

English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2013-2014

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 (ELLs); 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 ELLs are in compliance with state and federal mandates.

Q2. What criteria qualify a student for ESOL services?

A2. To qualify as an ELL 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);

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 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 Kansas English Language Proficiency Assessment (KELPA) – state mandated assessment to measure annual growth

The QIA (Quick Informal Assessment), 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 ESOL eligible student” (ESOL/Bilingual Program Participation field, code Blank).

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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 ELL?

A5. Districts enter appropriate codes in the KIDS database element in the ESOL/Bilingual Program Participation Code field.

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

A6. The state criteria to exit a student from an ESOL program and, therefore, from generating State ESOL funding are as follow:

- The KELPA determines that the student scored “fluent” in all language domains: listening, speaking, reading, and writing and “fluent” on the composite for TWO CONSECUTIVE administrations of the test.
- Student Improvement Team (SIT) recommends that the student be exited from ESOL services (explanation provided on exit form) after one year.

The SIT team recommendation can override the first criterion, allowing flexibility for cases in which a score of “fluent” for two consecutive administrations of the KELPA 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 IEP. The SIT team, with SPED 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 SIT, with SPED representation, must sign that they agree with the recommendation. The 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 KELPA (or portions thereof) or from improving his/her score on the KELPA. 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 the KELPA and will not be re-designated as former ELLs until they have met the exit criteria defined in the first bullet in A6 above.

(A sample exit criteria table is provided in Appendix B.)

Q7. Who takes the KELPA?

A7. All ELLs will take the KELPA in the spring. This includes students who qualify for ESOL services but for whom the district does not receive funding, and those ELLs whose parents have waived ESOL services.

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Q8. How do schools get the KELPA?

A8. Schools will mark the appropriate code in KELPA field of the KIDS TEST submission. CETE will send pre-slugged KELPAs to the school for administration during the KELPA window in the spring.

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

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

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

- Has a Kansas ESOL endorsement on the September 20 count day;
- Has passed the ESOL Praxis and has applied to the Kansas State Department of Education (KSDE) Teacher Education and Licensure (TEAL) for endorsement by the official September 20 count day;
- Has a Kansas ESOL provisional license on the September 20 count day;
- Has a Kansas ESOL waiver on the September 20 count day; 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 in that semester or before.

NOTE: 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 ELLs in their classes) who are not yet fully ESOL endorsed must hold a waiver or provisional license, have passed the ESOL Praxis, and applied to TEAL for endorsement. A waiver can be applied for through TEAL. Teachers are eligible for a waiver if they have completed less than 50% of the coursework on the Plan of Study. Once teachers have completed 50% of their 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 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 ELLs 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 waiver or provisional license), or have passed the ESOL PRAXIS and applied to TEAL for endorsement.

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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 D) 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 a Kansas ESOL endorsement within five years of the first day of the first class that ESOL endorsement coursework began. 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.
(A sample is attached in Appendix D.)
- Coursework is being completed at one of the ten Kansas colleges and universities that have approved ESOL endorsement programs, which include: Emporia State University, Fort Hays State University, Kansas University, Kansas State University, McPherson College, MidAmerica Nazarene University, Newman University, Ottawa University, Pittsburg State University, and Wichita State University 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 Education and Licensure (TEAL) 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 ELLs; methods/materials for ELLs; literacy development; and an ESOL practicum.
- 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 TEAL at KSDE within five years (or three years if starting after September 20, 2013) from the first day of the first course in the ESOL endorsement program.
 - If the endorsement is not yet in the teacher’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.

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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 institution of higher education with an ESOL program that is approved by that 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 Licensure Officer at the institution to submit the provisional license application. Questions regarding out-of-state ESOL Endorsement programs should be directed to Teacher Education and Licensure (TEAL) at KSDE.
(See Appendix C for a list of approved colleges and universities in Kansas)

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

A12. A paraprofessional who is providing services to an ELL 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;
- Responsible for selecting, programming, or prescribing educational activities or materials for ELLs 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 have an ESOL endorsement with a Kansas teaching 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 D for sample teacher/paraprofessional documentation forms.)

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Q13. How does the local educational agency (LEA) complete an application for State ESOL funding?

A13. LEAs apply for Kansas State ESOL funds as part of the Local Consolidated Plan (LCP) Application process. The LCP Application asks for a count of contact hours and provides a formula for computing estimated funding. Actual funding is determined from data entered into the KIDS database by all Kansas LEAs and through the audit conducted by state auditors.

Q14. How does the LEA count the Full Time Equivalent (FTE) for its ELLs?

A14. Kansas State ESOL funding provisions require districts to compute FTE enrollment in programs of ESOL education and multiply the computed enrollment by 0.395.

Q15. How are ESOL student contact hours computed?

A15. Student contact hours equal the actual number of hours that the district's ELLs receive specialized English language instruction with a qualified teacher. For example, if the district has five ELLs 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 ELLs, those students should be counted as follows:

- **Full Day:** A student who spends the full school day in a classroom in which the instructor is ESOL endorsed or working toward an ESOL endorsement, and classroom course content is modified for the ELLs, counts as one FTE (six contact hours).
- **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 description of "direct supervision") of ESOL endorsed personnel, will count for the actual time that the paraprofessional provides specialized ESOL instructional support.

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

Q16. How is State ESOL funding determined?

A16. This formula provides the basis of how the LEA determines ESOL its funding:

1 Student Contact Hours		2 Full-Time Equivalent (FTE) (Round to nearest 0.1)		3 ESOL Weighted Amount		4 Weighted FTE (Round to nearest 0.1)		5 General State Aid Per Pupil Amount		6 Total Estimated State ESOL Funding
	/6 =		X	0.395*	=		X	\$3838*	=	

*Subject to change.

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Q17. What are the allowable activities for State ESOL funding?

A17. State ESOL funds may be utilized for teacher or paraprofessional salaries and benefits, instructional materials and supplies for ELLs, and professional development related to improving instruction for ELLs.

Q18. Is carryover allowed for State ESOL funding?

A18. Yes. Any balance remaining in the bilingual education fund at the end of the budget year shall be carried forward into the bilingual education fund for succeeding budget years.

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APPENDIX A: SAMPLE 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 language learners (ELLs) 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 ELL's level of proficiency and will plan instruction according to the latest research and practice regarding second language acquisition and 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 ELLs until they meet the ESOL program exit criteria established by the State.

The home language survey questions attempt to inform the district of the possible impact on a child's English language development due to transfer, influence, or 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 the 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 whom English is the language used for communication.

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APPENDIX A: SAMPLE HOME LANGUAGE SURVEY PAGE 2 OF 2

Upon enrollment for the first time in a district, 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. The assessments approved by Kansas State Department of Education include: The Language Assessment Scales (LAS)/LAS LINKS/Pre-LAS, the IDEA Proficiency Test (IPT)/Pre-IPT, the Language Proficiency Test Series (LPTS), and the Kansas English Language Proficiency Assessment - Placement (KELPA-P). If a student scores below proficient/fluent in any of the language domains: listening, speaking, reading, or writing, s/he is eligible for 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 means.
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.

Has your family moved in the last 36 months to seek or obtain agriculture or fishing related work?
Yes _____ No _____

If yes, was the move from one school district to another? 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 or 620-353-8114 and provide him a copy of this survey.

Signature of Parent or Guardian _____

Date _____

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APPENDIX B: 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 Student Improvement Team (SIT), including representation from SPED, 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).

District Name and USD Number		Date
Student Name		Student Grade
<p>___ 1. The KELPA determines that the student scored "fluent" in all language domains: listening, speaking, reading and writing and "fluent on the composite for TWO CONSECUTIVE administrations of the KELPA.</p>	<p>___ 2. Student Improvement Team (SIT) recommends that the student be exited from ESOL services (explanation provided below) after one year.* Only for students with a documented reason (indicated in the IEP) for why KELPA is not appropriate assessment.</p>	<p>___ 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 KELPA even if not receiving ESOL Services</p>
KELPA Scores	KELPA Scores	KELPA Scores
Year:	Year:	Year:
Listening	Listening	Listening
Speaking	Speaking	Speaking
Reading	Reading	Reading
Writing	Writing	Writing
Composite	Composite	Composite

*Please provide an explanation of the SIT decision, signed by all members, to exit the student before s/he met the criterion in box 1. The SIT should consist of: classroom teacher, ESOL teacher, ESOL administrator (if applicable), SPED representative, and school principal. ELLs 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 KELPA, please provide an explanation below and include in the IEP.

Signed by:

_____ (classroom teacher); _____ (ESOL Teacher);
 _____ (ESOL admin); _____ (SPED) _____ (principal)

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APPENDIX C: APPROVED KANSAS COLLEGES AND UNIVERSITIES OFFERING ESOL ENDORSEMENT COURSES

<p>Emporia State University Dept of Modern Languages and Literatures Campus Box 24, 1200 Commercial St Emporia, KS 66801 http://www.emporia.edu/modlan/esl/esl.htm http://www.emporia.edu/modlan/esl/MATESOL.htm</p> <p>Dr. Salim Sehlaoui Associate Professor of TESOL and Applied Linguistics, Director of TESOL Teacher Education Programs Ofc: 203C RH (620) 341-5237 or (620) 341-5424 Fax: (620) 341-6237 asehlaou@emporia.edu</p>	<p>MidAmerica Nazarene University Graduate Studies in Education 2030 East College Way Olathe, KS 66062 http://www.mnu.edu/grad/education/</p> <p>Dr. Ramona Stowe Program Coordinator of ESOL (913) 971-3528 rsstowe@mnu.edu</p>
<p>Fort Hays State University Department of Special Education 210 Rarick Hall, 600 Park Street Hays, KS 67601 http://www.fhsu.edu/aep/esol/</p> <p>Dr. Wolf Kozel Assistant Professor and Coordinator of ESOL 210C Rarick Hall (785) 628-5568 w_kozel@fhsu.edu</p>	<p>Newman University Western Kansas Center 236 San Jose #39 Dodge City, KS 67801 http://www.newmanu.edu/Academics/ProfessionalStudies/Education/GraduatePrograms/MSEdCurriculumInstructionESL/tabid/586/Default.aspx</p> <p>Nancy Folkerts Coordinator ESL Program, Western Kansas (620) 227-9616 folkertsn@newmanu.edu</p>
<p>Kansas State University Center for Intercultural & Multilingual Advocacy (CIMA) 238 Bluemont Hall Manhattan, KS 66506 www.coe.ksu.edu/esl</p> <p>Cristina Fanning Associate Director Center for Intercultural and Multilingual Advocacy (CIMA) (785) 532-2125 cris@ksu.edu</p>	<p>Ottawa University</p> <p>Amy Hogan, PhD Interim Dean, School of Education Director of Teacher Education, Kansas Associate Professor of Education Ottawa University amy.hogan@ottawa.edu Office: 785-248-2554 Fax: 785-229-1009</p>
<p>University of Kansas Department of Curriculum and Teaching 321 J.R. Pearson, 1122 West Campus Rd Lawrence, KS 66045 http://soe.ku.edu/esol-tesl-education/</p> <p>Dr. Paul Markham Associate Professor Teaching and Leadership (785) 864-9677 pmarkham@ku.edu</p>	<p>Pittsburg State University Department of Curriculum and Instruction 112 Hughes Hall, 1701 S. Broadway Pittsburg, KS 66762 http://www.pittstate.edu/department/curriculum/programs-and-degrees/esol-endorsement-programs.detail.dot?id=17194 http://www.pittstate.edu/academics/program-detail.dot?id=17194</p> <p>Dr. Howard Smith Chair, Department of Curriculum and Instruction (620) 235-4494 hsmith@pittstate.edu</p>
<p>McPherson College McPherson, KS http://www.mcpherson.edu/english/majors.asp</p> <p>Shane Kirchner (620) 241-0731 Ext 1260 kirchnes@mcpherson.edu</p>	<p>Wichita State University Department of Curriculum and Instruction http://webs.wichita.edu/?u=coedtesol&p=/index</p> <p>Dr. Anh Tran, Associate Professor Department of Curriculum and Instruction (316) 978-3322 Fax: (316) 978-6935 anh.tran@wichita.edu</p>

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APPENDIX E: SAMPLE TEACHER/PARA MEETING DOCUMENTATION FORM 1

USD	School	ESOL Endorsed Teacher's Signature
Para's Signature		Date: _____ Time: _____
Student's Name:		
Key discussion items:		
Para's Signature		Date: _____ Time: _____
Student's Name:		
Key discussion items:		
Para's Signature		Date: _____ Time: _____
Student's Name:		
Key discussion items:		
Para's Signature		Date: _____ Time: _____
Student's Name:		
Key discussion items:		

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APPENDIX E: SAMPLE TEACHER/PARA MEETING DOCUMENTATION FORM 2

USD: _____ School: _____ For the week of: _____

ESOL Endorsed Teacher Signature:
Para signature:
Date and time (to include number of minutes):

Student:
Discussion:

Student:
Discussion:

Student:
Discussion:

Student:
Discussion:

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APPENDIX E: SAMPLE TEACHER/PARA MEETING DOCUMENTATION FORM 3

USD:	SCHOOL
Student:	

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

For the week of:	Date and time (to include minutes):
Discussion:	
Teacher signature:	Para signature:

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APPENDIX E: SAMPLE TEACHER/PARA MEETING DOCUMENTATION FORM 4

USD:	School:	ESOL Endorsed Teacher Signature:
Para's signature:	Date:	Time:
Student's name:		
Key discussion items:		
USD:	School:	ESOL Endorsed Teacher Signature:
Para's signature:	Date:	Time:
Student's name:		
Key discussion items:		
USD:	School:	ESOL Endorsed Teacher Signature:
Para's signature:	Date:	Time:
Student's name:		
Key discussion items:		
USD:	School:	ESOL Endorsed Teacher Signature:
Para's signature:	Date:	Time:
Student's name:		
Key discussion items:		
USD:	School:	ESOL Endorsed Teacher Signature:
Para's signature:	Date:	Time:
Student's name:		
Key discussion items:		