

Kaufman Independent School District

Department of Bilingual/ ESL Education



*Emphasizing Excellence While
Embracing a New Generation of Diversity*

Independent School District

PREPARATION ★ PURPOSE ★ PRIDE

The Kaufman Independent School District recognizes that in order to succeed in our multicultural community, students in the 21st century have to be empowered with the skills, confidence, and knowledge to prepare them for the challenges of tomorrow.

Kaufman ISD
Department of Bilingual & ESL Education




Mission Statement

The Kaufman ISD Department of Bilingual & ESL Education will meet the cognitive, affective, and linguistic needs of English language learners within a culturally supportive environment in order to promote student achievement.

Kaufman ISD
Department of Bilingual & ESL Education

Goals of the Department

- 
1. Promote academic and linguistic achievement in the areas of listening, speaking, reading, writing and comprehension for our English language learners.
 2. Build capacity among our Bilingual/ESL teachers to ensure implementation of effective teaching practices for the success of our English language learners.
 3. Increase parental involvement by providing programs that strengthen parenting skills and helps parents to provide educational assistance to their children.

Kaufman ISD Philosophy of Bilingual Education Programs

To effectively meet the needs of each and every child, the Kaufman Independent School District believes that students whose native language is Spanish and who are identified as Limited English Proficient (LEP) shall be provided Spanish language Reading, Language Arts, Mathematics, Social Studies, and Science instruction in grades PK-6 while transitioning to English. The goal of Kaufman ISDs bilingual education program shall be the achievement of English proficiency in reading, writing, listening, and speaking within a 3 to 4 years through the integrated use of research-based second language acquisition methodology. English language proficiency will be demonstrated by meeting exit requirement as mandated by the Texas Administrative Code (TAC) Chapter 89. All English language learners (ELLs) are required to show adequate yearly progress on the Texas English Language Proficiency Assessment System (TELPAS) by progressing one level a year from beginner, intermediate, advanced, to advanced high.

Bilingual: Critical Attributes of Instruction for English Language Learners:

Teachers will be cognizant of the student's level of English proficiency, developmental stage, academic background, and learning style and provide ample opportunities for English language learners to:

- Interact with peers and teachers in a risk-free environment
- Respect oneself and diversity of others
- Cooperate and collaborate with their peers to complete tasks
- Question for clarification
- Employ cognitive strategies to demonstrate conceptual knowledge
- Utilize comprehension strategies such as context clues and visuals
- Demonstrate metacognitive strategies to include planning, self-monitoring, and evaluation tasks
- Employ technology to accelerate academic learning and communication
- Engage in the scientific research process
- Exhibit accountability and responsibility

Language Acquisition Characteristics

- **Students whose first language is not English have specific needs as learners.** Not only do they have to acquire a new language, they also have to adapt to American culture and actively participate in American schools.
- **Language is embedded in culture.** When learning English, non-native speakers transfer the knowledge they have in their own language and culture to the acquisition of the new language. *Students, who are well educated in their first language, use their first language, and their prior knowledge and skills in the acquisition of English.*
- **Language is contextual in nature.** Language acquisition is a developmental process that relies on the integration of listening, speaking, reading, and writing skills within the context of academic learning. *Since language acquisition is a developmental process, time is a major factor in the student's progress.*
- **CALP (Cognitive Academic Language Proficiency) -** Language needed to access learning in academic settings. *CALP is language students need in order to think critically, understand, and learn new concepts, process complex academic material, and interact and communicate in academic contexts. Research shows that CALP takes 4-7 years to acquire.*
- **BICS (Basic Interpersonal Communicative Skills) –** Everyday language needed for daily social interactions. *BICS are acquired in 2-3 years and are often easy to observe. **Listening and Speaking:** Discourse among friends in the hallway between classes, at recess, at lunch, on the bus, on the telephone, at the mall, etc. **Reading and Writing:** Reading a note from a friend; writing a letter to a relative; composing/reading casual e-mail; reading bulletin boards, announcements, and other environmental print; writing lists; etc.*
- Students may be fluent in “survival” and social language (basic interpersonal communication skills or BICS) but struggle with CALP (cognitive academic language proficiency). *CALP takes longer to develop because it is the complex level of reading, writing, speaking, and listening needed to function successfully in an academic environment.*

- **Factors that affect the acquisition of cognitive academic language proficiency include age, motivation, and attitude.** The most important factor is the level of literacy and academic background in the native language. A student, who is below level in academic skills in the native language, faces a major challenge in learning the academic skills in English.



Elementary and Secondary



Kaufman ISD English as a Second Language Philosophy for Students Served in Bilingual and/or ESL Programs

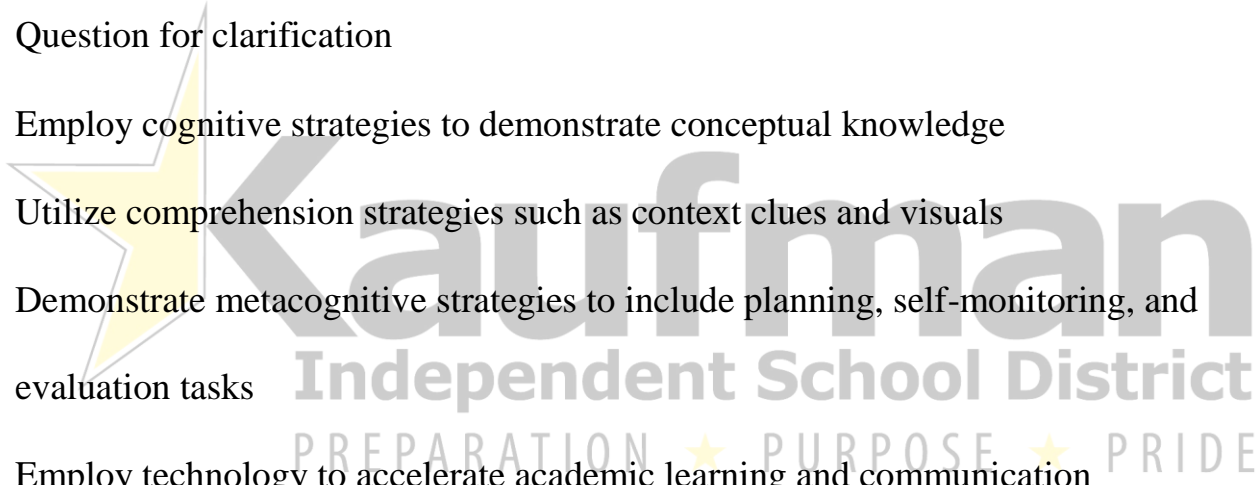
PK-12

To ensure equal education opportunity, the Kaufman Independent School District believes that all students with a language other than English and who are identified as Limited English Proficient shall be supported instructionally with the goal of achieving full competence in the reading, writing, listening, and speaking of the English language within 3 to 4 years through the integrated use of research based second language methodology. English language proficiency will be demonstrated by achieving exit requirements as mandated by the Texas Administrative Code (TAC) Chapter 89. All English language learners are required to show adequate yearly progress on the Texas English Language Proficiency Assessment System (TELPAS) by progressing one level a year from beginner, intermediate, advanced, to advanced high.

ESL: Critical Attributes of Instruction for English Language Learners:

Teachers will be cognizant of the student's level of English proficiency, developmental stage, academic background, and learning style and provide ample opportunities for English language learners to:

- Interact with peers and teachers in a risk-free environment
- Respect oneself and diversity of others
- Cooperate and collaborate with their peers to complete tasks
- Question for clarification
- Employ cognitive strategies to demonstrate conceptual knowledge
- Utilize comprehension strategies such as context clues and visuals
- Demonstrate metacognitive strategies to include planning, self-monitoring, and evaluation tasks
- Employ technology to accelerate academic learning and communication
- Engage in the scientific research process
- Exhibit accountability and responsibility



Kaufman ISD Guiding Principles of Instruction for English as a Second Language

Language Acquisition and Learning

To ensure cognitive grade level growth, English language learners will master academic content as they learn English. Language acquisition research has shown that it can take 4-7 years for English language learners to develop Cognitive Academic Language Proficiency. Best practice research emphasizes the critical nature of integrating English language learning with academic content instruction. Effective instruction promotes the integration of language, cognition, and mastery of academic content.

Comprehensible Input

In order to make content accessible to English language learners, modifications to the instructional program are required but do not entail a dilution of conceptual or academic content. To facilitate comprehension, instructional strategies are implemented commensurate to the student's proficiency level, academic background, stage of development, and learning style.

Problem Solving and Critical Thinking

English language learners are encouraged to interact with their peers and teachers in a risk-free environment by demonstrating respect for themselves and the diversity of others, engaging in cooperative and collaborative tasks, and by learning and applying cognitive strategies.

All students will receive explicit instruction learning cognitive and metacognitive strategies to develop the ability to regulate their own learning, apply prior knowledge, and search for meaning through the use of higher order thinking skills. Students will plan, monitor, elaborate, and evaluate their own learning and acquisition of language.

Reading and Writing

Quality and age-appropriate literature will provide increasingly complex models of language to challenge English language learners to develop new vocabulary, learn effective use of mechanics, and to acquire the structures of language through the reading process. Quality literature utilizes human experience combined with universal themes to speak across cultures and language backgrounds. Well-selected texts provide a common experience that encourages students to interact and find meaning for themselves.

English language learners are able to work in the craft of writing as they acquire language. Students respond to the writing of others and take into consideration the ideas of others. Students are exposed to a variety of writing and daily opportunities to practice writing across the content areas. Reading a variety of texts: poetry, essays, narrative fiction, fantasy, and songs provide language learners with models of how writing can serve a multitude of purposes.



Classroom Strategies Checklist for English Language

Learners

Student's Name: _____ Date: _____

Grade Level: _____

Cooperative learning
Presentation & representation of information using diagrams, graphs, timelines, graphic organizers
Restatement of content question
Highlighted texts
Pre-reading of content in a simplified format
Provide visual clues, such as facial expressions, gestures, pictures, cartoons, posters, charts, maps, manipulatives, and videos
Role playing
Reduced or modified assignments (This is especially important if you know student is living with parents who do not speak English.)
Give clear, short oral directions accompanied by written directions
Student dictates responses to teacher or peer
Word banks & vocabulary cards with pictures prior to lesson
Multi-sensory teaching aids
Key concepts
Extend wait time
Taped text
Alternative assessments
Copy of overheads or notes
Use preferential seating close to the front of the classroom
Check for understanding (Head nodding doesn't count)
Find opportunities for one-on-one help
Use illustrated simplified texts and /or texts in students' first language
Promote multi-cultural awareness in the classroom
Activate prior knowledge
Model & teach learning strategies
Emphasize comprehension over pronunciation
Bilingual Dictionaries
Tutorials-peer tutoring
Read to students
Projects
Technology
Manipulatives

Instructional Design



of Kaufman ISD

Bilingual & ESL

Programs

Kaufman ISD Bilingual & ESL Programs

Instructional Design Overview

Kaufman ISD provides a Bilingual Program for children entering the United States speaking languages other than English in Pre-K through 6th grade.

The Bilingual Program shall be a vital part of the regular educational program. The Bilingual Education programs shall address the affective, linguistic, and cognitive needs of the limited English proficient students.

Kaufman ISD provides English as a Second Language Program for children entering the United States speaking languages other than English. The ESL Program is provided using English language instruction and ESL methods to teach listening, speaking, reading, and writing.

The ESL program shall be an intensive designed instruction to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement.

The ESL program shall be an integral part of the regular education program required under Chapter 74. KISD shall provide ongoing coordination between the ESL program and regular educational program.

Elementary

Bilingual & ESL

Programs



Kaufman

Independence School District

PREPARATION ★ PURPOSE ★ PRIDE

Grades PK-6

Amount of Instruction Time

for Bilingual & ESL Programs

The Bilingual Education Program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language shall be commensurate with the student's level of proficiency in both languages and their level of academic achievement. The student's level of language proficiency and academic achievement shall be designated by the Language Proficiency Assessment Committee.

The amount of instruction provided in English as a Second Language shall be commensurate with the students' level of English proficiency and his/her level of academic achievement. The students' level of English proficiency and academic achievement shall be designated by the Language Proficiency Assessment Committee. In Pre-Kindergarten through Grade 6, instruction in English as a Second Language may vary from the amount of time accorded to instruction in English Language Arts in the regular program for non-limited English proficient students to total immersion in second language approaches. In high school, the English as a Second Language program shall be consistent with graduation requirements under Chapter 74 (relating to Curriculum Requirements). The Language Proficiency Assessment Committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

Transitional Bilingual Education Model

- **Goal-** To ensure that students continue to learn academic content while learning English
- **Time and Teaching**



Grade	Reading/L.A.	Math	Science/Social Studies
PK	90/10 Concepts English/Spanish and reinforce in Spanish as needed.	90/10 Concepts in English/Spanish and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
K	90/10 Concepts in English/Spanish and reinforce in Spanish as needed.	90/10 Concepts in English/Spanish and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
1	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
2	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
3	100% English Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
4	100% English Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.
5/6	100% English Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.	100% Introduce concept in English and reinforce in Spanish as needed.

Secondary Instructional Program

The English as a Second Language (ESL) Program for middle and high school students is an intensive instructional program designed to meet the linguistic needs of English Language Learners (ELLs) in preparation for success in the more rigorous content and elective courses they will face in their academic futures. The expectations for ELLs are to be able to learn academic content through English as a Second Language so that they may achieve academic success in general education classes, pursue their lifetime goals, and function effectively as informed, productive members in society.

Student schedules reflect ESL courses and sheltered courses that use second language acquisition strategies to make instruction more comprehensible and meaningful. Sheltered courses include math, science, social studies, and language arts. Elective courses should require speaking, reading, writing and comprehension skills based on the language proficiency of the student assessed at the start of the school year.

All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). The ESL program addresses the affective, linguistic, and cognitive needs of all students and provides ELLs with instruction for the acquisition of basic interpersonal communicative skills and cognitive academic language proficiency. The program ensures that ELLs are provided the same academic and extracurricular opportunities as the students enrolled in general education classes.

Newcomer Program

The Newcomer Program addresses the specific needs of recent immigrant students (those attending US school for 0-3 years) at the middle school and high school level while providing required credits for graduation. The program serves non-English and limited English students, especially those with limited or interrupted schooling in their home countries. Newcomer ESL teachers provide newcomers with extended ESL instructional time to accelerate English language development and literacy skills in a supportive and meaningful environment. Newcomer ESL teachers also provide students with integrated content instruction in all core classes along with support, including academic study skills, to help students acculturate to the US school system.

Sheltered Instruction

Instruction is made comprehensible for ELLs by providing intensive English language development and sheltered content courses that use proven ESL methodologies. ESL teachers use CScope, state-adopted materials and supplementary materials to provide the same content as is offered to English proficient students, but the instruction is modified to include second language teaching strategies.

It is recognized that native language development and support are powerful ESL strategies that lower the anxiety level and facilitate the academic achievement of ELLs. However, using native language instruction exclusively or for a significant portion of the ESL class does not foster the target language development and may inhibit the development of English skills necessary to successfully access English language testing. Additionally, the combining, mixing or repetitive translating of languages can also hinder the development of English acquisition, as students often “tune out” for the native language. Effective ESL teachers employ a wide variety of instructional modifications and a balanced format of strategies.

As a general rule, teachers should use native language for the following only:

- Clarification after several attempts to explain in English were unsuccessful
- Discussion about home life/personal situations
- Support and reaffirmation of cultural identity

Planning effective English language instruction is critical to the ELL’s future endeavors. With the goal of achieving effective instruction, a foundation and framework for middle school and high school English as a Second Language curriculum focuses on the following:

- The importance of making connections to students’ lives, cultures and languages
- Seeing the students as experts
- The importance of learning from our students
- Recognizing learning in the absence of teaching
- Helping students feel a sense of belonging
- Involving all students in the learning experience regardless of language level
- Drawing upon students’ life experiences, cultures, and languages to make connections to literature, legends, stories, multi-media and the arts
- Providing thinking time so students can process the information
- The use of multiple media as teaching tools

ELLs are successful when they:

- Are accepted, valued, and supported as members of the school community
- See the power of language as it is used in virtually limitless ways in their environment
- Are invited to engage in strategies, which allow them to reveal more about themselves personally and academically
- Are provided opportunities in which they simultaneously learn language, and learn about language as they learn through language
- Their mistakes and miscues are seen as natural, normal, and an expected part of learning rather than indicators of areas for concern
- Are acknowledged to possess the language they have because it is the language of the group they value, identify with and trust. It is language related to their cultural ties and thus should not be seen as a language to be corrected.

The ESL program emphasizes the development of concepts and content in language, and literacy and the program uses grade and course appropriate Texas Essential Knowledge and Skills (TEKS) as the basis for all instruction. All English Language Learners (ELLs) take the appropriate Texas State Assessment. The English language proficiency is assessed by the state mandated Texas English Language Proficiency Assessment System (TELPAS). ELLs are exited from the ESL program as soon as they meet appropriate exit criteria.

Kaufman ISD

Bilingual & ESL



Program

Implementation

Implementation of Bilingual and English as a Second Language Programs

(ESL) in Kaufman ISD

Plan of Action

This plan of action supports requirements for language programs as specified in 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students, and parental notification requirements found in Title III of the No Child Left Behind Act of 2001 (NCLB) as they pertain to the function of the Language Proficiency Assessment Committee (LPAC).

All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules concerning confidentiality of information for individual students. All members of the committee receive orientation and training concerning the duties of the LPAC and receive annual updates as needed.

Identification/Program Entry/Testing

Student identification and parent notification take place no later than 4 weeks after the beginning of the school year and within 2 weeks of placement thereafter.

Upon initial enrollment, all students must have a Home Language Survey (HLS) completed in their permanent record (only one: the original). The HLS shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. If the HLS indicates a language other than English, testing must be initiated to determine English proficiency.

For students in grades PK-1:

- Administer an oral language proficiency test (OLPT) in English from the List of Approved Tests for Assessment of Limited English Proficient Students.
- Districts that are required to offer a bilingual program must test students in English and in their primary language.
- PK-1 students scoring below the cut-off for English proficiency on the OLPT are classified as LEP.

For students in grades 2-12:

- Administer an OLPT and
- The reading and language arts portions of an English norm-referenced standardized achievement (NRSAT) from the TEA List of Approved Tests.
- Students in grades 2-12 scoring below the cut-off for English proficiency on the OLPT are classified as LEP.
- Student's score on the reading and language arts section of the TEA approved norm-referenced measure at his or her grade level is below the 40th percentile.

If the student's ability on the English OLPT is so limited that the administration at his/her grade level of the English NRSAT is not valid, then the student is classified as LEP.

The LPAC, using testing data and any other available student information, will:

- Determine whether the student is LEP
- Recommend the appropriate education program for each LEP student
- Notify the parent of each LEP student about classification and recommendation (Bilingual or ESL) and
- Facilitate the participation of LEP students in other special programs provided by the district with either state or federal funds for which they are eligible.

Language Categories

The state plan requires that our district determine the language proficiency of a student whose parents' response is a language other than English.

Beginners are students that have little or no ability to understand English used in academic and social settings.

- Monolingual speaker
- Low scores on the IPT or assessment given
- No response to simple age appropriate questions in English

Intermediate students are those who have limited ability to understand simple, frequently used English in routine academic and social settings.

- In early childhood grades who are not categorized as beginners (teacher input is considered)
- Who have minimal reading and writing skills in English

Advanced are students who may have the ability to use English and have some foundational reading skills although second language acquisition support is needed.

Advanced High are students who are almost proficient in English, with minimal second language acquisition support, in academic and social settings.

Kaufman
Independent School District
PREPARATION ★ PURPOSE ★ PRIDE

Implementation of Bilingual and English as a Second Language Programs

(ESL) in Kaufman ISD

The student will be served in the required program recommended by the LPAC. From the date of enrollment, the district has 4 weeks to complete all paperwork including written parent permission. Once written parent permission is obtained, the appropriate PEIMS codes can be entered to reflect LEP status, program placement, and parent permission. The parent approval or denial date is the date used for the preceding PEIMS code data.

The district/campus **bilingual program LPAC** membership consists of:

- A campus administrator
- A professional bilingual teacher
- One or more professional staff members
- A parent of a LEP student who is not employed by the school district

The district/campus ESL LPAC membership consists of:

- A parent of an LEP student
- One or more professional staff members
- An ESL teacher

All LPAC members are required to receive training and certification to serve on the committee. If one of the members (parent) does not understand English, the training should be developed in the member's primary language.

Special Education and Limited English Proficiency

For students referred to special education, placement in a bilingual or ESL program may not be refused solely because the student has a disability. ***However, if the student has a disability and language is not a factor, then the student is not LEP, even though the HLS indicates a language other than English is spoken in the home.***

The LPAC and ARD committees may recommend that a student is:

- Limited English proficient and has an identified disability, therefore should be served jointly through special education and bilingual/ESL programs
- Limited English proficient but assessment results indicate that the student is not eligible for the special education program; therefore should be served through the Bilingual/ESL program and NOT in special education.

Reasons for the LPAC to Meet

The LPAC should meet as frequently as necessary to fulfill its responsibilities and duties.

1. **Beginning of school and as needed when new students enroll-** Students must be tested and placed within 4 weeks of their initial enrollment in school. The LPAC will meet regarding all new students who might be eligible for Bilingual/ESL and any students who have moved. Complete a PEIMS data sheet by the end of the 4th week of school.
2. **End of School-** The LPAC will meet regarding every student enrolled in Bilingual/ESL and the two year monitored students.
3. **Exit-** When a student qualifies for exit from the program the committee will meet. Complete a PEIMS data sheet.
4. **Program Change-** the LPAC will need to decide if a student needs to be changed from one program to the other; i.e. from Bilingual to ESL. If there is to be a change a PEIMS data sheet will need to be completed.
5. **Assessment Exemptions-** The LPAC will decide on exemptions from state testing. All decisions must be documented and written documentation placed in the student's folder.



Instructional Program Design

A bilingual or ESL program must address the affective, linguistic and cognitive needs of LEP students.

Bilingual Program

Affective: Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the student's home language and that of the United States.

Linguistic: Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Cognitive: Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

ESL Program

Affective: Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address history and cultural heritage associated with both the student's home language and that of the United States.

Linguistic: Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

Cognitive: Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

The Texas Essential Knowledge and Skills Curriculum is available online at:
www.tea.state.tx.us/teks/

Information concerning bilingual/ESL textbooks and instructional materials adopted for classroom use in Texas is available online at: www.tea.state.tx.us/textbooks/



Required Summer School Programs

Kaufman ISD will provide summer school programs for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

LEP students shall have an opportunity to receive instruction designed to prepare them to be successful in Kindergarten and First Grade. The instruction shall focus on language development and shall address the affective, linguistic, and cognitive needs of LEP students.

Enrollment in the program is optional. The program shall be operated on a one-half day basis, with an equivalent of 120 hours of instruction. The student teacher ratio shall not exceed 18 to one.

KISD is not required to provide transportation.

Records of eligibility, attendance and progress of students shall be maintained by the campus.

Additional information regarding LEP Summer School Programs is available online at www.tea.state.tx.us/curriculum/biling

Copies of TEA developed brochures regarding Bilingual/ESL programs in English and Spanish are found at www.tea.state.tx.us/curriculum/biling

Kaufman
Independent School District
PREPARATION ★ PURPOSE ★ PRIDE

Assessment: Requirements and Considerations

1. During the month of January, before the annual administration of statewide mandated tests, the LPAC may meet to determine:
 - If an LEP student is eligible for an exemption from testing
 - The language of testing for LEP students participating in Spanish Bilingual Programs and for Spanish dominant LEP students participating in ESL programs.

In granting exemptions from the state assessments, the LPAC must follow the procedures outlined and explained in the LPAC Decision Making Process for the Texas Assessment Program (Grades 3-12) available online at:

www.tea.state.tx.us/student.assessment

2. All LEP students in Grades 2-12, including parental denials, must participate in the Texas English Language Proficiency Assessment System in listening, speaking, writing and the online test for reading. There is no online reading test component for students in K-1. Information regarding the TAKS, TELPAS, and LAT are available at:

www.tea.state.tx.us/student.assessment



Annual Review

1. At the end of each school year, the LPAC will meet to review student progress and determine whether the student will continue in the program or qualifies for exiting the program (only after grade 3). Students must meet established exit criteria and show mastery in listening, speaking, reading, writing, and comprehension in English to successfully exit the bilingual and ESL programs.
2. A student may be considered for exit from the Bilingual/ESL program based upon tests that measure the extent to which the student has developed oral and written proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, and one of the following:
 - Meets state performance standards for state assessment (pass reading and writing, when available, or
 - Scores at or above the 40th percentile on an English reading and English language arts section of a TEA approved norm referenced standardized achievement test.
3. Norm referenced standardized achievement tests are required only for entry of LEP students in grades 2-12. They may be used for program exit (when STAAR is not available) but are NOT required.
4. Students in Prekindergarten, Kindergarten, and Grades 1 and 2 may not be exited from a Bilingual or ESL program. An annual review is conducted by the LPAC, but students cannot be reclassified as non-LEP at these grade levels.
5. Students exited from the program shall be monitored for two years to determine academic success. A student is considered to be academically successful if they are meeting STAAR grade level standards and have passing grades in all subjects taken. If an exited student is not being successful in the regular educational program, the LPAC can recommend instructional interventions or placement back into the bilingual or ESL program. Students reclassified as LEP cannot be counted for funding purposes.

Required Documentation

The permanent record folder of each LEP student will include the following documentation:

- Home Language Survey
- Initial review Form (designating student as LEP and program placement recommendation)
- Parent Notification—Identification and Placement Form (parental approval and date of entry or placement in the Bilingual or ESL program)
- Annual End of the Year Review Form
- Record of dates of exemptions from STAAR with determination criteria used, additional intervention provided to students to ensure adequate yearly progress
- Parental Denial Form—if parent denies services
- All standardized assessments
- TELPAS
- Writing collections
- Monitoring Reviews

Parental Denials

Kaufman ISD staff will make every effort to ensure that parents understand the instructional benefits of bilingual program participations. In addition to a verbal explanation of the Bilingual and/or ESL program benefits, parents shall be provided with a brochure in English and/or Spanish explaining the benefits of program participation. Parents have a choice whether or not to enroll their child in the Bilingual or ESL program and if they choose to refuse placement in a Bilingual or ESL program, this request must be submitted in writing. Students with a parental denial are classified as limited English proficient and are listed in PEIMS as LEP with a parental denial until they meet exit criteria. Students with a parental denial for the bilingual program may be served in the ESL program with parent permission. Students with a parental denial for the bilingual program but whose parents have approved placement in the ESL program are coded in PEIMS as having a bilingual denial with permission for the ESL program.

Family Involvement

Kaufman ISD recognizes that family involvement is crucial to a student's success in school; therefore, family involvement is actively encouraged on all campuses. Bilingual staff on each campus acts as family liaisons and may provide Spanish translation services for conferences, ARD meetings, LPAC meetings, and other school functions. School notices and communications will be translated into Spanish.

Program Evaluation

1. All districts must conduct an annual evaluation of the Bilingual/ESL program at the end of the school year. This report is to be used for program modification and improvement. Other evaluation data required for Title III programs must be reported as directed by TEA.
2. The LPAC should be informed of the progress of LEP students enrolled in each campus served. Parents must receive information regarding the progress or lack of progress of their son/daughter.



Referrals for Special Programs

Gifted and Talented

The Gifted and Talented program is available to all students who qualify by means of assessment measure collected from multiple sources. Once a student has been referred by a parent, teacher or community member, a letter is sent home to request permission for screening or additional testing. After the identification process is completed, parents are notified of the results of the testing.

Dyslexia

At any time a student continues to struggle with one or more components of reading, the student may be referred to the Student Support Team and additional information is collected to evaluate the need for a dyslexia assessment.

Special Education

The campus SST should proceed with caution when considering a Full Individual Evaluation for a student who is not a native English speaker. In the case of a non-English speaker, it is the responsibility of the SST to determine the student's proficient language. *A student may not be served in special education if his/her deficiencies are directly attributed to a lack of command of the English language.*

Second language acquisition is a complex phenomenon, a lifelong process. Consider that it is unlikely that a student who has been in an English speaking environment for less than three years would meet SLD eligibility criteria.

When learning a second language, a 'silent phase' usually occurs for approximately six months. The student may not respond because he/she is listening. Language mixing is quite common as a natural stage in the developmental process of language acquisition. English speakers are not standing still waiting for LEP students to catch up. The older the child, the more difficult it is to catch up. While he/she is spending the mental energy learning English, classmates are advancing academically.

Conversational ability or Basic Interpersonal Communication Skills (BICS) (develops in 2-5 years). This is only a small portion of the language skills needed to be successful in school. It takes language skills needed to be successful in school. It takes a minimum of 7-10 years to acquire academic language, Cognitive Academic Language Proficiency

Skills (CALPS). In the case of a speech referral, there is no problem when considering stuttering, voice, or articulation. However, if the problem appears to be language based, assessment should be deferred the same as for SLD. It is not unusual for LEP students to do better in math, because of limited English proficiency; they may have difficulty with word problems.

LEP students who have recently arrived may not have attended school for several years. Lack of educational opportunity is not a reason for special education intervention.



Personnel

Methods of Ensuring Fluency of Bilingual Professional Employees

1. State Educator certification
2. Interview

English

Other Languages Used for Instruction

Oral Fluency	Written Fluency	Oral Fluency	Written Fluency
<ul style="list-style-type: none"> • Job Interview (Questions in both English and other language) • Classroom walk-through observations, etc. 	<ul style="list-style-type: none"> • Written portion of teacher job application • Samples of written correspondence or other writing, etc. 	<ul style="list-style-type: none"> • Job Interview (Questions in both English and other language) • Classroom walk-through observations, etc. • Parent-teacher conference observations, etc. 	<ul style="list-style-type: none"> • Writing samples • Samples of letters or correspondence the teacher has translated (for class/school, newsletter, parent letter, etc.)

Kaufman ISD will make every effort to hire bilingual paraprofessionals for the BE/ESL program.

Kaufman ISD will make every effort to train at least one bilingual interpreter for each district campus.