

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**NOTE:** Although the annual assessment is only for grades K-12, three and four-year old enrolled preschool students still have a right to ESOL services as outlined in this document and following the same identification criteria.

### Q8. How do schools get the ELPA?

A8. Schools will mark the appropriate code in the ELPA field of the KIDS TEST submission. This information will then be uploaded and prepopulated into KITE. The ELPA will run through KITE beginning the 2016-2017 school year. (KIDS field specifications can be found at <http://kidsweb.ksde.org/>)

### Q9. What criteria must be met for the teacher's contact hours with the EL to generate State ESOL funding?

A9. **Step One:** The student has been identified as an EL (See Q2).

**Step Two:** The teacher is a qualified teacher in the district who:

- Holds a Kansas ESOL endorsement on the September 20 count day; or
- Has passed the ESOL Praxis and has applied to the Kansas State Department of Education (KSDE) Teacher Licensure and Accreditation (TLA) for endorsement by the official September 20 count day; or
- Has an ESOL provisional license on the September 20 count day; or
- Has a Kansas ESOL waiver on the September 20 count day; or
- Has a Kansas restricted license on September 20 count day, having also passed the ESOL Praxis (see Note 4 below); or
- Has a "Teacher/District ESOL Endorsement Plan of Study" on file at the district office on the official September 20 count day with courses having begun prior to September 20;

**NOTE 1:** Under Kansas state statute 72-9501 (f) a "qualified teacher" means a person employed by a school district for its bilingual education program who is:

- A teacher qualified to instruct limited English proficient pupils as determined by standards established by the Kansas State Board of Education (KSBE) and who is so certified and endorsed by the KSBE; or
- A paraprofessional qualified to assist certified teachers in the instruction of limited English proficient pupils as determined by standards established by the KSBE and who is so approved by the KSBE.

**NOTE 2:** Teachers assigned to teach the subject ESOL (not content classroom teachers with ELs in their classes) who are not yet fully ESOL endorsed must hold a waiver or provisional license, have passed and applied to Teacher Licensure and Accreditation (TLA) for endorsement. A waiver can be applied through TLA. Teachers are eligible for a waiver if they have completed less than 50% of the course work on the Plan of Study. Once teachers have completed 50% of the coursework, they must apply for a provisional license. The waiver/provisional license allows teachers' contact minutes to be counted for funding while still maintaining requirements of the Plan of Study. Teachers with

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an unexpired provisional license who have completed coursework must take the Praxis during the provisional license period (or prior to the provisional license expiring). Teachers who have completed courses of study must have passed the Praxis and applied for endorsement in order for contact minutes to count for ESOL funding.

**NOTE 3:** Content teachers who serve ELs in their classes must either hold an ESOL endorsement, have an ESOL Endorsement Plan of Study on file at the district office (be on a provisional or waiver), or have passed the ESOL PRAXIS and applied to TLA for endorsement.

**NOTE 4:** Those in possession of a restricted teaching license in conjunction with having passed the ESOL Praxis may have contact minutes count for ESOL funding. Documentation confirming the completion of Praxis must be provided.

**NOTE 5:** Teacher Licensure and Accreditation information and documents can be found at <http://www.ksde.org/Default.aspx?tabid=325> .

### Q10. What must be included in the “Teacher/District ESOL Endorsement Plan of Study”?

A10. The Teacher/District ESOL Endorsement Plan of Study (sample attached in Appendix E) must consist of the following:

- The teacher has signed an agreement with the district that s/he will complete ALL ESOL endorsement coursework and obtain Kansas ESOL endorsement within five years (prior to September 20, 2013) of the first day of the first class that ESOL endorsement coursework began. Any endorsement initiated after September 20, 2013 must be obtained within three years. This is referred to as the “Teacher/District ESOL Endorsement Plan of Study.” Teachers starting a plan of study after September 20, 2013 will have three years to complete the plan of study.
- Coursework is being completed at one of the ten Kansas universities that have approved ESOL endorsement programs, which include: Emporia State University, Fort Hays State University, Kansas State University, McPherson College, MidAmerica Nazarene University, Newman University, Ottawa University, Pittsburg State University, University of Kansas, and Wichita State University (Appendix F), OR an out-of-state college or university with an ESOL program that is approved by that state’s accrediting/approval authorities. Questions regarding out-of-state ESOL Endorsement programs should be directed to Teacher Licensure and Accreditation at KSDE. The university’s “Plan of Study” must be attached to the “Teacher/District ESOL Endorsement Plan of Study” and coursework from the two “plans” must match.
- Coursework must be leading toward an ESOL endorsement and must address: cultural diversity; linguistics/language acquisition; assessment of ELs; methods/materials for ELs; literacy development; and an ESOL practicum.

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- The teacher must make ANNUAL progress toward completion of the plan:
  - Teachers must complete at least one course each 12-month period and must complete all coursework; receive a passing score on the PRAXIS; and apply for/receive the ESOL endorsement from TLA at KSDE within five years (or three years if starting after September 20, 2013) from the date they first began an ESOL endorsement program.
  - If the endorsement is not yet in the teacher/district's possession on the official September 20 count date, a record that the teacher has APPLIED for Kansas ESOL endorsement must be on record at the district office. Teachers' hours will count for funding if an application has been submitted, but not yet approved (i.e., teacher has not yet received PRAXIS scores) only once. Beyond this one-time allowance of being counted for funding while not yet approved, hours will only count if the teacher has passed the PRAXIS and received the endorsement.

### Q11. What are the necessary criteria for an ESOL waiver and an ESOL provisional license?

A11. The district must have a university plan of study, transcripts of completed courses, and proof of enrollment at the university on file for the teacher in order to submit a waiver request. The university plan of study must be from one of the ten Kansas universities that have approved ESOL endorsement programs, OR an out-of-state college or university with an ESOL program that is approved by the state's accrediting/approval authorities. When the teacher becomes eligible for a provisional license by completing 50% of the coursework on the plan of study, they should coordinate with the Teacher Licensure and Accreditation (TLA) institution to submit the provisional license application. Questions regarding out-of-state ESOL Endorsement programs should be directed to TLA at KSDE <http://www.ksde.org/Default.aspx?tabid=325> .

(See Appendix F for approved colleges and universities in Kansas).

### Q12. What criteria must be met for the paraprofessional's contact hours with the EL to generate State ESOL funding?

A12. A paraprofessional who is providing services to an EL must be under the direct supervision of an ESOL qualified teacher (as defined in Q9 Step Two). Best-practice is that a qualified teacher should not supervise more than five paraprofessionals simultaneously per year. The paraprofessional may not be assigned to the building principal or other administrative personnel unless that person has an ESOL endorsement. Guidelines for counting FTEs are that the paraprofessionals **must not** be:

- Solely responsible for ESOL instructional or related service;

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- Responsible for selecting, programming, or prescribing educational activities or materials for ELs without the supervision and guidance of the supervising teacher;
- Solely responsible for preparing lesson plans or initiating original concept instruction; or
- Used as substitute ESOL teachers, unless they hold the appropriate Kansas license.

The supervising teacher meeting the criteria under Q9 Step 2 and the paraprofessional must work in close and frequent proximity. In cases where the paraprofessional is not assigned to the same classroom as the teacher, the supervising teacher and paraprofessional must be in close proximity to one another and must hold frequent and productive meetings. "Close proximity" is defined as being in an adjoining or adjacent building or structure. "Frequent and productive" means that the paraprofessional and the teacher are meeting at least once per week to review: lesson plans, instructional strategies, evaluation techniques, and weekly student progress/challenges. Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file and state auditors may verify that such frequent and productive meetings are occurring. (See Appendix G for sample documentation forms.)

### Q13. How are ESOL student contact hours computed?

A13. Student contact hours equal the actual number of hours that the district's ELs receive specialized English language instruction. For example, if the district has five ELs who each receive two hours a day of specialized English language instruction, the district should claim a total of 10 student contact hours. In a district that mainstreams ELs, those students should be counted as follows:

- **Classroom:** A student who spends time in a class in which the instructor is ESOL endorsed or working toward an ESOL endorsement, and classroom course content is modified for the ELs, count time the student is scheduled in this class, for example a class that meets from 8:00 to 8:50 would count 50 minutes. Classes that meet on a block schedule will be computed based on the daily average time in class. Time counted for a student will not include the following: passing periods, study hall, seminar, lunch and/or any non-instructional times.
- **Pull-out or Other Program Model:** A student who is pulled out from the regular classroom to receive ESOL instruction will count for that portion of the day that s/he receives specialized ESOL instruction from qualified personnel.
- **Paraprofessional:** A student who has the support of a qualified paraprofessional, under the direct supervision (see Q12 for definition of "direct supervision") of ESOL certified personnel, will count for the actual

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time that the paraprofessional provides specialized ESOL instructional support.

**Note 1:** LEAs may not count both paraprofessional time and ESOL endorsed teacher time for students receiving English support services.

**Note 2:** Contact hours will be calculated using contact hours the week of September 20 count day. The bilingual contact time calculator can be found at: <http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing#AuditGuides>.

### **Q14. What are the allowable activities for State ESOL funding?**

A14. State ESOL funds may be utilized for teacher or paraprofessional salaries and benefits, instructional materials and supplies for ELs, and professional development related to improving instruction for ELs.

### **Q15. Is carryover allowed for State ESOL funding?**

A15. Yes. Any balance remaining in the bilingual education fund at the end of the budget year may be carried forward into the bilingual education fund for succeeding budget years.



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### APPENDIX A: HOME LANGUAGE SURVEY PAGE 1 OF 2

The Home Language Survey is the first step in identifying students who may be eligible for English Language support. Students who have a language other than English in their background will be screened using an English language proficiency assessment to determine their level of proficiency in English as it is used in school. Students identified as English Learners (ELs) will be provided specific instruction suited to their individual needs as their English continues to develop and improve. Teachers will be made aware of each ELs level of proficiency and will plan instruction according to the latest research and practice regarding second language acquisition as it relates to the core curriculum. Students who have a language other than English in the home or as a first language should be encouraged to expand and develop that language. In addition, English language development and support will be provided to all ELs until they meet the ESOL program exit criteria established by the State.

The Home Language Survey attempts to inform the district of the possible impact on a child's English language development due to transfer, influence, exposure to a language other than English. It is not at all to be assumed that a child who has a language other than English is less proficient in English as a result of knowing another language.

The questions can also help identify parents who speak or read a language other than English for the purposes of making available interpreters and translation for important meetings with school staff, parent teacher conferences, notifications of grades, meeting invitations, etc.

The questions are not intended to identify children who are learning a language other than English by watching educational media that teach languages, words, or phrases other than English. The questions are also not intended to identify children who are studying a world language for the purpose of becoming bilingual or more knowledgeable about languages other than English. Examples may include taking a Saturday German class, or taking Spanish as a graduation requirement in high school, or being instructed informally by someone in the home who wishes to encourage a child to learn another language.

The questions on the home language survey are not intended to identify for language support services children whose parents speak a language other than English outside the home, or with people other than children for whom the form is being completed (for example, language instructors, interpreters, conversations with friends or colleagues, etc.)

The questions on the home language survey are also not intended to identify for language support services children whose parents or other adults living in the home are able to speak and understand another language for example, parents who studied Russian in college), but for home English is the language used for communication.

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## APPENDIX A: HOME LANGUAGE SURVEY PAGE 2 OF 2

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. 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 Mike Toole at [mike.toole@ksidr.org](mailto:mike.toole@ksidr.org) or 620-353-8114 and provide him a copy of this survey.

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Signature of Parent or Guardian

Date

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## **APPENDIX B: A STEP-BY-STEP GUIDE**

### **Home Language Survey**

Every child enrolled in Kansas schools is to be given a Home Language Survey. If a language other than English is provided as the language used at home, the student is to be assessed for English language proficiency.

### **English Language Proficiency Assessment**

Approved English proficiency assessments for students in grades K-12 are the LAS-Links, IPT, LPTS, and the KELPA-P. The Pre-LAS or the Pre-IPT may be used to assess the English proficiency of Pre-K students. Students scoring less than proficient on any of the domains of the assessment given are eligible for English for Speakers of Other Languages (ESOL) support services.

### **Parent Notification**

Under Title III, parents are to be notified (to the extent practicable, in a language that they understand) that their child qualifies for ESOL services within 30 days of the start of the school year. If a student enrolls after the start of the year, notification must be sent within two weeks of the student's enrollment.

### **Placement in ESOL Services**

Eligible students must be offered ESOL services with an ESL (English as a Second Language) endorsed teacher. Service types include push-in, dual language, bilingual, ESL class period, Modified Instruction and pull-out. Other types of services may be offered in some districts. Please see the [ESOL webpage](#) for further information.

### **Enter Student on KIDS System**

Students must be entered into the KIDS system in order for the district to receive proper funding and an English Language Proficiency Assessment (ELPA) for that child. Funding is determined using the ENRL collection. ELP assessments are assigned to students using the information on the TEST record collection. More information on the KIDS system can be found at <http://community.ksde.org/Default.aspx?tabid=2491>

### **ELPA in the Spring**

All English Learners (ELs) in grades K-12 will be given an English Language Proficiency Assessment in the spring. The assessment measures progress in attaining English proficiency.

### **Individual Learning Plan (ILP)**

All ELs will have an Individual Learning Plan (ILP). This plan documents how the student scored on the proficiency assessment and lays out steps for ensuring the student is making progress throughout the year in attaining English proficiency. ELPA scores will be recorded on the plan at the end of the year. The plan also lists any accommodations or modifications that the student requires.

### **Continuously Monitor ILP Goals**

Continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring ELPA scores to determine whether the student is on track for making progress in English language proficiency.

### **Professional Development**

Take advantage of any professional development offered by the Kansas State Department of Education (KSDE) or other organizations on ELs or cultural awareness. The EL population is a diverse group that is growing and changing quickly and it is important to stay informed of the latest research, information and methods of instruction.

### **KSDE ESOL Website**

Please visit the ESOL webpage at <http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/TitleIIISateESOL.aspx> for updates, forms and information on serving ELs.

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## APPENDIX C: ENTRANCE CRITERIA FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Grades PreK-12: To enter a student into ESOL services (and generate State ESOL funding), the criteria in box 1 must be met. This shows that the student is not proficient in all domains of listening, speaking, reading, writing, and/or his/her composite score. This form must be signed by all members of the Building Leadership Team (BLT) or Student Improvement Team (SIT), including representation from the ESOL administrator, ESOL teacher, classroom teacher, and school principal with an explanation of why the student is recommended for entrance into the program. The only state approved English language proficiency assessments used for entrance into the ESOL program are PreLAS, LAS LINKS, Pre-IPT, IPT, LPTS, KELPA-P, or QIA, CASAS, and TABE (for adult learners).

1. Scores on preapproved English Language Proficiency Assessment  
Date test was administered: \_\_\_\_\_

Test administered: \_\_\_\_\_

| Domain    | Score | Fluent (F) / Not Fluent (NF) |
|-----------|-------|------------------------------|
| Listening |       |                              |
| Speaking  |       |                              |
| Reading   |       |                              |
| Writing   |       |                              |
| Composite |       |                              |

\*Please provide an explanation of the team decision, signed by all members, to enter the student into ESOL services based on criterion in box 1. The BLT/SIT should consist of: classroom teacher(s), ESOL teacher, ESOL administrator (if applicable, and school principal. ELs who also receive SPED services should be given the opportunity to demonstrate their progress in English proficiency.

\*IF the student qualifies for services, communication should take place with the parents. If appropriate, ask the parents to fill out a new Home Language Survey indicating all languages present in the child's life.

Signed by:

\_\_\_\_\_ (classroom teacher); \_\_\_\_\_ (ESOL teacher);  
 \_\_\_\_\_ (ESOL admin); \_\_\_\_\_ (principal)

Date: \_\_\_\_\_

\*In order to generate ESOL/Bilingual Funding must be dated on or before September 20 count day.

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## APPENDIX D: EXIT CRITERIA FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Grades K-12: To exit a student from ESOL services (and from generating State ESOL funding), box 1, 2 or 3 must be checked. If only box 2 is checked, this form must be signed by all members of the Building Leadership Team (BLT) or Student Improvement Team (SIT), including representation from SPED and ESOL, with an explanation of why the student is recommended for exit before meeting the criterion in box 1.

The only state approved English language proficiency assessment used for exiting a student is the Kansas English Language Proficiency Assessment (KELPA-P for 2015, ELPA21 for 2016, [K-ELPA for 2017](#)).

|   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
|---|--|---|--|-----------|--|--|----------|--|--|---------|--|--|---------|--|--|-----------|--|--|---|------|--|--|-----------|--|--|----------|--|--|---------|--|--|---------|--|--|-----------|--|--|---|--|------|--|--|-----------|--|--|----------|--|--|---------|--|--|---------|--|--|-----------|--|--|
| District Name and USD Number  |  | Date  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Student Name  |  | Student Grade   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| <input type="checkbox"/> 1. The ELPA determines that the student scored "proficient" on the proficiency determination for TWO CONSECUTIVE YEARS.  | <input type="checkbox"/> 2. BLT or SIT recommends that the student be exited from ESOL services (explanation provided below) after one year* | <input type="checkbox"/> 3. Parent requests that the student not receive ESOL services. Parent was counseled about their decision and informed that their student is required to take the ELPA even if not receiving ESOL services. |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| KELPA Scores  | KELPA Scores   | KELPA Scores  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
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| Year  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Listening   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Speaking  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Reading   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Writing   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Composite   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Year  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Listening   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Speaking  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Reading   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Writing   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Composite   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Year  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Listening   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Speaking  |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Reading   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Writing   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |
| Composite   |  |   |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |   |  |      |  |  |           |  |  |          |  |  |         |  |  |         |  |  |           |  |  |

\*Please provide an explanation of the team decision, signed by all members, to exit the student before s/he met the criterion in box 1. The BLT/SIT should consist of: classroom teacher(s), ESOL teacher, ESOL administrator (if applicable), SPED representative, and school principal. ELs who also receive SPED services should be given the opportunity to demonstrate their progress in English proficiency. If there are special circumstances that would prevent a student from taking part in the ELPA, please provide an explanation below and include in the IEP.

This option is only intended to be used for those few cases where a student's qualification for Special Education services prohibits him/her from taking a grade-level English Language Proficiency Assessment (or portions thereof) or from improving. It is not intended to be used with all students with an IEP.

Signed by:

\_\_\_\_\_ (classroom teacher); \_\_\_\_\_ (ESOL teacher);

# English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2017-2018

(ESOL admin); \_\_\_\_\_ (SPED) \_\_\_\_\_ (principal)

## APPENDIX E: SAMPLE TEACHER/DISTRICT ESOL ENDORSEMENT PLAN OF STUDY

USD Name and Number: \_\_\_\_\_

Teacher name: \_\_\_\_\_ SS # \_\_\_\_\_  
(Last) (First) (M.I.)

Address: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

School of Employment: \_\_\_\_\_ Position: \_\_\_\_\_

Circle Current Degree: None Associate's Bachelor's Master's Specialist Ph.D/Ed.D.

Current KS License Endorsement Areas: \_\_\_\_\_

Date on which ESOL Endorsement coursework began: \_\_\_\_\_

Target date to obtain ESOL Endorsement: \_\_\_\_\_  
(No more than three years from the date coursework began.)

(Proposed) College or University of Study: \_\_\_\_\_

Expected teaching position and district upon obtaining endorsement: \_\_\_\_\_

**Plan of Study** (attach official copy from university & transcripts confirming completion of class)

List the coursework to be completed each year. (Teachers must take at least one course per 12-month period in order to meet the annual progress requirements. Teachers must pass the ESOL PRAXIS within one year of last course and within three years of the date coursework began.)

| Course Number    | Course Title     | Credit Hours | Grade | Institution | Est. Date of Completion | Actual Date of Completion | Office Use Only<br>Verification of Completion Received |
|------------------|------------------|--------------|-------|-------------|-------------------------|---------------------------|--|
|                  |                  |              |       |             |                         |                           |  |
|                  |                  |              |       |             |                         |                           |  |
|                  |                  |              |       |             |                         |                           |  |
|                  |                  |              |       |             |                         |                           |  |
|                  |                  |              |       |             |                         |                           |  |
|                  |                  |              |       |             |                         |                           |  |
| <b>Praxis II</b> | <b>Test Code</b> | <b>N/A</b>   |       | <b>N/A</b>  |                         |                           |  |

\_\_\_\_\_  
 Applicant's Signature Date

\_\_\_\_\_  
 Director/Coordinator's Signature Date \_\_\_Approved \_\_\_Disapproved

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## APPENDIX F: APPROVED KANSAS COLLEGES AND UNIVERSITIES OFFERING ESOL ENDORSEMENT COURSES

|   |  |
|---|--|
| <p>Emporia State University<br/>IDT- TESOL Department<br/>Campus Box 37, 1200 Commercial St. Emporia, KS 66801</p> <p><a href="https://www.emporia.edu/tesol">https://www.emporia.edu/tesol</a></p> <p>Dr. Abdellilah Salim Sehlaoui<br/>Professor of TESOL and Applied Linguistics<br/>Director of MA TESOL and TESOL Teacher Licensure Programs<br/>Modern Languages and Literatures<br/>(620)341-5237<br/><a href="mailto:mstorm@emporia.edu">mstorm@emporia.edu</a></p> | <p>Newman University<br/>Graduate Education Program<br/>107 McNeill Hall 3100 McCormick, Wichita, KS 67213</p> <p><a href="http://www.newmanu.edu/studynu/graduate/master-science-education">http://www.newmanu.edu/studynu/graduate/master-science-education</a></p> <p>Gina Marx<br/>316-305-6557<br/><a href="mailto:marxg@newmanu.edu">marxg@newmanu.edu</a></p>   |
| <p>Fort Hays State University<br/>Department of Advanced Education Programs<br/>600Park St. Hays, KS 67601</p> <p><a href="https://www.fhsu.edu/aep/esol/">https://www.fhsu.edu/aep/esol/</a></p> <p>Dr. Kathleen Sanders<br/>785-628-5850<br/><a href="mailto:ksanders@fhsu.edu">ksanders@fhsu.edu</a></p>   | <p>Ottawa University<br/>School of Education</p> <p><a href="http://www.ottawa.edu/">http://www.ottawa.edu/</a></p> <p>Amy Hogan, PhD<br/>(785)229-1009<br/><a href="mailto:amy.hogan@ottawa.edu">amy.hogan@ottawa.edu</a></p>   |
| <p>Kansas State University<br/>Center for Intercultural &amp; Multilingual Advocacy (CIMA)<br/>238 Bluemont Hall Manhattan, KS 66506</p> <p><a href="http://www.coe.k-state.edu/departments/cima/esl-endorsement.html">http://www.coe.k-state.edu/departments/cima/esl-endorsement.html</a></p> <p>Cristain Fanning<br/>Associate Director<br/>785-532-2125<br/><a href="mailto:cris@ksu.edu">cris@ksu.edu</a></p>  | <p>Pittsburg State University<br/>Department of Curriculum and Instruction<br/>112 Hughes Hall, 1701 S. Broadway, Pittsburg, KS 66762</p> <p><a href="http://pittstate.edu/office/graduate/online/esol-online.dot">http://pittstate.edu/office/graduate/online/esol-online.dot</a></p> <p>Dr. Alice Sagehorn<br/>(620)235-4499<br/><a href="mailto:asagehor@pittstate.edu">asagehor@pittstate.edu</a></p>                              |
| <p>McPherson College<br/>1600 E. Euclid McPherson, KS 67460</p> <p><a href="http://www.mcpherson.edu/">http://www.mcpherson.edu/</a></p> <p>Shane Kirchner<br/>(620)271-0731<br/><a href="mailto:kirchnes@mcpherson.edu">kirchnes@mcpherson.edu</a></p>   | <p>University of Kansas<br/>Department of Curriculum and Teaching<br/>321 J.R. Pearson, 1122 West Campus Rd. Lawrence, KS 66045</p> <p><a href="http://edwardscampus.ku.edu/overview-esol-curriculum-and-instruction">http://edwardscampus.ku.edu/overview-esol-curriculum-and-instruction</a></p> <p>Kim Huggett<br/>Graduate Student Services Manager<br/>(785)864-4510<br/><a href="mailto:khuggett@ku.edu">khuggett@ku.edu</a></p> |
| <p>MidAmerica Nazarene University<br/>Graduate Studies in Education<br/>2030 East College Way Olathe, KS 66062</p> <p><a href="http://www.mnu.edu/graduate/master-of-education-program.html">http://www.mnu.edu/graduate/master-of-education-program.html</a></p> <p>Dr. Ramona Stowe<br/>Program Coordinator of ESOL<br/>(913)971-3528<br/><a href="mailto:rsstowe@mnu.edu">rsstowe@mnu.edu</a></p>  | <p>Wichita State University<br/>Department of Curriculum and Instruction<br/>1845 Fairmount Street, Wichita, KS, 67260</p> <p><a href="http://webs.wichita.edu/?u=coedtesol">http://webs.wichita.edu/?u=coedtesol</a></p> <p>Dr. Ahn Tran<br/>Associate Professor<br/>(316)978-3322<br/><a href="mailto:anh.tran@wichita.edu">anh.tran@wichita.edu</a></p>   |

# English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2017-2018

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## APPENDIX G: SAMPLE TEACHER/PARA MEETING DOCUMENTATION

Available in word format on ESOL webpage.

|                          |               |  |                     |
|--------------------------|---------------|--|---------------------|
| <b>USD</b>               | <b>School</b> | <b>ESOL Endorsed Teacher's Signature</b> |                     |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |
| <b>Student's name:</b>   |               |  |                     |
| <b>Agenda:</b>           |               | <b>Actions:</b>                          | <b>Responsible:</b> |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |

|                          |               |  |                     |
|--------------------------|---------------|--|---------------------|
| <b>USD</b>               | <b>School</b> | <b>ESOL Endorsed Teacher's Signature</b> |                     |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |
| <b>Student's name:</b>   |               |  |                     |
| <b>Agenda:</b>           |               | <b>Actions:</b>                          | <b>Responsible:</b> |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |

|                          |               |  |                     |
|--------------------------|---------------|--|---------------------|
| <b>USD</b>               | <b>School</b> | <b>ESOL Endorsed Teacher's Signature</b> |                     |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |
| <b>Student's name:</b>   |               |  |                     |
| <b>Agenda:</b>           |               | <b>Actions:</b>                          | <b>Responsible:</b> |
| <b>Para's signature:</b> |               | <b>Date:</b>                             | <b>Time:</b>        |