

# ESOL/Title III Update

August 2025



# Emily Scott

ESOL/Title III

Education Program Consultant

Special Education and Title Services Team

Email: [emily.scott@ksde.gov](mailto:emily.scott@ksde.gov)

Phone: 785.296.4941



# Agenda

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- Connections Before Content
- FAQs
- Quick Hitters
- Strategy Spotlight
- PD Opportunities
- Resources & Reminders



# Connections Before Content

Catch up with your colleagues from around the state!

# Temp Check

- In the chat, drop the number that best represents how you feel during back-to-school season!





# Questions & Answers

Responses from the July 2025 Title III/ESOL  
Webinar and commonly asked questions

# PreK – Proficiency on Screener

**Q:** If a PreK student takes the Pre-IPT in the fall and scores fluent and does not qualify for services, does that score hold through kindergarten not making the student qualify for EL or do we need to still give the KELPA-screener for that student when they enter kindergarten?

**A:** The assessment given as a screener must be within 1 calendar year for the auditors so the KELPA Screener would not need to be given again, but please retain documentation of the one administered that showed proficiency.



# PreK ELs – Screening & Progress Monitoring

- Flowchart available in the TASN Resources Section.





# PreK- Para Support

**Q:** If PreK paras are providing ESOL services then the EL teacher will need to complete teacher/para meeting documentation forms and host weekly para meetings. Is this correct?

**A:** Yes, the same requirements apply.

- “Close proximity” is defined as being in an adjoining or adjacent building or structure.
- “Frequent and productive” means that the paraprofessional and the teacher are meeting at least once per week to review lesson plans, instructional strategies, evaluation techniques, and student progress/challenges.



# PreK– Para Meeting Logs

**Q:** If the meetings are essential then could you provide a para mtg sheet example (if it is different from the other one) that would work for auditing purposes? How much time should be spent on these meetings?

**A:** There is not a separate document specific to PreK. Meetings should be held at least once a week. The length of the meeting should be appropriate to clarify any questions or challenges that may arise but there is not a set minute requirement.



# Additional PreK Questions

- Please type any additional PreK questions in the chat.



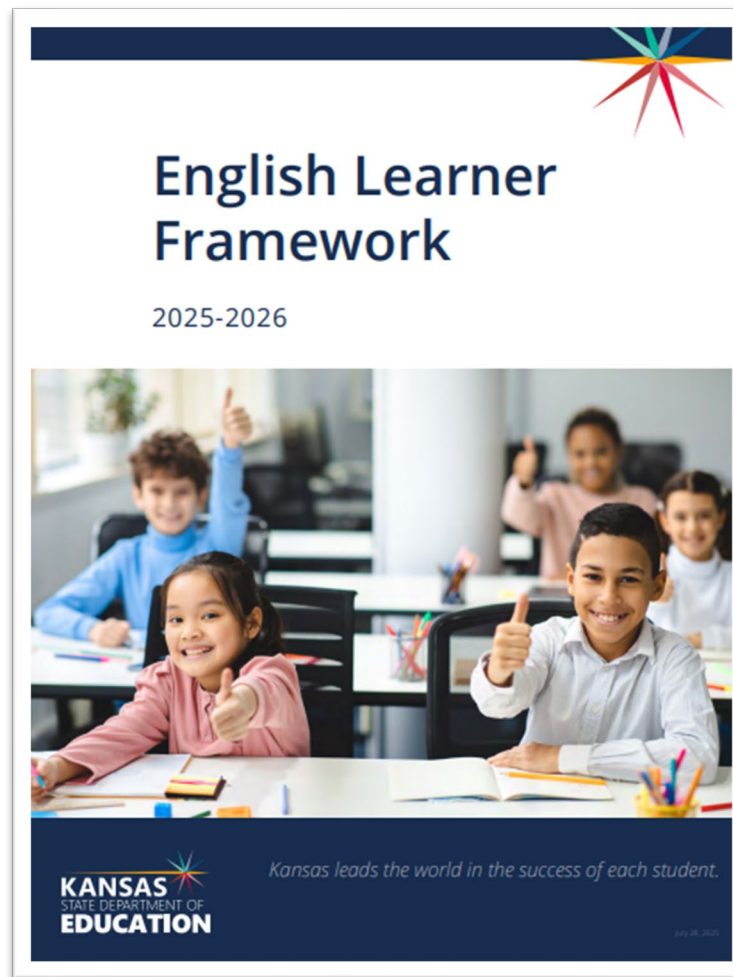


# Quick Hitters

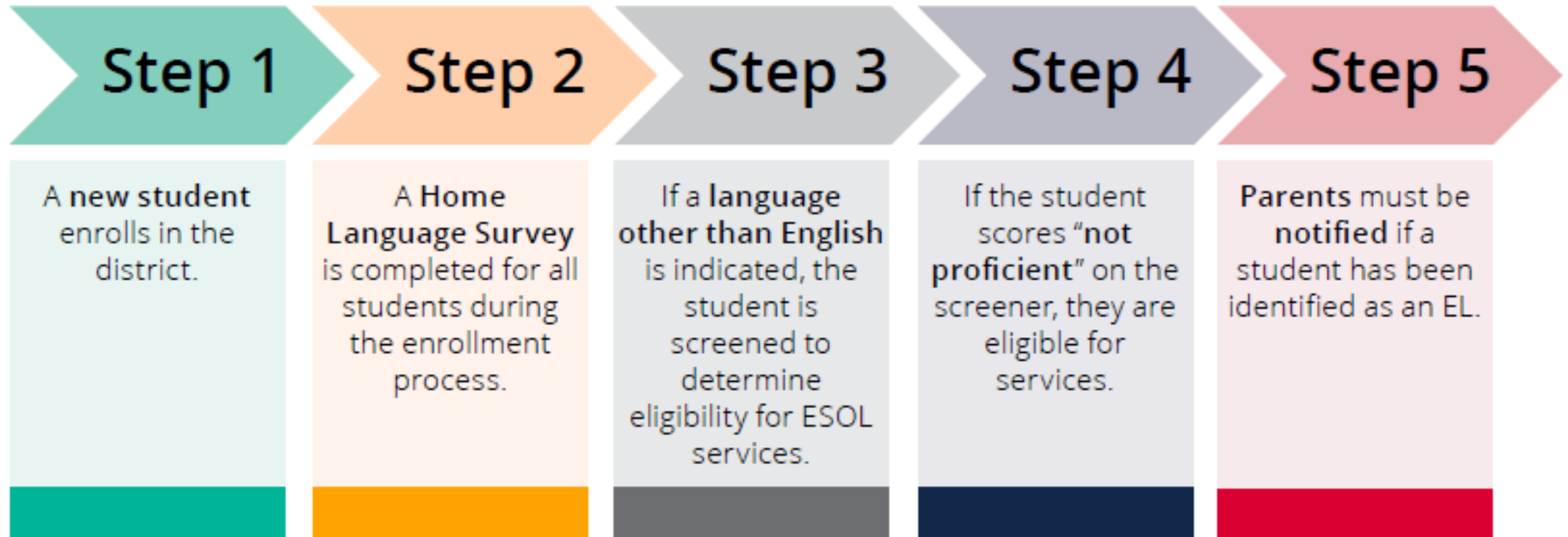
# English Learner Framework

Available on the [KSDE website](https://www.ksde.gov)

[Feedback Form](#): Comments will be collected until November 1<sup>st</sup> so that updates for next year can start being made.



# Identifying English Learners



# Home Language Surveys

- All students **new to the district** should receive a Home Language Survey upon enrollment. This document should only be filled out at the student's initial enrollment and kept in the student's cumulative folder.



# HLS Discrepancies

- If an additional HLS was filled out and there are discrepancies in how the questions were answered, communicating with the parents is the first step.
  - If the parent wants their student to continue to receive services, document with *date/time/mode of communication/who you spoke with* that this additional survey was completed erroneously. The student would not need to be rescreened because they never truly exited services.
  - If the parent wishes to exempt their student from services, they should complete the waiver form.
    - It is important that a.) the parents make their decision in a knowing and voluntary manner, and b.) that they understand the student will still be required to take the KELPA annually because they have already been identified as EL.





# Sample Home Language Survey

**SAMPLE 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. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services using an approved screener.

Please complete one form for each child.

**Student Information:**

Name	Grade
Address	Date of Birth
Date first enrolled in a school in the U.S.	Phone Number

**Student Language Information:**

1. What language did your child first learn to speak/use?  
English \_\_\_\_ Spanish \_\_\_\_ Other (please specify) \_\_\_\_\_
2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming.  
English \_\_\_\_ Spanish \_\_\_\_ Other (please specify) \_\_\_\_\_
3. What language do you speak/use with your child?  
English \_\_\_\_ Spanish \_\_\_\_ Other (please specify) \_\_\_\_\_
4. What language do the adults regularly present or living in the home speak/use while in presence of the child?  
English \_\_\_\_ Spanish \_\_\_\_ Other (please specify) \_\_\_\_\_

**Parent/Guardian Information:**  
Which language do you prefer? English \_\_\_\_ Spanish \_\_\_\_ Other (specify) \_\_\_\_\_  
(Please specify "written" or "spoken". To the extent practicable, communication from the school will be provided in this language.)

**Migrant Education Program Information:**  
The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work? Yes \_\_\_\_ No \_\_\_\_

Have your children moved with or to join the worker above in the past 36 months? Yes \_\_\_\_ No \_\_\_\_

**For the School:** If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at [alejandrocabero@ksde.org](mailto:alejandrocabero@ksde.org) or 785-542-4904 ext. 1504 and provide him a copy of this survey.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

Updated July 2025

Available on the [KSDE ESOL](https://ksde.org/ESOL) website.



# Approved Screeners

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## Preschool

- [preLas](#)
- [Pre-IPT](#)

## K-12

- [KELPA Screener](#)
- [WIDA Alternate Screener](#) *(for new students with the most significant cognitive disabilities)*

# KELPA Screener

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See the [KELPA Screener Manual](#) for complete details.

**Reminder:** Please don't forget to add the student's State Student Identifier (SSID) in Kite.

- Used to connect screener student to TEST enrollment record
- Retains KELPA Screener proficiency report associated with the SSID

# NEW! – WIDA Alternate Screener

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A specialized English language proficiency screener for newly enrolled students in grades K-12 with the most significant cognitive disabilities.

- [Introducing WIDA Alternate Screener](#) (Article)
- [KS WIDA State Page](#)

# Administering a Screener

**Q:** Can ESL aides/paras administer a screener?

**A:** Paras are not allowed to administer but may assist a licensed educator (i.e., proctor) if they are in the same room.



# Preparing for KSDE Audit

Please visit the [Fiscal Auditing](#) website for the most current requirements, including the ESL Contact Minutes Calculator and [Enrollment Handbook](#).

## Fiscal Auditing Office

785-296-4976

[auditing@ksde.gov](mailto:auditing@ksde.gov)



# What documentation is required?

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- Home Language Survey
- Screener Results
- Individual Learning Plan (ILP)
- EL Contact Time Calculator
- Teacher/Para meeting documentation
- Student/bell schedules
- *If students are transitional or in year one or two of monitoring, those forms must also be completed and reviewed regularly.*

# Cumulative Folder Checklist

- Available on the [KSDE ESOL](https://www.ksde.gov/ESOL) website
- Suggested to help minimize “loss” of EL-related student records if a student transfers
- Just an idea: Put all EL specific documents that need to be retained in a colored folder within the larger cumulative folder.

**Cumulative Folder Guidance Specific to English Learners**

Please use the following checklist to ensure that information specific to identified English learner students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district. When working with cumulative folders, school staff must keep all information intact, confidential, and safe.

**Note:** Electronic documentation is acceptable as long as it can be produced for State auditors and is stored securely.

Student Name:	School Year:
SSID:	Grade:

	Annual Documentation	Date Completed
<input type="checkbox"/>	Original Home Language Survey	
<input type="checkbox"/>	KELPA/WIDA Alternate Screener Report (K-12) or preLAS/pre-IPT (Preschool)	
<input type="checkbox"/>	Most Recent Annual Parent Notification Letter	
<input type="checkbox"/>	Parent Waiver of Services (if applicable)	
<input type="checkbox"/>	Copy of the student's current Individual Learning Plan	
<input type="checkbox"/>	Copy of ELP Assessment (KELPA or WIDA Alternate ACCESS) Score Reports • Student score reports should remain in the cumulative folder for at least two years or be stored in an electronic format that is easily accessible and made available as needed.	
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

	Exit/Monitor Documentation	Date Completed
<input type="checkbox"/>	Transition Year (Optional)	
<input type="checkbox"/>	Monitor – Year 1	
<input type="checkbox"/>	Monitor – Year 2	

Update Log			
Name	Initials	Date	Notes (Optional)

Kansas State Department of Education Updated July 2025





# Waived Services

**Q:** If parents waive ESOL services, do we still have to have an ILP on file? And for monitored?

**A:** Continuing to update a student's ILP/monitoring forms fosters communication and allows the EL teacher to support other teachers in meeting student needs.



# Special Education & ESOL Services

**Q:** If an EL student receives push-in Special Education services, and there is an EL certified teacher and/or para in the classroom during this time, do we subtract these minutes from the EL count?

**A:** If a student is receiving Special Education push-in services in a classroom of an endorsed ESL teacher, the Special Education push-in provider is now the one providing services to the student, so the classroom teacher minutes would be subtracted. However, if the Special Education push-in services are being provided by an ESL endorsed Special Education teacher, then you can claim contact minutes for that ESL endorsed Special Education teacher. Special Education push-in services provided by a Special Education para are not countable.





# Strategy Spotlight

# Creating a Welcoming Environment

- [10 Strategies for Building Relationships with ELLs \(2020\)](#)





# PD Opportunities

# Upcoming PD through WIDA

## Supporting Writing Growth for Multilingual Learners

- Writing instruction is an integral part of supporting multilingual learners' academic growth. This webinar explores how to leverage the WIDA English Language Development Standards\* Framework to guide explicit language instruction. You'll leave with practical strategies to help multilingual learners build the skills they need to be confident and effective writers.
- [Join professional learning curriculum specialist Hetal Ascher on Thursday, August 28, from 12:00-1:00 p.m. CT, to dive into this topic.](#)

## Instruction and Collaboration to Support Multilingual Learners With Disabilities

- In this WIDA webinar, you'll explore instructional planning and collaborative practices designed to meet the diverse strengths and needs of multilingual learners with disabilities. You'll gain tools to support both language development and accessibility, along with strategies for fostering collaborative planning that brings together multiple perspectives to better understand the intersection of language and disability.
- [Join professional learning facilitator Lori Hanna and professional learning curriculum specialist Emily Kurth on Friday, October 17, from 11:00 a.m.–12:15 p.m. CT.](#)





# Resources & Reminders

# Mark Your Calendars!

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## ESOL/Title III Webinar

- Important Updates; Set agenda
- Thursdays, 1:00 pm CST
- All webinars will be recorded and will be posted on the KSDE ESOL website, along with a PDF of the slide presentation.
- Registration will be available @ [www.ksdetasn.org](http://www.ksdetasn.org).

## Office Hours

- No set agenda
- Wednesdays, 3:30 pm CST
- Additional opportunity to ask questions and collaborate
- No registration required
- Not mandatory or recorded
- Focused on supporting those new in their roles



# SY 25-26 Title III/ESOL PD Schedule

Month	Activity	Date	Time	Registration
August 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, August 21 <sup>st</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> Back-to-School	Wednesday, August 27 <sup>th</sup>	3:30 p.m.	N/A
September 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, September 16 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> September 20	Wednesday, September 17 <sup>th</sup>	3:30 p.m.	N/A
October 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, October 23 <sup>rd</sup>	1:00 p.m.	<a href="#">TASN</a>
November 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, November 13 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
December 2025	Winter Break			
January 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, January 15 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> ELP Assessment Preparation	Wednesday, January 28 <sup>th</sup>	3:30 p.m.	N/A
February 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, February 19 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> ELP Assessment Administration/Scoring	Wednesday, February 25 <sup>th</sup>	3:30 p.m.	N/A
March 2026	Spring Break			
April 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, April 16 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
May 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, May 14 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
June 2026	Summer Break			



# August/September Important Tasks

- Administer Home Language Surveys
- Administer KELPA or WIDA Alternate Screener
- Send Home Parent Notification Letters
- Determine Placement in ESOL Services for each student
- Calculate EL Contact Minutes
- Create Individual Learning Plan for each student
- Document Teacher/Para Meetings
- Submit KIDS Records – Count Day: **September 22, 2026**
- Register for Monthly Webinars
- Email [Alysha.Nichols@ksde.gov](mailto:Alysha.Nichols@ksde.gov) to join the ESL listserv and get the most up-to-date communication!



# Important Links

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## [Title III State ESOL Website\\*](#)

- IT is working on website updates on the backend.
- Site will be under construction (*estimated completion - ??*)
- If you are looking for something specific, please email me.

## [Kansas Assessment Program \(KAP\)](#)

- 2025-2026 Kansas Assessment Program Overview
- 2025-2026 KELPA Screener Manual

## [KS WIDA State Page](#)

- WIDA Alternate Screener

# Additional Resources

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- [USDE](#): English Language Acquisition State Grants; Title III, Part A
- English Learners [Dear Colleague Letter](#) (2015) – *Rescinded*
- [Title III Non-Regulatory Guidance](#) (2016)
  - [Addendum](#) (September 2016)
- National Clearinghouse for English Language Acquisition ([NCELA](#))
  - Newcomer, English learner, and Family Toolkits
- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs ([DOJ/OCR – Undated](#))
- Plyler v. Doe [457 W.S. 202(1982)] (Reference)  
<https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>



Emily Scott  
ESOL/Title III Program Consultant  
Special Education and Title Services  
(785) 296-4941  
emily.scott@ksde.gov

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