



English for Speakers of Other Languages (ESOL)/Bilingual Education

PROGRAM GUIDANCE 2022-2023

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

If you have questions, please contact:

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Q1. WHY IS GUIDANCE BEING ISSUED FOR STATE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) FUNDING?

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 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?

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-Screener; 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 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 as long as the student is not proficient in English. In order to generate ESOL/Bilingual Funding the HLS 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:

<https://www.ksde.org/Default.aspx?tabid=737>

Q3. Who should receive the Home Language Survey?

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

Q4. Why is the Home Language Survey given?

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?

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?

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

- The state English Language Proficiency Assessment determines that the student scored “proficient” for ONE year beginning 2017-2018.
- 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 one year 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 Kansas English Language Proficiency Assessment (KELPA). (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 KELPA?

All K-12 ELs will take the Kansas 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 KELPA tested in the spring for whatever reason (leaving the district, moving, etc.) must still be assessed annually for funding purposes.

Students move to *either* a transitional year for one year to continue EL services and then to monitored status or move to monitored status for the next two years after scoring proficient one year. *Students on transitional year or monitored status will not take the KELPA.*

Who takes the KELPA:

Students who are eligible for EL services- **YES**

Students who receive EL services- **YES**

Students who are eligible for services but parents have waived EL services- **YES**

Students in transitional year- **NO**

Students monitored- **NO**

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 KELPA?

Schools will mark the appropriate code in the KELPA field of the KIDS TEST submission. This information will then be uploaded and prepopulated into KITE. (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?

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 teaching license with an ESOL endorsement on count day; • Have a Kansas ESOL approved waiver on count day;
- Have a Kansas ESOL provisional license on count day;
- Have one of the following Kansas restricted pre-standard licenses with ESOL endorsement on count day: Visiting International teacher (VIT), Transitional, Interim Alternative, One-year nonrenewable (TN) • Have an ESOL Endorsement Plan of Study on file at the district office prior to the count day, with courses having begun prior to count day; or
- Have passed the ESOL PRAXIS and have applied to KSDE Teacher Licensure and Accreditation team for endorsement before the official count day.

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 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”?

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

- A signed agreement with the district showing that the teacher will complete all ESOL endorsement coursework and obtain the Kansas ESOL endorsement within three years. The three-year time line begins the first day of the first class on the plan of study.
- Teachers must make ANNUAL progress toward completion. Teachers must complete at least one course each 12-month period and must receive a passing score on the PRAXIS, and apply for/receive the ESOL endorsement from TLA within three years from the date they first began the endorsement program. For audit, provide documentation from the college showing the courses completed and claimed on the ESOL Endorsement Plan of Study.

- For the 2021-22 school year, annual progress will be fulfilled if the teacher has taken a class in any of the following college semesters:
 - Spring 2022
 - Summer 2022
 - Fall 2022
 - Spring 2023

The plan of study will follow the teacher. If a teacher begins the plan in one district and then obtains a job in a different district, the plan is still good as long as the three-year limit has not been reached.

If the endorsement is not yet in the teacher's/district's possession on the count day, a record that the teacher has applied for the KSDE ESOL endorsement prior to the count day must be on file in the district office.

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

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 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 <https://www.ksde.org/Default.aspx?tabid=408> for approved programs in Kansas).

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

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;
- 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 F for sample documentation forms.)

Q13. How are ESOL student contact hours computed?

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 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: <https://www.ksde.org/Default.aspx?tabid=319#AuditGuides>.

NOTE 3: Districts will receive bilingual weighting of total clock hours or total bilingual headcount, whichever is higher. This is not an option that districts will choose, but all districts will report total clock hours for the week of September 20th and then the weighting will be determined at the state level.

NOTE 4: A student that scored proficient on last year’s KELPA, may be moved to a transitional year to continue to receive EL services and funding for one year.

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

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?

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.

Q16. What are the options when a student scores proficient on the KELPA for one year?

1. Transitional year- provide services and receive funding for student (must document minutes served in KIDS). Then place on monitored status for TWO years.
2. Monitored- exit from program and place on monitored status for TWO years. (the school does not receive any funding for students on monitored status).

Q17. What are the different language program types?

Program Type & Code	KIDS Definition	Examples/More Information
<p>01 = Transitional Bilingual Education or Early-Exit Bilingual Education</p>	<p>This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the EL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.</p>	<p>Example- a Bilingual Program for Pre-K – 2nd grade that utilizes student's primary language with gradual release to English instructional program.</p>
<p>02 = Dual Language or Two-way Immersion</p>	<p>Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that usually consists of half native English-speakers and half native speakers of the other language.</p>	<p>This may apply to one-way immersion programs if the EL student is learning half the day in their native language.</p>

Program Type & Code	KIDS Definition	Examples/More Information
<p>03 = ESL or ELD English as a Second Language or English Language Development</p>	<p>A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language</p>	<p>Example- a student is pulled out during the day by EL staff for structured language support/intervention or an ESOL Endorsed teacher/or Paraprofessional under direct supervision of ESOL Endorsed Teacher provides ESL or ELD support/intervention in classroom, in small group setting or to individual EL student.</p>
<p>04 = Content Classes with integrated ESL support</p>	<p>This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.</p>	<p>Example- a student in the general education classroom receiving ESOL support from an ESOL endorsed teacher or para, includes push-in and co-teaching.</p> <p>Given the district is obligated to provide ESOL support, additional examples applicable to this code are as follows:</p> <p>ELs that have refused services, ELs on IEPs not directly receiving services,</p> <p>ELs that are “high flyers” that do not need much support but it is available.</p>
<p>05 = Newcomer programs</p>	<p>Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).</p>	<p>This code is meant for programs that serve their newcomer students in a program of study as described. If newcomer students are integrated throughout the day with their English-speaking peers with ESOL support, another code might be more appropriate.</p>

Program Type & Code	KIDS Definition	Examples/More Information
06 = Maintenance Bilingual Education	MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.	Example- provide student the same curriculum, materials, and resources in both English and their primary language. This type of program allows EL's to maintain their own language and culture while learning English.
07 = Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.	The focus is on teaching language through content. The course is taught by an ESOL endorsed teacher and the class is made up of mostly EL students.
08 = Submersion Program	A submersion program places EL students in a regular English-only program with no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.	<p>Examples- a student is classified or eligible for ESOL support, however, parents have declined services and the student does not receive indirect or consult ESOL support.</p> <p>A student is classified as ESOL that has not passed the KELPA but, based on other data, does not require ESOL support.</p> <p>A student does not have any ESOL contact minutes and/or does not receive any indirect ESOL support.</p>

Q18. How do we choose a program type for the ENRL record in KIDS?

Many EL supports/practices are comprised of a variety of program models based on the staffing available, school structure, EL student population, and EL proficiency levels.

When choosing a program type that will be recorded in the KIDS ENRL record, choose the program where the student spends most of the time during count week. If a student spends

almost the same amount of time in two different program types, choose the program that is most beneficial for the student.

Q19. If the program type changes during the school year, does it need to be updated?

No, the only time the program type needs to be reported is for the KIDS ENRL record and does not need to be updated throughout the year. The submission window for the ENRL record is September 20, 2022 – October 7, 2022.

APPENDIX A: HOME LANGUAGE SURVEY

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.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/BILINGUAL EDUCATION PROGRAM GUIDANCE

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 (please 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 Alejandro Cabero at alejandrocabero@eudoraschools.org or 785-542-4904 ext. 1505 and provide him a copy of this survey.

Signature of Parent or Guardian

Date

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-Screener. 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 at <https://www.ksde.org/Default.aspx?tabid=737> 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>

KELPA in the Spring

All English Learners (ELs) in grades K-12 will be given the Kansas 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. KELPA 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 KELPA 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 <https://www.ksde.org/Default.aspx?tabid=737> for updates, forms and information on serving ELs.

APPENDIX C: ENTRANCE CRITERIA FOR ESOL PROGRAM

Grades PreK-12: To enter a student into English for Speakers of Other Languages (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-Screener.

1. Scores on preapproved English Language Proficiency Assessment

Date test was administered: _____

Test administered: _____

Domain	Score	Proficient/Not Proficient
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.

APPENDIX D: EXIT CRITERIA FOR ESOL PROGRAM

Grades K-12: To exit a student from English for Speakers of Other Languages (ESOL) services (and from generating State ESOL funding), box 1 or 2 must be checked. If only box 1 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 proficiency criterion.

The only state approved English language proficiency assessment used for exiting a student is the Kansas English Language Proficiency Assessment (KELPA).

USD Number	District Name	Date
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Student Name	Student Grade
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<input type="checkbox"/> 1. BLT or SIT recommends that the student be exited from ESOL services (explanation provided below) after one year* <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">KELPA Scores</th> </tr> <tr> <th style="width: 20%;">Year</th> <th style="width: 20%;"></th> <th style="width: 20%;"></th> </tr> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Composite</td> <td></td> <td></td> </tr> </table>	KELPA Scores			Year			Listening			Speaking			Reading			Writing			Composite			<input type="checkbox"/> 2. 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. <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">KELPA Scores</th> </tr> <tr> <th style="width: 20%;">Year</th> <th style="width: 20%;"></th> <th style="width: 20%;"></th> </tr> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Composite</td> <td></td> <td></td> </tr> </table>	KELPA Scores			Year			Listening			Speaking			Reading			Writing			Composite		
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*Please provide an explanation of the team decision, signed by all members, to exit the student before s/he met the proficiency criterion. 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 Kansas 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);
 _____ (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	Estimated Date of Completion	Actual Date of Completion	Office Use Only Verification of Completion Received

 Applicant's Signature Date

 Director/Coordinator's Signature Date _____ Approved ___ Disapproved

APPENDIX F: SAMPLE TEACHER/PARA MEETING DOCUMENTATION

Available in word format on ESOL webpage.

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time:

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time:

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time: