

# Ulysses USD 214 ESOL Plan

**USD 214 District Mission:  
Preparing Our Youth to Become Productive Citizens**

## **I. Introduction**

ULYSSES USD 214 has as its mission the charge of educating **all** of its students, including those whose first language is not English. These students face many challenges – mastery of the English language, mastery of the same core content materials that all other students are expected to master, becoming acclimatized to a culture that may not be their own, overcoming the effects of frequent moves associated with their parents' employment, and facing potential prejudice against them within the communities in which they live. To further this mission, the ULYSSES USD 214 ESOL program sets forth the following goals:

- A. To assist English Language Learners (ELLs) to reach English proficiency in as short a time as possible.
- B. To assist the ELL in the mastery of the same grade level core content material as all other students are expected to learn.
- C. To ensure that the ELL is guaranteed access to the same programs as all other students.
- D. To assist the parents of ELL students in becoming involved in the educational process of their children, and to ensure that they receive communication about their children in a language they understand.
- E. To assist the ELL students and parents in becoming assimilated in the ULYSSES USD 214 communities.
- F. To continually research, and if possible implement, scientifically researched programs to further each of the preceding goals.

To carry out these goals and realize the district mission for all students, ULYSSES USD 214 is instituting the following program for the identification and education of ELL students and their families.

## **II. Identification of Potential ELL Students**

All students entering the ULYSSES USD 214 School System will complete a Home Language Survey at enrollment time to determine if a language other than English is spoken by the child, is spoken at home, or is used by any other member of the family at home. This process will serve as the first step in the accurate identification of potential ELL students.

## Home Language Survey

To facilitate the accurate identification of Limited English Proficient (LEP) or Non-English Proficient (NEP) students, a home language survey will be administered to **all** students upon enrollment. The home language survey will be part of each student's enrollment packet, both at the beginning of the year or for enrollment at any time during the school year. The school secretary and/or counselor will oversee the completion of this document. Translators will be available to assist parents and students in this process. As Low German is not a written language, the home language survey will be administered orally to these parents.)

The original home language survey will be placed in the students' cumulative folder. **Copies of all surveys will be given to the ESL teacher immediately.** A list of all parents who have requested communication from the school in a language other than English will be provided to teachers. See appendix for a copy of the Home Language Survey

## III. Assessment

### Eligibility for Assessment

If a parent or student indicates on the Home Language Survey that a language other than English is spoken at home, that student will be assessed to determine the level of English language proficiency. The assessment of students will take place before September 20<sup>th</sup>, and/or within the first 30 days of school. If a student enrolls in the district after September 20<sup>th</sup>, that student will be assessed within two weeks of enrolling for English language proficiency.

### Language Proficiency Assessments

ULYSSES USD 214 will utilize the IPT test or the KELPA-P to determine the level of language proficiency in the areas of Oral Communication (Listening and Speaking), Reading and Writing. These assessments will be administered by trained district ESL teachers in the respective buildings. Training in the administration of the IPT will be provided for the paraprofessionals (this training will be documented and kept on file.)

The Kansas English Language Proficiency Assessment (KELPA), given in the spring as a state assessment, will serve to identify and place students for the upcoming year.

Classroom teachers will be notified of those students eligible for placement in the ESOL program.

## **Native Language Proficiency**

If a student has been designated as Non-English Proficient (and in some cases Limited English Proficient), that student may be administered the Spanish Language version of the IPT assessments to determine his or her level of proficiency in the native language if there is a perceived need of Special Education services.

## **IV. Eligibility for Participation in the ESOL Program**

### **Program Participation**

A student will be eligible for participation in the ULYSSES USD 214 ESOL Program if the student scores as Non-English or Limited-English proficient in any of the areas of Oral Communication (Listening and Speaking), Reading or Writing on the IPT, KELPA, or KELPA-P.

### **Parental Notification**

If a student is eligible for services through the ESOL program, that student's parents or guardians will be notified of this fact within 30 days of the beginning of the school year (or within two weeks if the student enrolls September 20<sup>th</sup>). Parental notification will describe the reasons for identification, the student's level of English proficiency, the services provided through the ESOL program, coordination with special education if necessary, and exit criteria for the program. The parents and guardians will also be informed that they can decline to participate in this program, and that they can withdraw their students from the program at any time. See appendix for a copy of this letter. Federal law still requires that your student be tested each spring to determine English language proficiency.

## **V. Individual Outcome Plan**

### **Plan Design**

An Individual Outcome Plan will be developed for each student participating in the ULYSSES USD 214 ESOL Program. This plan will outline the goals for instruction and plans to reach those goals. These Individual Outcome Plans will be developed through the collaboration of ESL teachers, classroom teachers, administrators, and other consultants as needed.

Individual Outcome Plans for students will be completed as soon as students are identified as eligible for services (as close to September 20<sup>th</sup> as possible.) If a student enrolls in the district after that date, the Individual Outcome Plan will be developed within two weeks of language assessment.

## **VI. ESOL Student Folders**

A folder will be constructed for each student participating in the ULYSSES USD 214 ESOL program. Each folder will contain the following:

- A copy of the completed Home Language Survey
- Language assessment results
- Other test results and evidence that support participation in the ESOL program
- The student's Individual Outcome Plan (or this plan may be kept online)
- A copy of the parent notification letter
- A copy of the program exit letter (when necessary)
- Documentation of monitored students

## **VII. Educational Services**

### **Program Description**

Services for ESOL students will be delivered primarily through modifications provided by the classroom teacher, direct English instruction provided by teachers and paraprofessionals, and computer-assisted English language practice and instruction.

English will be used in providing content area instruction with modifications to make it comprehensible to the ELL student. Some strategies may include assignment modifications, gestures, visual aids, concept maps, Thinking Maps, explicit reading strategies, and assessment modifications to help with student comprehension. The ULYSSES USD 214 curricula are aligned with the state standards in the content areas. Classroom teachers will receive training in the state ESOL standards.

Services offered as a part of the ULYSSES USD 214 ESOL program may include:

- Implementation of Sheltered Instruction in the content classroom
- Modification of regular classroom assignments and assessments
- Pull out individual or small group instruction in English instruction by the teacher and paraprofessionals
- Additional technology activities for communication and instruction
- Peer tutoring

- After-school assistance
- Parent involvement
- Other special programs and supplemental services that would be beneficial to the student
- Monitoring of the academic progress of LEP students

The district will not retain any student solely on the basis of lack of English language skills.

The ESL teachers will meet in the spring to discuss the students that will transition from one school building to the next. ESL teachers will meet to transition students from 2<sup>nd</sup> to 3<sup>rd</sup> grade; from 5<sup>th</sup> to 6<sup>th</sup> grade; and from 8<sup>th</sup> to high school.

## VIII. Exit Criteria

### Student Exit Criteria

Students will be exited from the Ulysses USD 214 ESL program when:

- A) Student scores “proficient” or “fluent” in the domains of listening, speaking, reading, and writing (or “fluent” on the composite score) on the ELP assessments: KELPA, for two consecutive years.
- B) School Improvement Team (SIT) recommendation that student be exited from receiving ESOL services.

The SIT team recommendation can trump criterion A, allowing flexibility for cases in which a score of “proficient/fluent” for two consecutive years on one of the approved ELP assessments is not adequate enough data. Some students may not meet criteria A due to reasons that are NOT a result of limited English proficiency, such as: motivation, test anxiety, disabilities, to name a few; conversely, the SIT team may decide to exit a student scoring “proficient/fluent” on the ELP assessment after one year. Also, parents at any time have the right to withdraw their child from an ESOL program, automatically “exiting” them. **Federal law still requires that your student be tested each spring to determine English language proficiency.**

### Parental Notification

When a student has been determined to no longer need the services of the ESOL program, the parents or guardians must be notified. Along with this notification, parents will be informed that the exited student’s performance will be monitored, and that if necessary, the student may be readmitted to the ESOL program at a future date. See appendix for a sample copy of this letter.

## **IX. Monitoring of Exited Student Performance**

The academic performance of those students who no longer qualify as ELL will be closely monitored by periodic grade checks and conference with the classroom teachers for a period of two years after exiting. The following may also be used to monitor exited students: test scores, classroom observations, grades, KCA results, MAPS scores, IPT scores, eligibility status, anecdotal information, and attendance. The KELPA state assessment will be given for two consecutive years once a student has been exited from the program. See appendix for the form.

## **X. Parent Involvement**

A large part of student success depends on the participation of the parents or guardians in the educational process of their children. To facilitate this process ULYSSES USD 214 will provide the following:

### **Communication**

All communication with the parents about the educational processes of the school will be provided to them in the language of their choice as identified on the Home Language survey. Whenever possible, translated copies of necessary school documents and communications will be provided to them. If the district is unable to provide written communication, oral contact with the parents will be made. In the case of the Low German speakers, either written or oral communication will be provided to them. The district will strive to ensure that parents and guardians are kept apprised of the educational progress of their children, and of the programs provided by the district.

### **Parent Meetings**

Meetings will be held each year for parents of ESOL students. These meetings will provide communication about the ESOL program, student and parental rights, ways to assist in the education of the student, and assistance in assimilation into the community. Parents and guardians of ELL students will also be encouraged to participate in other parental involvement meetings for such programs as Title I and Migrant if their children are served by those programs.

## **XI. Program Evaluation**

At the end of each year the district will evaluate the ULYSSES USD 214 ESOL program to determine the success of its program. Disaggregated student achievement (ELL performance versus non-ELL performance) will be examined and evaluated, as well as parental involvement and faculty concerns. Utilizing this information, the district will modify the ESOL program as necessary to ensure high-quality English language and content instruction, as well as to ensure compliance with the Office of Civil Rights.

## **XII. Appendices**

- A. Home Language Survey**
- B. Parent Notification Letter for ESOL participation**
- C. ESL Exit letter**
- D. Student Monitoring form**

# Ulysses USD 214 Home Language Survey

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A Home Language Survey is required for each child that enrolls in USD 214. This survey will be used to determine which students should be tested for English proficiency. **If a language other than English is marked for any of the numbers 1-4, the student must be tested for their English proficiency to determine whether the student needs English to Speakers of Other Languages (ESOL) support services.** Please complete one form for each child.

### Student Information:

Student's Name \_\_\_\_\_ Student's Grade \_\_\_\_\_

Student's Date of Birth \_\_\_\_\_ Student's Address \_\_\_\_\_

Student's Phone Number \_\_\_\_\_

On which date did your child first enroll in school in the USA? \_\_\_\_\_

### 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 to/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) \_\_\_\_\_

**If any of the answers in questions 1-4 are other than English, please answer these two questions:**

5. Can your child read in their native language?

6. Can your child write in their native language?

### Parent/Guardian Information:

In which language do you prefer communication from the school?

English \_\_\_\_ Spanish \_\_\_\_ Other (please specify) \_\_\_\_\_

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Signature of Parent or Guardian

Date

**USD 214**  
**Parent Notification Letter**  
**Sample Letter**

Dear Parent or Guardian,

When your child enrolled in our school, you were asked to complete a Home Language survey. The purpose of that survey is to determine if a language other than English is spoken by the student or used within the home. If a language other than English is spoken, then the student is given a test to measure their proficiency in English. If your child is identified as being an English Language Learner according to a language proficiency test, such as the IPT, then the student must also participate in the Kansas English Language Proficiency Assessment (KELPA) each spring. These KELPA results have determined that your child qualifies for the English to Speakers of other Languages (ESOL) program.

The KELPA is made up of four domain areas and a composite score. Your child's scores are listed below:

- Reading: \_\_\_\_\_
- Writing: \_\_\_\_\_
- Listening: \_\_\_\_\_
- Speaking: \_\_\_\_\_
- Composite: \_\_\_\_\_

The proficiency categories are: **Beginning, Intermediate, Advanced, and Fluent.**

- If your child scored **Fluent** on the Composite score, but other domains show **Beginning, Intermediate, or Advanced**, then your child qualifies to be in the ESOL program.
- If your child scores **Fluent** in all domains including Composite, then your child may qualify to be exited from the ESOL program.

Services may be delivered to your student in one or more of the following ways:

- Participation in ESOL pullout (periods when your child will leave the regular classroom to receive one-on-one or small group instruction in English from an ESL teacher,
- Adaptations made by the regular classroom teacher to make the content understandable to your child as well as to teach English,
- Assistance of bilingual para-educators,
- Use of computer programs to increase your child's proficiency in English,
- Participation in ESL push-in (periods when an ESL teacher comes into the regular classroom to give language assistance to your child),

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.

As part of the ESOL program an Individual Outcome Plan for each student is developed that uses information gathered from the language proficiency test to determine your child's strengths, what areas of need might exist, and what forms of assistance would be most helpful.

When your child attains English proficiency in the areas of oral communications, reading, writing and listening, as determined by the IPT and KELPA tests, then they will be exited from the program. However, even when exited from the program, your child's performance in the content classes will be monitored for two years to determine if future assistance will be needed. Federal law still requires that your student be tested each spring for two years to determine English language proficiency.

It is your right as a parent to decline the enrollment of your child in the ESOL program. You also have the parental right to withdraw your child from the ESOL program at any time during the school year.

Please contact the school and ask to speak with the ESL teacher if you would like to schedule a parent conference to discuss your child's program placement, test results, or nonparticipation in the ESOL program.

Sincerely,

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ESOL Teacher

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Date

**USD 214 ESOL  
Student Monitoring Form**

Student:  
Building:

Grade Level Exited:  
Date Exited:

**Classroom Grades**

Year 1 Monitor Name:

Position:

Year 2 Monitor Name:

Position:

Subject	Year 1:				Year 2:			
	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Reading								
Language Arts								
Mathematics								
Social Science								
Science								
Other:								
Other:								

**Assessment Scores**

Kansas State Assessments			Norm Referenced Assessment:		
	Year 1	Year 2		Year 1	Year 2
Reading			Reading		
Mathematics			Mathematics		
Writing			Language Arts		
Social Studies			Social Studies		
Science			Science		
KELPA					

Suggested: Attach a writing sample from each quarter.  
Place Teacher Comments on back.

**Secondary Level Credit Accrual:**

On track for graduation with cohort group Year 1:    Yes                      No

On track for graduation with cohort group Year 2:    Yes                      No

**End of Monitoring Status**

- \_\_\_ Student fully exited / Monitoring Completed
- \_\_\_ Additional year of monitoring suggested
- \_\_\_ Assess with KELPA for possible placement in ESOL program

**USD 214  
ESOL PROGRAM - EXIT NOTIFICATION**

**Dear Parents / Guardian:**

**This letter is to inform you that your child \_\_\_\_\_,  
has demonstrated proficiency in all four areas of the Kansas English Language Proficiency  
Assessment (KELPA) that was given during the spring of \_\_\_\_\_.**

**The four areas tested are:**

- 1. Listening**
- 2. Speaking**
- 3. Reading**
- 4. Writing**

**At this time, it has been determined that your child no longer requires ESL services, and is  
being exited from the program. Your child will be monitored for two years to ensure that  
he / she is progressing as expected. The KELPA test will still be given in the spring to  
determine that your child is maintaining his/her proficiency. If you have any questions,  
please call.**

**Thank you.**

\_\_\_\_\_  
**ESOL Teacher**

\_\_\_\_\_  
**Principal**

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