Schedule of monthly webinars

- August 28th
- September 25th
- October 23rd
- November 20th
- January 22nd
- February 26th
- March 26th
- April 23rd

- All webinars will start at 9:00 am and be recorded
Today’s topics

- Standards
- KELPA2
- Exit Criteria
- EL Newsletter
- EL Book Club
Reminder: EL Standards Adopted 9/11/2018

- Adopted by the State Board of Education on September 11, 2018
- Found at www.ksde.org
  - English Language Proficiency Standards
- Use new standards beginning school year 2019-2020
EL Standards

#KansansCan
KELPA2 Timeline

March 29th - Scoring closes at 5:00 pm

July - Check your data in AMOSS. Be sure to have someone available during that time
KELPA2 Results

KELPA2 student reports will be provided by CETE this year. These reports will be available around the same time as the summative reports (early May).
Exit Criteria

When a student scores proficient on the KELPA2 one year

Options:

1. Transitional year- provide services and receive funding for student (must document minutes served in KIDS D41). Then placed on monitored status for two years.

2. Monitored- Exit from program and place on monitored status two years.
Sample of Transitional Forms

Transitional Form
for former English Learner students

This student has reached a level of English proficiency that indicates he/she still needs limited ESOL services. After the transitional year, the student will be placed on monitored status.

Student Name: __________________________  Date: ______  School: __________________________

Grade: ________  Birthdate: __________  Student ID: __________________________

Parent/Staff Concerns:

________________________________________________________________________

________________________________________________________________________
# Sample of Transitional Forms

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
<th>Other (Specify)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Assessment Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(i.e. DIBELS, AIMSweb)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Behavior Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample of Transitional Forms

- After transitional year, the student is performing successfully in the general education classroom(s).
- After transitional year, the student is having difficulties in one or more general education classroom(s).

After transitional year
It is recommended that (check one):

- Content teacher observation/EL staff observation (use a separate page)
- Academic Intervention (provide start date and description)

Test with state approved screener to determine possible re-entry into ESOL services

Signature of General Education teacher: ________________________________
Signature of EL teacher: ________________________________
Signature of Counselor: ________________________________
Signature of Building Principal: ________________________________
Sample of Monitored Forms

FIRST YEAR MONITORING FORM
for former English Learner students

This student has reached a level of English proficiency that indicates he/she may no longer need ESOL services. The student will be monitored for two years.

Student Name: ___________________________ Date: _____ School: ___________________________

Grade: _______ Birthdate: _______ Student ID: ___________________________

Parent/Staff concerns:

________________________________________________________________________

________________________________________________________________________

#KansansCan
## Sample of Monitored Forms

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Reading</th>
<th>Language Arts</th>
<th>Math</th>
<th>Other (Specify)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Assessment Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i.e. DIBELS, AIMSweb)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Behavior Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample of Monitored Forms

After year 1 of monitoring, the student is performing successfully in the general education classroom(s).

After year 1 of monitoring, the student is having difficulties in one or more general education classroom(s).

After year 1 of monitoring
It is recommended that (check one):

☐ Continue monitoring
☐ Content teacher observation/EL staff observation (use separate page)
☐ Academic Intervention (provide start date and description)

______________________________
______________________________
______________________________

☐ Test with state approved screener to determine possible re-entry into ESOL services

______________________________

Signature of General Education teacher: ____________________________
Signature of EL teacher: ____________________________
Signature of Counselor: ____________________________
Signature of Building Principal: ____________________________

*Considerations: Does the student need assistance due to academic language needs or could the student benefit from core instruction intervention prior to re-entry to ESOL program
Sample of Monitored Forms year 2

- After year 2 of monitoring, the student is performing successfully in the general education classroom(s).
- After year 2 of monitoring, the student is having difficulties in one or more general education classroom(s).

**After year 2 of monitoring**
It is recommended that (check one):

- Year 2 of monitoring complete. Student taken off monitoring
- Content teacher observation/ EL staff observation (use separate page)
- Academic Intervention (provide start date and description)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

- Test with state approved screener to determine possible re-entry into ESOL services __________

Signature of General Education teacher: __________________________________________
Signature of EL teacher: _________________________________________________________
Signature of Counselor: _________________________________________________________
Signature of Building Principal: _________________________________________________

*Considerations: Does the student need assistance due to academic language needs or could the student benefit from core instruction intervention prior to re-entry to ESOL program*
Where to find Sample Transitional/Monitored Forms

1. Go to www.ksde.org
2. Using the Subject Index click on letter E
3. Click on English Learners (ESOL)
4. Click on tab labeled Title III/State ESOL
5. Forms found under Kansas Program Guidelines and Regulations
Welcome to English to Speakers of Other Languages (ESOL) and Title III. ESOL services are made available to students who have a first language that is not English or have a language other than English in the home. Under the No Child Left Behind Act, Title III provides funding to support services designed to enhance English language learners' fluency in English and immigrant students' understanding of American culture.

The ESOL/Bilingual state funding program is designed to help offset the cost Kansas school districts incur in their efforts to educate limited English proficient students. ESOL services should provide students with the academic and social language they need to succeed in their educational pursuits.

ESOL services may be delivered in conjunction with other State or Federal programs, i.e. Title I, At-Risk, or social services such as the Migrant Health Program or community programs.

ESOL Education Resources
Translation Interpretation Services
Cultural Competency
English Language Proficiency Assessment
English Language Proficiency Assessment Placement (Screener)
English Language Proficiency Standards
Local Consolidated Plan (LCP) Tools
Paraprofessionals

Kansas Program Guidelines and Regulations
- Program Guidance 2018-2019 (PDF)
- Individual Learning Plan
  - Sample Individual Learning Plan (Word)
  - Sample ILP with Filled Goals (PDF)
  - Teacher/Para Meeting Documentation Downloandable (Word) (PDF)
- English Learner Services Waiver Sample Form (Word) / (PDF)
- Monitoring Sample Form (Word)
- Transitional Sample Form (Word)

ESOL Audit Tools
Audit Guides, Guidelines, and Calculators (Link)
EL Newsletter

- Are you on the listserv to receive the EL monthly newsletter?
- March’s Newsletter
  - Technology tips
  - Strategies to use with ELs
  - Professional Development (Free/Online)
  - Upcoming Events, New Releases, Conferences, etc.
  - Spotlight your school/district
EL Book Club!

• We are in the 4th week of this study!

• Great discussions on Padlet
Schedule Reminder!

EL Excellence Every Day
Reading Schedule

March 1st - 7th Section I: Essentials
Discussion on March 8th

March 9th-14th Section II: Engage
Discussion on March 15th

March 16th- March 21st Section III: Support
Discussion on March 22nd

March 23rd-March 28th Section IV: Apply (chapters 8-10)
Discussion on March 29th

March 30th-April 4th Section IV: Apply (chapter 11)
Discussion on April 5th
What will be the next EL Book Club?

• Look out for this survey in April’s EL Newsletter!

• Vote! Vote! Vote!

What will be our next EL Book Club?

Help decide what our next, statewide, EL Book Club book will be!

Email address*
Valid email address

This form is collecting email addresses. Change settings

Which book (s) would you be interested in reading for our next EL Book Club? *

- Pathways to Greatness for ELL Newcomers by Michelle Yzquierdo
Comments/ Questions
Seal of Biliteracy

Regina Peszat
World Language Education Program Consultant
rpeszat@ksde.org
785-296-1891
Mark Your Calendars

June 27 – 28
Washburn University, Topeka

July 17 – 18
Pratt Community College, Pratt

The Kansas State Department of Education
Discover 2019 IMPACT INSTITUTE

#KansansCan
Schedule of monthly webinars

- August 28th
- September 25th
- October 23rd
- November 20th
- January 22nd
- February 26th
- March 26th
- April 23rd

- All webinars will start at 9:00 am and be recorded
Comments/ Questions
Contact Information

Julie Ewing
ESOL/Bilingual/Title III Coordinator
jewing@ksde.org
785-296-4906

Nicole Primm
EL Standards & Assessment Education Program Consultant
nprimm@ksde.org
785-296-5060

#KansansCan
The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204