

# Valley Center

USD 262



## Valley Center ESOL Program Guide

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## ESOL Staff Contact Information

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Note: the terms ESOL student and ELL (English language learner) are used interchangeably throughout the document.

Note: the terms ESOL coordinator and ESOL teacher are used interchangeably throughout the document.

## **Introduction**

Students from different language backgrounds enter USD 262, Valley Center, Kansas, public schools every year, and it is anticipated that this number will continue to increase. The district provides an equal educational opportunity to all English language learners in USD 262 schools. English to Speakers of Other Languages (ESOL) language education programs are offered to students in grades Pre-K through grade 12+.

This program guide is designed to provide all district staff members, Board of Education members, parents, and the community with concise information regarding policies, practices and procedures for implementing appropriate ESOL education programs for English Language Learners (ELL) in USD 262 schools.

The Sheltered English Instruction (SI) Program provides instruction and other educational assistance primarily in English with supplemental instruction in other languages. ESOL instruction assists students whose native language is other than English to attain English language proficiency. When the ELL student meets program exit criteria, the student may move to transitional status and is exited from the program and monitored for 2 years to ensure continued academic success.

## **ESOL Program Goals**

1. To provide English language learners meaningful access to the district's educational programs.
2. Develop English proficiency in the areas of reading, writing, speaking, and listening as well as content area material provided in the district's educational programs.
3. Promote multicultural awareness, understanding, and acceptance.
4. Provide quality professional development, addressing ESOL strategies, multiculturalism, and related issues.
5. Encourage certified staff members to attain an ESOL endorsement.
6. Encourage parental involvement and equitable access to school information.

## **ESOL Program Overview**

The ESOL programs support students who would have a difficult time succeeding in the English-only instructional program. The ESOL program in USD 262 consists of Sheltered Instruction, support within classrooms, and English language instruction in a pull-out setting. ESOL programs follow USD 262 content curriculum.

Teachers make every effort to keep students at grade level, addressing grade level indicators. When this is not possible because of the student's English proficiency, the teacher may address content indicators, using a variety of instructional materials and teaching strategies. The goal is to promote academic achievement of the content standards and indicators. Teachers of ESOL students make curricular accommodations to adequately meet student's needs. Foremost, teachers instruct students in academic and conversational English to help the student become acclimated to their new country. They may employ a variety of instructional strategies to help them achieve this goal.

## **Program Description**

### **Sheltered Instruction**

Sheltered English Instructional programs exist at all buildings. Sheltered English Instruction (SI) Programs provide instruction and other educational assistance primarily in English but may include some supplemental support in native languages. ESOL instruction assists students whose native language is other than English to attain English language proficiency.

The SI program provides the ESOL student with additional support necessary to comprehend content instruction in English while the student acquires proficiency in the English language. Instructional methods include such techniques as use of gestures and visuals, use of simple vocabulary, development of content vocabulary, as well as other research-based ESOL methods of instruction.

The SI program is designed to provide students with varying degrees of support to scaffold their instruction as needed. Services may be offered through resource, push out, inclusion, or CWC (class-within-a-class) designs, depending upon the building attended. Students with very little to no English proficiency, NES (non-English speakers), are provided a time for one-on-one instruction with the ESOL teacher. As the student's English proficiency increases, they transition to a more inclusive environment where an ESOL teacher or ESOL paraprofessional provides services in the classroom. At the middle and high school levels, students either participate in an ESOL class each day or are monitored and receive support in core areas from the ESOL teacher. The ESOL teacher monitors the ESOL students' grades and maintains communication with core area teachers as necessary.

## **Instructional Strategies for ELLs in the Classroom**

**When instructing the class or an individual, remember.....**

- Speak with clear pronunciation
- Ask the student to repeat directions
- Scaffold instruction to build upon a student's prior knowledge, experiences, etc.
- Avoid overcorrection of language mistakes
- Provide direct instruction
- Use audio-visual and computer resources
- Affirm ELLs' contributions to discussions
- Pause between phrases and frequently rephrase
- Stress high frequency vocabulary.
- Avoid using idioms and slang
- Use more names and fewer pronouns
- Keep directions simple
- Encourage ELLs to interact through Total Participation Techniques
- Demonstrate with gestures or visuals what you are saying
- Teach prefixes and suffixes specific to the English language
- Teach the words that signal sequence
- Give opportunities for read-aloud and monitor for accuracy
- Assign a peer guide or study buddy

## **Research Related to Theory Selection of ESOL Programs**

### **Effects of prior schooling upon learning English**

According to the research, students who have achieved a high degree of language proficiency in their first language tend to learn the second language not only faster but better (Cummins, 1986).

### **Effectiveness of Sustained Native Language or Bilingual Education Programs**

A California study determined that children in properly designed and implemented bilingual education programs learn English rapidly and meet grade level standards in English and mathematics in three to five years (Krashen & Biber, 1988). Researchers have also found that students in a Sustained Native Language Bilingual Program made greater achievement gains after several years in the program (Ramirez, Yuen, Ramey & Pasta, 1990). For students who are schooled in the United States from kindergarten on, the elementary school program with the most success in language minority students' long-term academic achievement is two-way developmental bilingual education (Thomas & Collier, 1995).

### **Effective ESOL Programs**

Students achieve significantly better in programs that teach language through problem-solving discovery learning in highly interactive classroom activities. Students do not perform as well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge. ESOL pull out in the early grades, taught traditionally, is the least successful program model for students' long-term academic success; during grades K-3 there is little difference between programs, but significant differences appear as students continue in the mainstream at secondary school (Thomas & Collier, 1995). A pullout program is a program where the student is removed from the regular education classroom to receive instruction in isolation.

When first language instructional support cannot be provided, the following program characteristics can make a significant difference in student achievement for English language learners: (1) Second language through academic content; (2) Conscious focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities; (3) Continuous support for staff development emphasizing: activation of students' prior knowledge, respect for students' home language and culture, cooperative learning, interactive and discover learning, intense and meaningful cognitive/academic development, and ongoing assessment using multiple measures (Thomas & Collier, 1995).

### **Language Acquisition: How Long Does It Take?**

Students with at least 2-3 years of formal school in their home country acquire academic English proficiency in 5-7 years. Students with no schooling in their home country acquire academic English proficiency in 7-10 years (Thomas & Collier, 1995).

## Professional Learning for Staff

Providing ongoing professional development to meet the needs of USD 262's population of English Language Learners is a high priority in the district. Additionally, providing ongoing staff development on instructional techniques and diversity issues enables the district to be in compliance with federal Title VI Civil Rights requirements and No Child Left Behind (NCLB).

The ESOL program has established the following ongoing professional development goals:

- To provide ongoing, quality professional development addressing ESOL strategies, multiculturalism and related issues for ESOL and classroom teachers and paraprofessionals.
- To provide professional development related to ESOL programming for administrators and ESOL teachers.
- To provide all building administrators with training regarding legal requirements, program procedures, testing procedures, and exit requirements.
- To educate all staff members on the length of time required to gain academic language proficiency.
- To provide yearly training on the administration of testing related to ELLs.
  - Placement Tests: Pre-LAS, KELPA-P and/or KELPA
- To provide training to all staff involved with student enrollment regarding initial enrollment procedures and record-keeping requirements.

In addition to professional development, USD 262 offers reimbursement to staff who pass the Praxis and add an ESL endorsement to his/her license. Toward this end, the district also offers an ESOL course through ESSDACK to support teachers and administrators in obtaining their ESOL endorsement. Any certified staff member can apply for acceptance to the program. For more information, contact Brianna Deas at 755-7000, ext. 1021.

*\*The requirements for obtaining an ESOL endorsement are being updated by the state. The above information may change during the 24-25 school year to reflect the new requirements.*



## **Identification of Students and Determination of ESOL Services**

### **Interpreting and Translation Services**

The district will provide appropriate accommodations to translate materials and interpret information in the native language of the students and their parents. The secretaries and/or administrators will notify the ESOL coordinator when interpreter services are needed. The building ESOL teacher or Brianna Deas will coordinate interpreter services.

### **Home Language Survey**

The first time a student enrolls in USD 262, the child's parents or legal guardians must complete a Home Language Survey (HLS) to be placed in the student's cumulative file. If the enrollment form indicates the child speaks a language other than English, a signed copy of the HLS must be sent to the ESOL teacher so the student's English language proficiency can be assessed. It is imperative that the language information obtained on these enrollment documents then be recorded into the student information system (Infinite Campus).

### **Language Assessment**

The staff member completing the enrollment should notify the building ESOL teacher who will administer an English language proficiency assessment. This must be completed **within 30 days of the start of school or 2 weeks of start of enrollment date once school starts**. The placement test used will be the Pre-LAS (for PreK) or the KelpaP Assessment (grades K-12). The assessment determines a proficiency level for students. In order to qualify for ESOL services in USD 262, a student must be found **Not Proficient** in any of the four domains OR by calculation of the composite total score.

### **Determination of Services**

Results from the placement assessment in conjunction with any/all other supportive data on the student's past academic performance will be evaluated by the ESOL staff to determine the appropriate amount of ELL services needed for each student. The formal assessments may include any or all of the following:

- Fastbridge Benchmark Screener
- Kansas English Language Proficiency Assessment (KELPA)
- Kansas State Reading Assessment
- Kansas State Math Assessment

## **Past Academic Performance**

In addition to language proficiency scores and state- and nationally-normed assessments, past academic performance is considered when determining how much and what kind of ESOL services a student will receive. Classroom grades from previous years and information from the student's classroom teachers are taken into consideration to determine appropriate ESOL placement.

## **Types of Services**

Based on the student's overall English proficiency level and past academic performance, the student is provided with one of the following ESOL services:

- English for Speakers of Other Languages Support
- Inclusion with ESOL strategies
- Pull-out/Resource
- Push-in/Resource
- Sheltered Instruction
- ESL Class Period
- Assistance of a paraprofessional
- Adaptations/modifications made by the regular academic classroom teacher

Regardless of the approach used, the ESOL students receive comprehensible instruction that is comparable in scope and sequence to the instruction of English proficient students. All levels of instruction are aligned with Kansas State ESOL Standards. The textbooks and instructional materials used with ESOL students are the same as those used with non-ESOL students in the same grade. Content-area material is made comprehensible through any of these strategies used by classroom teachers:

Thematic instruction  
 Demonstrations  
 Modeling  
 Graphic organizers  
 Peer-tutoring

Collaborative and cooperative activities  
 Bloom's taxonomy of questioning  
 Predicting/Retelling  
 Visual media

## **Determination of Amount of Services**

<u>Proficiency Level</u>	<u>Approximate Amount of Service</u>
3: Exhibiting Proficiency	monitor student/minimal support
2: Approaching Proficiency	30-60 minutes/day
1: Developing Proficiency	45-90 minutes/day
0: No Evidence of Proficiency	45-90 minutes/day

## **Completion of ESOL Folder Information**

The ESOL teacher should create an ESOL folder for the new student. Placement results should be recorded in the student's cumulative folder. **Testing information should be recorded within 5 working days of the testing date.** See ESOL Folder Section of this document for additional information.

## **Parent Notification**

If the student qualifies for ESOL services, the building must send a parent notification letter (to the extent practicable, in a language that they understand) **within 30 days of the start of the school year or 2 weeks of start of enrollment date once school starts.** The date should be documented on Parent Notification form when sending out the letters to parents.

## **Notification to Supplemental Programs**

Prior to September 20<sup>th</sup>, testing results should be submitted by the ESOL staff to Brianna Deas and should be shared with the students' teachers. All new qualifying students should be added to the ESOL Roster.

## **Fall Enrollment of a Returning Student**

For a returning student, the spring KELPA score will determine placement in the ESOL program. *No fall testing is required for returning students who were tested in the spring. If the spring KELPA score shows that a student is proficient, the student will be moved to transitional status and monitored for two years.*

√ ESOL STUDENT FOLDER CHECKLIST √
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The following information is to be kept in each student's folder. If the school opts to keep the ESOL folder in a separate location from the cumulative folder, a blue folder must be added to the student's cumulative folder to indicate that a separate ESOL folder exists.

- Home Language Assessment Survey (signed)
- Parent Notification Form (updated yearly) (See Appendix C)
- Placement assessment (test date and student information must be complete)
- Parent Waiver Form (if applicable)
- ESOL Student Exit form (if applicable)

The staff member completing the testing is responsible for maintaining the accuracy of information in the ESOL student folders. The Superintendent of Schools may audit the content of folders periodically to ensure quality and accuracy of information throughout the district.

## Assessments

### **Initial Placement Assessment**

Upon completion of enrollment, the staff member completing the enrollment must notify the building ESOL teacher that the student will need to be tested for language proficiency. This must be completed **within 30 days of the start of the school year or 2 weeks of start of enrollment date once school starts**. The ESOL teacher will use the KelpaP Assessment for students in grades K-12, Pre-LAS for Pre-K students.

The teacher administering the assessment must be thoroughly familiar with the testing procedures outlined in the Examiner's Manual and must closely follow the procedures outlined in the manual.

### **Other Standardized Testing**

Standardized assessments provide another perspective in the assessment process for LEP (limited English proficient) students. ESOL students are required to take the battery of tests with their peers. These tests provide a means of comparing ESOL students to their English-speaking peers on a national level.

### **Additional Assessments**

Buildings may have additional assessments required as a part of their individual QPA school improvement plans. Please check with your individual building for any additional assessments that may be required.

### **Kansas Assessments**

By law, *all students are required to participate in the State Assessments*. Those students who have been in United States schools less than one year may count as participation only or be exempt from the assessment. Please refer to the current Kansas Assessment Program Overview for updated information.

Modifications and accommodations for ESOL students are available. However, the most up-to-date list of accommodations will be provided each year before testing. For more information, please contact your building ESOL teacher or Brianna Deas.

### **Kansas English Language Proficiency Assessment – KELPA**

The Kansas English Language Proficiency Assessment will be given each spring to all students in grades K-12. The exact dates of the testing window will be released to staff members as soon as it is determined by the state.

The KELPA assessment is designed to be a comprehensive assessment of a student's academic language proficiency level. Students are tested in the areas of listening, speaking, reading and writing. The assessment is given to all identified ESOL students K-12. Transitional and monitored students are not required to take the Kelpa assessment. Additionally, students who are identified as ESOL but do not receive services are required by the state to take the Kelpa assessment.

## Understanding KELPA Results

The Kansas English Language Proficiency Assessment (KELPA) measures growth in English language proficiency to ensure all English Learners (ELs) are prepared for academic success. KELPA provides an overall proficiency determination and performance levels in each domain tested on this assessment (reading, writing, listening, speaking).

**Overall Proficiency Determination**- is determined by the four domain scores and used to determine proficiency.

**Proficient** – A student at the Proficient level can produce grade-level academic content in the English language. For the KELPA annual assessment, this means the student scores a Level 4 in each of the four domains of reading, writing, listening, and speaking and has an overall score of 3.

**Nearly Proficient** – A student at the Nearly Proficient level is approaching the ability to produce grade-level academic content in the English language with support. For the KELPA annual assessment, this means the student has an overall score of 2, but does not yet meet the requirements to be at the Proficient level in all four domains of reading, writing, listening, and speaking.

**Not Proficient** – A student at the Not Proficient level does not yet have the ability to produce grade-level academic content in the English language. For the KELPA annual assessment, this means the student has an overall score of 1 and is not proficient in the four domains of reading, writing, listening, and speaking.

**Overall Performance Level**- assigned to the student based upon performance in all domains.  
(reading, writing, listening, speaking.)

**Proficient (3):** Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade level, content-related academic tasks in English. This is indicated by attaining performance level of Early Advanced in all domains.

**Nearly Proficient (2):** Students are nearly proficient when they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content related academic tasks in English. This is indicated by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

**Not proficient (1):** Students who are not yet proficient have not attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

**Domain Performance Level**- assigned to the student based upon performance in each domain.  
(reading, writing, listening, speaking.)

**Early Advanced (4):** Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

**Intermediate (3):** Applies some grade-level English language skills and will benefit from EL program support

**Early Intermediate (2):** Presents evidence of developing grade-level English language skills and will benefit from EL program support

**Beginning (1):** Displays few grade-level English language skills and will benefit from EL program support

## Waiver of Services

Parents may decline ESOL services for their student. Before a parent waives his/her rights, we must be certain the parent understands their rights and the services they are declining for their child. Therefore, before completing the waiver form (see Appendix H), the ESOL staff must explain the rights to the parent.

In an effort to allow ESOL staff to adequately explain the parental rights, interpreter services will be provided by the district. The ESOL staff will make arrangements for a qualified interpreter to be present. The following checklist should be used when covering rights with parents. This should be done through a qualified district staff member or interpreter, not a student, relative of parent, etc. Upon explaining these rights to the parent, the building administrator may allow parents to sign the waiver form. These rights must be explained in a language the parent understands. The building administrator, ESOL teacher, and parent or guardian of the student should then sign the form, and place a copy of the form in the student's ESOL folder, which should list the student as declining services.

### Waiver of Services Checklist

- Explain the purpose of ESOL services and educational rights: to provide the student with additional support in school while the student develops proficiency in the English language.
- Explain that research shows that students receiving ESOL support traditionally do better academically than students without support.
- Explain the diagnostic and descriptive procedures used to identify an instructional program.
- Invite the parent to observe ESOL classroom instruction.
- By declining services, none of the above-mentioned support will be provided to the student.
- The parent may change his/her mind about declining services at any time by contacting the school. At that time, if testing indicates that the student still qualifies for services, ESOL services will be restored.



## Special Education and ESOL Services

A student may qualify for both ESOL and Special Education services. If an ESOL student is referred for special education, an ESOL staff member should be present for the student's IEP staffing. If the student is placed in a special education resource room, the IEP will have to be carefully written regarding what ESOL services are required and when they will be provided. If the student is receiving special education services while the student is in the regular classroom, then ESOL services can and should continue to be provided as they have been in the past.

The main concern with ESOL and special education students is that if pull-out services are to be provided for both programs, the student's time in his/her regular education classes will be negatively affected. ESOL programming should be designed to minimize the need for pull-out ESOL services, especially if the student must be pulled-out for special education.

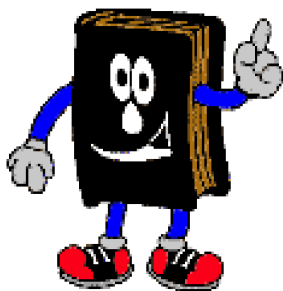
Under no circumstances should a parent be told they must withdraw their student from ESOL programming so that their student can receive special education services. If questions arise over conflicting programs, please contact the ESOL teachers *and* the Special Education Cooperative.

## Exit Requirements and Procedures

Scores on the KELPA will be used to determine when a student has gained English language proficiency. ELL students will NOT be classified as a non-ELL student, exit the ESOL program, or no longer receive ESOL services until he or she scores at or above the designated fluency levels in listening, speaking, reading and writing proficiency on KELPA. In addition, exiting criteria must include academic performance on or above grade level in core content areas according to the criteria established by staff at a particular grade level or subject. Also, students who have not met the promotion eligibility standards may be promoted on the recommendation of the ESOL teacher, the classroom teacher, and the principal with approval of a central office administrator. It is not permissible to retain/not promote ESOL students solely on the basis of their limited English proficiency.

If the scores indicate that the student has reached English language proficiency, communication between the ESOL teacher, classroom teacher(s), building administrator and parents, if possible, to recommend program exit. At that time, the exit form should be completed (see Appendix F) and a copy placed in the student's ESOL folder. The student's exit should be reported on the ESOL and Special Education Report. (see Appendix D).

Parents should be notified by letter that their student has been exited. This letter can be given to them at the exit conference or mailed. See Appendix G for a copy of the ESOL Program Exit Notification letter.



***Note: Students should not be exited from ESOL services based upon the amount of time the student has spent in the program. If a student has been receiving ESOL services without significant gains being made in English language proficiency, the student should be referred to a Student Improvement Team (SIT) for additional evaluation of services needed.***

## Monitoring of Exited Students

Students who have exited the ESOL program are required by law to be monitored for two years following program exit. The ESOL teacher will maintain a list of students on “monitor” status and must inform the teacher(s) of each monitored student of the student’s former ESOL status. The classroom teacher(s) should monitor the student’s progress. The status of monitoring will be documented in writing in the ELL student folder and include the student’s name, grade, teachers, test scores and grades (grade point averages for middle school and high school students).

Students being monitored should be provided with extra support as needed. This may include peer tutoring, at-risk tutoring, or other extra help available at the building level. Teachers should continue to make any accommodations needed for the student to be successful in class. The ESOL staff is available for consultation as to what accommodations may be appropriate if students are experiencing difficulty.

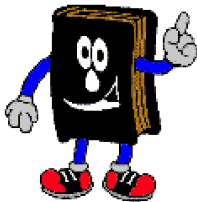
If a student is not being successful upon exit from the ESOL program, the student should be referred to a SIT team. The SIT team may refer the student back to the ESOL teacher for language testing if they feel language proficiency is the primary issue the student is not being successful in the regular education setting.

### Documentation of Exit from ELL Services/Program

Once a student has satisfied all the criteria for successfully exiting from the ELL program and the two year monitoring status, their release from the district ESOL program will be noted in the student’s ESOL folder. The ESOL teacher will complete the Program Exit Form found in Appendix E. A parent meeting, with interpreter services if necessary will be conducted to explain the criteria used for the determination of exodus from the program. Signatures from the parent/guardian, building administrator, and ESOL coordinator will be documented on the form and placed in the student’s ESOL file.

### ELL Students that Move From Our District

If an ELL student moves from our district, the ESOL staff will work with the building designated personnel responsible for transferring of student records to the student’s new school. The ESOL coordinator will review the ELL file to assure all necessary information is present prior to being sent to the child’s new school.



***Note: Students on “monitor” status do not count for ESOL minutes of service when figuring the September 20<sup>th</sup> count.***



## **ESOL Data Verification Procedures**

Accuracy of data contained in the student information system regarding our ESOL students is critical for program compliance and monitoring. In order to better monitor the accuracy of information in the system, the following data verification procedures will be followed.

1. The building ESOL teacher will be the designated ESOL contact person at each building.
2. Beginning of Year Student List will be generated by the ESOL teacher at each building.
  - a. Current ESOL students
  - b. Students on monitor status
  - c. Students waived from the program by their parents
3. The Academic Affairs Coordinator will be responsible for providing needed data for the annual state audits.

**ESOL Staffing Review-** By the first of September of each school year the district ESOL staff, building administration and Superintendent of Schools will review the current number and need levels of each ELL student including those on monitoring status. A review of minutes of service will also be reviewed. This process of review will take into account the cumulative levels of student need and review the staff support to adequately service the need. If additional staff is determined to be needed a recommendation will be taken to the Board of Education at the next regularly scheduled meeting.

## **Counting ESOL Minutes for the Week of Sept 20<sup>th</sup>**

The Academic Affairs Coordinator will provide each building with a list of certified staff members for whom ESOL minutes of instruction can be counted. This list should include any staff members who hold an ESOL or Bilingual endorsement on their KS Teaching License. If you believe a teacher's name has been omitted from the list you receive in August, the building administrator should contact the Academic Affairs Coordinator for verification of that staff member's status.

Each building will be provided with a list of contact minutes for eligible ESOL students. This list will be provided by the Academic Affairs Coordinator and/or the building ESOL teacher. ESOL eligible students will also be listed in Infinite Campus in the Census section. Any student whose ESOL History indicates "1" for "currently in ESOL" should have his/her schedule examined for minutes with an ESOL endorsed teacher. Additionally, any new students who have been tested and qualified for ESOL programming will be counted and added to the ESOL list.

### **Minutes for each ESOL student should be counted for the following:**

- Instructional time spent with an ESOL endorsed teacher
- Instructional time spent with a teacher on an ESOL endorsement plan
- Instructional time spent with an ESOL paraprofessional under the direct supervision of one of the above mentioned teachers
- endorsed teacher

**What qualifies as an ESOL paraprofessional under the direct supervision of an ESOL teacher?**

- Paraprofessional: A student who has the support of a qualified paraprofessional, under the direct supervision of ESOL certified personnel, will count for the actual English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2023-2024 Kansas State Department of Education August 1, 2023 Page 8 time that the paraprofessional provides specialized ESOL instructional support.
- The ESOL certified teacher and the paraprofessional must meet a minimum of 30 minutes weekly to discuss the instruction and progress of the ELL's served by the paraprofessional. The content of the meeting must be documented. The ESOL teacher will also maintain communication with the classroom teacher regarding the progress of the ESOL student.

**What does NOT count as an ESOL paraprofessional under the direct supervision of an ESOL teacher?**

- If the paraprofessional is not under the direct instruction of an ESOL teacher, the services provided cannot count toward FTE (full-time equivalent) minutes. Additionally, if the paraprofessional is not carrying out specific ESOL activities with the student, the time does not count.

**Do elective teachers count when figuring ESOL minutes of service?**

- Yes, if an elective teacher is on the list of ESOL endorsed teachers, their time with students should be figured into the student's contact minutes.

If a student's schedule changes throughout the week, the average daily minutes of ESOL services should be adjusted to reflect those changes.

### **Evaluation of the ESOL Program**

Critical to the success of our district's ESOL services for our students is ongoing monitoring of the program. The effectiveness of the program will be continuously monitored throughout the school year by the ESOL staff and the Academic Affairs Coordinator. The ESOL team will inform the Superintendent of any data program concerns that arise.

Should program needs be identified, the Academic Affairs Coordinator, ESOL staff, and the Superintendent will develop a plan to address the needs including resources and a timeline for implementation.

The following items may be used for monitoring purposes:

- Data on current and monitored ELL students will be kept digitally by the ESOL Coordinator
  1. ILP (Individual Learning Plan)
  2. KELPA
  3. Fastbridge
  4. State Assessments
  5. Grades
  6. Teacher Observations
  7. Dropout Information
  8. Number of Students exiting program by achieving proficiency

## Glossary

**Academic language:** language used in formal contexts for academic instruction.

**Basic Interpersonal Communication Skills (BICS):** fluency in face-to-face social settings, including mastery of pronunciation, vocabulary, and grammar.

**Cognitive Academic Language Proficiency (CALP):** proficiency in academic language or language used in the classroom in the various content areas.

**English Language Learners (ELLs):** anyone who is learning English as a second or additional language. This term applies to learners at various levels of proficiency.

**English to Speakers of Other Languages (ESOL):** a term used to refer to programs and classes designed to teach English to non-native speakers; students whose first language is not English.

**Fluent English Speaker (FES):** a term used to designate a student who has become fluent in oral language usage according to a language assessment. An FES student may still lack proficiency in writing and reading the English language.

**Home language:** the language or languages spoken in the student's home. This is also referred to as native language or first language.

**Home language survey:** the data collection instrument used to ascertain the language(s) used in the student's home.

**Kansas English Language Proficiency Assessment (KELPA):** the official state instrument for assessing language proficiency as of Spring 2005.

**L1:** an abbreviation for first language, native language, primary, or home language.

**L2:** an abbreviation for any language other than the student's first language that he/she is learning.

**Limited English Speaker (LES):** a term used to designate a student who has not fully developed his/her language proficiency in English. Such a learner would still be developing competency in the English language; reading and writing skills may not be at grade level.

**Language proficiency:** an individual's competence in using a language for social and academic purposes.

**Primary language:** a student's first, home, or native language.

**Scaffolding:** support for learning through instruction, modeling, questioning, feedback, graphic organizers, and more through multiple engagements with the topic.

**Sheltered Instruction (SI):** a teaching approach that extends the time students have for receiving English language support while they learn content subjects. SI classrooms may contain a mix of ELLs and native English speakers or may

contain only ELLs. Teachers scaffold instruction to aid student comprehension of content by adjusting their speech and instructional tasks and providing appropriate background information and experiences.

**Silent period:** the receptive period of language acquisition when the learner may be silent for weeks or months before starting to speak in the second language.

**Social language:** language used in day-to-day situations, including the classroom and playground among peers.

### **Stages of Language Acquisition**

*Preproduction:* students at this stage do not produce much language. Communication is through gestures and actions.

*Early Production:* Students at this level speak using one or two words or short phrases. Students understand more words than they vocalize.

*Speech Emergence:* Students speak in longer phrases and complete sentences. They may not be able to express completely what they know. The number of errors may increase as the quantity of their speech increases.

*Intermediate Fluency:* Students may appear to be fluent. They engage in conversation and produce sustained narrative. Errors are usually of style and/or usage. Lessons should continue to expand receptive vocabulary and higher levels of language usage.

*Advanced Fluency:* Students communicate very effectively, orally and in writing, in both social and academic settings.

# Additional Resources



## ESOL Websites

National Association for Bilingual Education

<http://www.nabe.org>

Colorín Colorado

[www.colorincolorado.org](http://www.colorincolorado.org)

Texas Association for Bilingual Education

<http://tabe.org>

Teachers of English to Speakers of Other Languages

<http://www.tesol.org>

Department of Education –  
Office of Civil Rights

<http://www.ed.gov/about/offices/list/ocr/publications.html>

Office of English  
Language Acquisition

<http://www.ed.gov/about/offices/list/oela/index.html?src=mr>

KSDE ESOL Website

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL/ESOL-Education-Resources>

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Eng-Learners>

# **Appendix A**

## **Home Language Assessment Survey and Student Information Sheet**

**HOME LANGUAGE SURVEY**

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. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English to 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 (KELPA)/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 most often speak/use at home?  
 English \_\_\_\_\_ Spanish \_\_\_\_\_ Other (please specify) \_\_\_\_\_
3. What language do you most often speak/use with your child?  
 English \_\_\_\_\_ Spanish \_\_\_\_\_ Other (please specify) \_\_\_\_\_
4. What language do the adults at home most often speak/use?  
 English \_\_\_\_\_ Spanish \_\_\_\_\_ Other (please specify) \_\_\_\_\_

**Parent/Guardian Information:**

Which language do you read/write? English \_\_\_ Spanish \_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_ Date

**For the School:** If the answer to either of the previous two questions is Yes, please contact Doug Boline at [dboline@ksde.org](mailto:dboline@ksde.org) and provide him with a copy of this survey.

**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 \_\_\_\_\_

## Encuesta de idioma del hogar de las escuelas públicas de Valley Center

Al inscribirse, cada estudiante o padre/tutor debe recibir una Encuesta de Idioma del Hogar. Esta encuesta se utilizará para determinar qué estudiantes deben ser evaluados para el dominio del inglés. El conocimiento de, o la exposición a otro idioma, no califica, en sí mismo, a un estudiante para los servicios de ESOL. Si se indica un idioma distinto al inglés en cualquiera de las preguntas 1-4, se evaluará a los estudiantes para determinar la elegibilidad para los servicios de inglés para hablantes de otros idiomas (ESOL). Por favor complete un formulario para cada niño.

### Información del estudiante:

Nombre	Grado
Dirección	Fecha de nacimiento
Fecha en que se matriculó por primera vez en una escuela en los EE. UU.	Número de teléfono

### Información sobre el idioma del estudiante:

1. ¿Qué idioma aprendió a hablar/usar primero su hijo?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Otro (por favor especifique) \_\_\_\_\_
2. ¿Qué idioma habla/usa su hijo en casa? No incluya el lenguaje aprendido en una clase o a través de la televisión u otra programación similar.  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Otro (por favor especifique) \_\_\_\_\_
3. ¿Qué idioma habla / usa con su hijo?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Otro (por favor especifique) \_\_\_\_\_
4. ¿Qué idioma hablan o usan los adultos presentes o que viven en la misma casa en presencia del niño?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Otro (por favor especifique) \_\_\_\_\_

### Información de padre/tutor:

¿Qué idioma prefiere? Inglés \_\_\_ Español \_\_\_ Otro \_\_\_ (especifique) \_\_\_\_\_

(Por favor especifique "escrito" o "hablado". En la medida de lo posible, la comunicación de la escuela se proporcionará en este idioma.)

### Información del programa de educación para migrantes:

El programa de educación para migrantes (MEP) está autorizado por el Título I Parte C de la Ley de Educación Primaria de 1965 (ESEA). El MEP otorga subvenciones de fórmula a agencias locales de educación para establecer o mejorar programas educativos para niños que pueden calificar para el Programa Migrante. Por favor, ayúdenos a determinar la elegibilidad de su hijo para el Programa Migrante respondiendo a las siguientes preguntas.

¿Se mudó usted o un miembro de su familia en los últimos 36 meses para realizar o solicitar trabajo relacionado con la agricultura o la pesca, incluidas las lecherías, los viveros, el procesamiento de carne o vegetales, los patios de alimentación o el trabajo de campo?

Sí \_\_\_ No \_\_\_

¿Se han mudado sus hijos con o están para unirse con el trabajador de arriba en los últimos 36 meses?

Sí \_\_\_ No \_\_\_

\_\_\_\_\_  
Firma del Padre / tutor

\_\_\_\_\_  
Fecha



# **Appendix B**

## **Parent Notification Letter**



Dear parent/guardian of: \_\_\_\_\_

1. Upon enrolling in school, each student or family completes a Home Language Survey to determine if a language other than English is spoken by the student or used within the home.
2. If a language other than English is present, the student is given a test to measure his or her proficiency in English.
3. If a student was identified as being an English Language Learner according to a language proficiency assessment, such as the LAS, then that student participated in the Kansas English Language Proficiency Assessment (KELPA) in the spring.
4. These KELPA results have determined that your child still qualifies for English as a Second Language Services (ESOL) through Title III, a Federal program, and the State ESOL program at Valley Center Public Schools, USD 262 Valley Center, Kansas.

The proficiency categories are **Beginning (L1)**, **Early Intermediate (L2)**, **Intermediate (L3)**, **Early Advanced (L4)**, and **Advanced (L5)**.

\*If a student has scored a **Proficient** on the Composite area, but other domains may show **Beginning, Early Intermediate, Intermediate** or **Early Advanced**, then that student qualifies to be in an ESOL program.

\*If a student is **Proficient** in all domains, including Composite, then that child **may** qualify to be exited from the ESOL program.

6. Services will be delivered to your student in one or more of the following ways:

- \_\_\_\_\_ Enrollment in an English as a Second Language (ESOL) class to provide instruction in speaking, reading and writing English as well as assistance in the regular academic classroom
- \_\_\_\_\_ Enrollment in an ESOL content class, where the academic subject matter is provided through “sheltered” or adapted instruction to teach both English and the academic content material
- \_\_\_\_\_ Participation in ESOL pull-out periods when your child will leave the regular classroom to receive one-on-one or small group instruction in English from an ESOL teacher
- \_\_\_\_\_ Participation in a bilingual classroom, where instruction in the academic areas will be provided in your child’s first language, with the gradual introduction of English throughout the year
- \_\_\_\_\_ Participation in a Dual Language program, where your child will be in a classroom with both non-Spanish speaking students and native Spanish-speaking students, and instruction will be provided in both Spanish and English
- \_\_\_\_\_ Adaptations made by the teachers of the regular academic classes to make the content understandable to your child as well as to teach English
- \_\_\_\_\_ The assistance of bilingual paraprofessionals to make the content accessible to your child

- \_\_\_\_\_ The use of computer programs to increase your student’s proficiency in English
- \_\_\_\_\_ Participation in ESOL push-in, periods when an ESOL teacher comes into the regular classroom to give language assistance to your child.
- \_\_\_\_\_ **Transitional** (The student does not take KELPA)
- \_\_\_\_\_ You have **waived** your student's right to receive ESOL services but they will continue to take the KELPA assessment each year until proficiency.

- 7. The goal of providing ESOL services is to help your child become proficient in everyday English, as well as classroom English, and to learn the necessary content to be successful in the regular classroom.
- 8. As part of the ESOL program, an Individual Learning Plan (**ILP**) for each student is developed that uses information gathered from the language proficiency test to determine your child’s strengths, what areas of need exist, and what forms of assistance would be most useful.
- 9. When your child attains English proficiency in the areas of speaking, reading, writing and listening, as determined by the KELPA, for one year, he/she will enter a transitional year continuing to receive services. After which he/she will be exited from the program.
- 10. However, even when exited from the program, his/her performance in the content classes will be monitored for two years to determine if future assistance will be needed.
- 11. The ESOL program will work with Special Education to either provide, or enhance, the objectives of your child’s outcome plan.
- 12. A representative of the ESOL department can participate in meetings with the Special Education team.
- 13. It is your right as a parent to decline the enrollment of your child in an ESOL or bilingual program; furthermore, it is your parental right to withdraw your child from an ESOL or bilingual program at any point during the school year.
- 14. Please contact your building ESOL teacher if you would like to schedule a parent conference to discuss your child’s program placement, test results, or non-participation in an ESOL or bilingual program.

Sincerely,

\_\_\_\_\_  
**Mrs. Angela Heier - Elementary**  
**Mrs. Jeannette Blackwell - VCIS/VCMS**  
**Mrs. Emily Simon - VCHS**

\_\_\_\_\_  
**Date**



Estimado padre/tutor de: \_\_\_\_\_

1. Al inscribirse en la escuela, cada estudiante o familia completa una Encuesta del idioma en el hogar para determinar si el alumno habla un idioma que no es inglés o si utiliza el idioma dentro del hogar.
2. Si hay otro idioma aparte de inglés, el alumno toma un examen para medir sus habilidades en inglés.
3. Si un estudiante fue identificado como un Aprendiz del idioma inglés de acuerdo con una evaluación de competencia lingüística, como el LAS, entonces el alumno participó en el examen "Evaluación de Competencia en el Idioma Inglés de Kansas" (KELPA) durante la primavera.
4. Se ha determinado que su hijo todavía califica para servicios de inglés como segundo idioma (ESOL) a través de Título III, un programa federal y el programa estatal ESOL de las escuelas públicas de Valley Center, USD 262 Valley Center, Kansas.
5. Las categorías de competencia para cada dominio son Principiante (L1), Intermedio temprano (L2), Intermedio (L3) y Avanzado temprano (L4). Los dominios generales de competencia son No competente (L1), Casi competente (L2) y Competente (L3). Si un estudiante recibe una puntuación de 4 en TODOS los dominios, tendrá una puntuación de competencia general de 3. Estos estudiantes se consideran competentes y pasarán al estado de transición.
6. Su alumno recibirá servicios de uno o más de estos modos:
  - \_\_\_\_\_ Matriculación en una clase de Inglés Como Segundo Idioma (ESOL) que provee instrucción en el hablar, lectura y escritura de inglés, y también ayuda en las otras clases académicas.
  - \_\_\_\_\_ Matriculación en una clase de Contenido ESOL, donde la materia académica se proporciona a través de instrucción "protegida" o adaptada para enseñar inglés y el material de contenido académico.
  - \_\_\_\_\_ Participación en los períodos de Retiro ESOL (Pull-out) cuando su hijo dejará la clase regular para recibir instrucción individualizada o en grupos pequeños en inglés de un maestro/para de ESOL.
  - \_\_\_\_\_ Adaptaciones hechas por los maestros de las clases académicas para hacer el contenido de estas clases comprensible para su hijo, y para enseñar el inglés.
  - \_\_\_\_\_ La ayuda de un paraprofessional bilingüe para hacer el contenido de la clase accesible a su hijo.
  - \_\_\_\_\_ El uso de programas de computadora para ayudar a su hijo aprender el inglés.
  - \_\_\_\_\_ Participación en ESOL Push-In donde un maestro/para de ESOL viene a la clase normal para proveer ayuda con el inglés a su hijo.
  - \_\_\_\_\_ **Transicional** (El estudiante NO toma Kelpa).
  - \_\_\_\_\_ Usted ha renunciado al derecho de su hijo a recibir los servicios de ESOL pero su hijo tomará el examen KELPA cada año hasta alcanzar un nivel de competencia.

7. El objetivo de proveer los servicios de ESOL es ayudar a su hijo hacerse competente en el inglés cotidiano, así como el inglés de la clase y aprender el contenido necesario para tener éxito en las clases normales.
8. Como parte del programa de ESOL, se Desarrolla un Plan de aprendizaje individual (**ILP**) para cada alumno que utiliza la información obtenida de la prueba de competencia lingüística para determinar las fortalezas de su hijo, sus necesidades y qué formas de asistencia serían más útiles
9. Cuando su hijo alcance el dominio del inglés en las áreas de hablar, leer, escribir y escuchar, según lo determine KELPA, durante un año, entrará en un año de transición y continuará recibiendo servicios ESOL limitados. Después de lo cual se le dará de baja del programa.
10. Sin embargo, vamos a observar su trabajo en las materias por dos años después para determinar si necesita ayuda en el futuro.
11. El programa de ESOL trabajará con la Educación Especial para proveer, o aumentar, los objetivos del plan de resultados de su hijo.
12. Un representante del departamento de ESOL participará en juntas con la Educación Especial.
13. Es su derecho como padre a negar la matriculación de su hijo en un programa ESOL o Bilingüe; también, es su derecho como padre a retirar a su niño de un programa ESOL o Bilingüe cuando quiera durante el año escolar.
14. Por favor de contactar a la maestra de su hijo si quiere usted hacer una cita para discutir la participación de su niño en un programa, los resultados de los exámenes, o si no quiere usted que su hijo participe en un programa ESOL o Bilingüe.

Sinceramente,

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**Sra. Angela Heier - Elementary**  
**Sra. Jeannette Blackwell - VCIS/VCMS**  
**Sra. Emily Simon - VCHS**

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**Fecha**



Mpendwa mzazi/mlezi wa: \_\_\_\_\_

1. Baada ya kujiandikisha shuleni, kila mwanafunzi au familia hukamilisha Utafiti wa Lugha ya Nyumbani ili kubaini kama lugha nyingine isipokuwa Kiingereza inazungumzwa na mwanafunzi au hutumiwa nyumbani.
2. Ikiwa lugha nyingine isipokuwa Kiingereza iko, mwanafunzi hupewa mtihani wa kupima ustadi wake wa Kiingereza.
3. Ikiwa mwanafunzi alitambuliwa kama Mwanafunzi wa Lugha ya Kiingereza kulingana na tathmini ya ustadi wa lugha, kama vile LAS, basi mwanafunzi huyo alishiriki katika Tathmini ya Ustadi wa Lugha ya Kiingereza ya Kansas (KELPA) katika msimu wa kuchipuka.
4. Matokeo haya ya KELPA yamebaini kuwa mtoto wako bado anastahili kupata Kiingereza kama Huduma za Lugha ya Pili (ESOL) kupitia Tittle III, mpango wa Serikali kuu, na mpango wa Jimbo wa ESOL katika Shule za Umma za Valley Center, USD 262 Valley Center, Kansas.

Aina za ustadi ni **Mwanzo (L1), Ustadi wa Kati wa awali (L2), Ustadi wa kati (L3), Ustadi wa Juu wa awali (L4), na Ustadi wa juu (L5).** .

\*Ikiwa mwanafunzi amepata **Ujuzi** kwenye mawanda ya Mchanganyiko, lakini nyanja zingine zinaweza kuonyesha **Mwanzo, Ustadi kati wa awali, Ustadi wa kati au Ustadi wa juu wa awali**, basi mwanafunzi huyo anastahili kuwa katika programu ya ESOL.

\* Ikiwa mwanafunzi ana **Ujuzi** katika nyanja zote, ikiwa ni pamoja na Mchanganyiko, basi mtoto huyo **anaweza** kustahili kutolewa kwenye programu ya ESOL.

6. Huduma zitatolewa kwa mwanafunzi wako kwa njia moja au zaidi kati ya zifuatazo:

- \_\_\_\_\_ Kujiandikisha katika darasa la Kiingereza kama lugha ya Pili (ESOL) ili kutoa maelekezo katika kuzungumza, kusoma na kuandika Kiingereza pamoja na msaada katika darasa la kawaida la kitaaluma
- \_\_\_\_\_ Kujiandikisha katika darasa la maudhui ya ESOL, ambapo somo la kitaaluma hutolewa kupitia "mafunzo stahilia" au maelekezo yaliyobadilishwa ili kufundisha Kiingereza na nyenzo za maudhui ya kitaaluma
- \_\_\_\_\_ Kushiriki katika vipindi vya kando ya ESOL wakati mtoto wako anatoka darasa la kawaida kwenda kupata mafunzo ya moja kwa moja au ya kikundi kidogo kwa Kiingereza kutoka kwa mwalimu wa ESOL
- \_\_\_\_\_ Kushiriki katika darasa la lugha mbili, ambapo mafundisho katika mawanda ya kitaaluma yatatolewa katika lugha ya kwanza ya mtoto wako, na utangulizi wa polepole wa Kiingereza mwaka mzima
- \_\_\_\_\_ Kushiriki katika programu ya Lugha Mbili, ambapo mtoto wako atakuwa darasani na wanafunzi wasiozungumza Kihispania na wanafunzi asilia wanaozungumza Kihispania, na mafundisho yatatolewa katika Kihispania na Kiingereza.
- \_\_\_\_\_ Marekebisho yaliyofanywa na walimu wa madarasa ya kawaida ya kitaaluma ili kufanya maudhui

yaeleweke kwa mtoto wako na pia kufundisha Kiingereza

\_\_\_\_\_ Msaada wa wataalamu wa lugha mbili ili kufanya maudhui kupatikana kwa mtoto wako

\_\_\_\_\_ Matumizi ya programu za kompyuta ili kuongeza ustadi wa mwanafunzi wako katika Kiingereza

\_\_\_\_\_ Kushiriki katika vipindi vya kando ya ESOL, vipindi ambavyo mwalimu wa ESOL huja kwenye darasa la kawaida ili kutoa msaada wa lugha kwa mtoto wako.

\_\_\_\_\_ **Mpito** (Mwanafunzi hachukui KELPA)

\_\_\_\_\_ Umeondoa uwezo wa mwanafunzi wako kupokea huduma za ESOL lakini wataendelea kufanya mtihani wa KELPA kila mwaka hadi ustadi.

7. Lengo la kutoa huduma za ESOL ni kumsaidia mtoto wako kuwa na ujuzi katika Kiingereza cha kila siku, pamoja na Kiingereza cha darasa, na kujifunza maudhui muhimu ili kufanikiwa katika darasa la kawaida.

8. Kama sehemu ya mpango wa ESOL, Mpango wa Kujifunza wa Mtu Binafsi (**ILP**) wa kila mwanafunzi umetengenezwa na hutumia habari zilizokusanywa kutoka kwa mtihani wa ustadi wa lugha ili kuamua uwezo wa mtoto wako, ni maeneo gani ya mahitaji yapo, na ni aina gani za usaidizi zingefaa zaidii.

9. Mtoto wako anapopata ustadi wa Kiingereza katika mawanda ya kuzungumza, kusoma, kuandika na kusikiliza, kama ilivyoamuliwa na KELPA, kwa mwaka mmoja, ataingia mwaka wa mpito kuendelea kupokea huduma. Baada ya hapo, ataondolewa kwenye programu.

10. Hata hivyo, hata wakati wa kutoka kwenye programu, utendaji wake katika madarasa ya maudhui utafuatiwa kwa miaka miwili ili kuamua kama msaada wa baadaye utahitajika.

11. Programu ya ESOL itafanya kazi pamoja na Elimu Maalum ili kutoa au kuboresha malengo ya mpango wa matokeo ya mtoto wako.

12. Mwakilishi wa idara ya ESOL anaweza kushiriki katika mikutano na timu ya Elimu Maalum.

13. Ni haki yako kama mzazi kukataa uandikishaji wa mtoto wako katika programu ya ESOL au lugha mbili; zaidi ya hayo, ni haki yako ya mzazi kumtoa mtoto wako kutoka kwa programu ya ESOL au lugha mbili wakati wowote katika mwaka wa shule.

14. Tafadhali wasiliana na mwalimu wako wa ESOL ikiwa ungependa kupanga mkutano wa mzazi kujadili uwekaji wa programu ya mtoto wako, matokeo ya mtihani, au kutoshiriki katika programu ya ESOL au lugha mbili.

Kwa dhati,

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**Bi. Angela Heier - Shule ya msingi**  
**Bi. Jeannette Blackwell - VCIS / CMS**  
**Bi. Emily Simon - VCHS**

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**Tarehe**

# **Appendix C**

## **Documentation of Parent Notification of Services**





# **Appendix D**

## **ESOL Monitor and Exit 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:

\_\_\_\_\_

\_\_\_\_\_

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades					
State Assessment Scores					
Formative Assessments ( <i>i.e. DIBELS, Aimsweb</i> )					
Attendance & Behavior Data					

- 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):

- Move to monitored status
- 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: \_\_\_\_\_

# 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: \_\_\_\_\_

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades					
State Assessment Scores					
Formative Assessments ( <i>i.e.</i> <i>DIBELS, AIMSweb</i> )					
Attendance & Behavior Data					

- 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***

## SECOND 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. **This is the student's last year of being monitored.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Student ID: \_\_\_\_\_

Parent/Staff concerns: \_\_\_\_\_

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades					
State Assessment Scores					
Formative Assessments ( <i>i.e.</i> <i>DIBELS, AIMSweb</i> )					
Attendance & Behavior Data					

- 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***

Valley Center Public Schools  
ESOL Program Exit Form

*Place this completed form in the student's ESOL folder.*

Date Form Completed: \_\_\_\_\_  
Student \_\_\_\_\_ Grade \_\_\_\_\_ IC # \_\_\_\_\_  
Male \_\_\_\_\_ Female \_\_\_\_\_ Birthdate \_\_\_\_\_ Home Language \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_  
School student will attend after exiting ESOL Program \_\_\_\_\_

**Reasons for Recommendation:**

\_\_\_\_\_

**Kelipa-P Proficiency Levels**

Overall Proficiency \_\_\_\_\_  
Speaking \_\_\_\_\_ Listening \_\_\_\_\_  
Reading \_\_\_\_\_ Writing \_\_\_\_\_

**KELPA Exit Scores**

Overall Proficiency \_\_\_\_\_  
Speaking \_\_\_\_\_ Listening \_\_\_\_\_  
Reading \_\_\_\_\_ Writing \_\_\_\_\_

**Academic Performance**

Current:  
English \_\_\_\_\_  
Social Studies \_\_\_\_\_  
Math \_\_\_\_\_  
Science \_\_\_\_\_

Last Semester:  
English \_\_\_\_\_  
Social Studies \_\_\_\_\_  
Math \_\_\_\_\_  
Science \_\_\_\_\_

**Recommendations:**

Based on the above scores and academic performance, it is recommended that this student be exited from the ESOL Program. His/her progress is monitored for two years following the date of exit. Parents or teachers may request reconsideration of placement during that time period.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Administrator signature

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Counselor signature

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
ESOL teacher signature

\_\_\_\_\_  
Date signed

# **Appendix E**

## **Exit Notification Letter for Parents**

**USD 262 Valley Center  
ESOL EXIT LETTER FOR PARENTS**

\_\_\_\_\_

Date

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has completed the requirements for English Speakers of Other Languages and will be exited from the ESOL Program. His/her test scores, teacher evaluations, and class work indicate a mastery of English that will allow him or her to succeed in the regular English classes.

I will soon contact you to set up a time for a meeting with your child’s teacher and principal to discuss next year’s continued monitoring of your child’s progress.

Congratulations on this achievement!

Sincerely,

ESOL Staff Member

\*\*\*\*\*

**USD 262 Valley Center  
AVISO PARA LOS PADRES DE LA TERMINACIÓN DE SERVICIOS ESOL**

\_\_\_\_\_

Fecha

Estimados Padres/Tutores:

Su hijo/a, \_\_\_\_\_, ha completado los requisitos de Inglés para Estudiantes de Otros Idiomas y ha sido graduado del programa ESOL. Las puntuaciones de su examen, las evaluaciones de parte del maestro, y el trabajo realizado en la clase indican que tiene un dominio del inglés que le permitirá tener éxito en las clases regulares de inglés.

Me comunicaré con Usted para fijar fecha y hora de una junta con el Director y los maestros para ver el futuro progreso de su hijo/a.

¡Felicidades por los logros de su hijo/a!

Muy atentamente, Miembro del personal ESOL



# **Appendix F**

## **Waiver of Services Form**

USD #262  
Waiver Form  
Withdrawal of Student from Bilingual/ESOL Program

Name of Student \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

As the parent or legal guardian of the above named student, I **do not** want my child/ward to participate in an ESOL Program of instruction.

I have had the opportunity to discuss my child/ward’s instructional program with the representative of the school.

I have been informed of the educational rights for my child/ward. I have been informed of the diagnostic and descriptive procedures used to identify an instructional program for my child/ward as provided by the ESOL Program. I have been invited to observe an ESOL instructional class in progress.

I agree with the alternative instructional programs in which my child/ward will be enrolled.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Building Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Bilingual/ESOL Director

\_\_\_\_\_  
Date

Distrito Escolar Unificado # 262  
Documento De Renúncia ou Retirada  
De Un Estudiante Del Programa Bilingüe/ESOL

Nombre del Estudiante \_\_\_\_\_

Escuela \_\_\_\_\_ Grado \_\_\_\_\_

Como padre o tutor legal del estudiante mencionado arriba, **no** deseo matricular a mi hijo/pupilo en un programa de instrucción de ESOL (Inglés como Segundo Idioma.)

He tenido la oportunidad de hablar del programa educativo de mi hijo / pupilo con el representante de la escuela.

He sido informado de los derechos educativos de mi hijo / pupilo. He sido informado del diagnóstico y procedimientos prescritos utilizados para identificar un programa de instrucción para mi hijo / pupilo conforme a lo provisto por el programa ESOL. He sido invitado a observar una clase de instrucción de ESOL en progreso.

Estoy de acuerdo con los programas de instrucción alternos en los cuales mi hijo / pupilo será matriculado.

\_\_\_\_\_  
Firma del Padre / tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Director de la Escuela

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
ESOL Staff Member

\_\_\_\_\_  
Fecha

# **Appendix G**

## **Form to Revoke Waiver**

# Unified School District 262 ESOL Program Revoke Waiver

Student Name: \_\_\_\_\_

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

School: \_\_\_\_\_

Grade: \_\_\_\_\_

As the parent or legal guardian of the student named above, I wish to enroll my child in the ESOL (English as a Second Language) instructional program.

I have had the opportunity to speak with the school representative about my child's educational program.

AND I have been informed of my child's educational rights and of the diagnosis and prescribed procedures used to identify an instructional program for my child, as provided by the ESOL program.

On the date \_\_\_\_\_ I signed a waiver in which I did not want my child to participate in the program, but today I want my child to participate in the bilingual ESOL program at USD #262.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ESOL Staff Signature

\_\_\_\_\_  
Date

Distrito Escolar Unificado # 262  
Programa Bilingüe/ ESOL

Formulario Para Revocar Renuncia o Retirada Del Programa

Nombre del Estudiante \_\_\_\_\_ Fecha de Nacimiento \_\_\_\_\_

Escuela \_\_\_\_\_ Grado \_\_\_\_\_

Como padre o tutor legal del estudiante mencionado arriba, deseo matricular a mi hijo/a en el programa de instrucción de ESOL (Inglés Como Segundo Idioma.)

He tenido la oportunidad de hablar con el representante de la escuela acerca del programa educativo de mi hijo/a.

Y he sido informado de los derechos educativos de mi hijo/a y del diagnóstico y procedimientos prescritos utilizados para identificar un programa de instrucción para mi hijo/a, conforme a lo previsto por el programa de ESOL.

En la fecha \_\_\_\_\_ firmé una hoja de renuncia en la cual no deseaba que mi hijo/a participar en el programa, pero hoy deseo que mi hijo/a participe en el programa bilingüe de ESOL en el USD # 262.

\_\_\_\_\_  
Firma del padre/tutor

Fecha \_\_\_\_\_

\_\_\_\_\_  
Firma del Director/a de la Escuela

Fecha \_\_\_\_\_

\_\_\_\_\_  
Miembro del Personal ESOL

Fecha \_\_\_\_\_

# Appendix H

## Individual Learning Plan (ILP)

<https://docs.google.com/spreadsheets/d/1SWWhnIgBr3awOxopOSQJ3f6krmQ5nM2QS1Ba4v4soQCc/edit?usp=sharing>