



Bilingual Education and English as a Second Language Programs

HANDBOOK



INTRODUCTION

Mission

The mission of the Galveston Independent School District *Bilingual Education and English as a Second Language Programs Handbook* is to provide a guide for success in the delivery of effective services to English learners (ELs) that are in compliance with state requirements.

Objectives

- To recognize that proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools, our Bilingual Education Program is in transition from an early-exit to a dual language model where our PK-4th grade classes receive at least half of their daily instruction in Spanish.
- To enable ELs to become proficient in English listening, speaking, reading, and writing within 2 to 5 years through the integrated use of second language methods as specified in the state's English Language Proficiency Standards (ELPS).
- To emphasize mastery of English or Spanish language skills, as well as math, science, and social studies as specified in the Texas Essential Knowledge and Skills (TEKS) such that ELs may be successful on STAAR assessments in English or Spanish in 4 years or less.

Introduction

Galveston Independent School District is a diverse district composed of 13 schools, serving around 7,000 students and struggling to meet the needs of a vastly changing population. Within the last 20 years, the Hispanic population transformed from the district's smallest student group to its largest, accounting for 49% of the total student population. The English Learner (EL) population has grown at the same rate. Our student population is now composed of 21% English Learners many of whom are immigrants and/or economically disadvantaged.

While English learners begin with challenges to overcome as they learn a language, they bring with them rich cultural and linguistic resources to share with all GISD students. As they learn and develop their skills as students, they will add to our district in important ways. Their linguistic culture and heritage are to be nurtured and treasured while building upon their language skills for success in English. We have high expectations that all who work with our *Bilingual Education and English as a Second Language Programs Handbook* will honor the success of these students in their implementation of these programs.

The *Bilingual Education and English as a Second Language Programs Handbook* was written based upon federal and state laws, district board policies, and research-based practices. This plan serves as a blueprint for all district personnel involved in the education of ELs and describes how the Galveston Independent School District identifies, serves, and supports ELs to ensure their access to the core curriculum and acquisition of the English language. It is the district's expectations that the plan be implemented with fidelity to secure consistent and appropriate services for all our English learners.

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CHAPTER 1: IDENTIFICATION OF ENGLISH LEARNERS (ELs)

TOPIC	HOME LANGUAGE SURVEY (HLS)
TASK	To identify students with a primary or home language other than English
GRADE(S)	PK-12
TIMELINE	Within 30 days of a student’s enrollment in school
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed, and parental permission received within 4 weeks of the student’s enrollment in the school district.</p> <p>This home language survey (HLS) is the first step in the screening process to identify students who might be eligible for the bilingual or ESL program.</p> <p>The first time a student enrolls in a Texas public school the parent is required to complete an HLS which consists of two questions:</p> <ol style="list-style-type: none"> 1. What language is used in the child’s home most of the time? 2. What language does the child use most of the time? <p>If the response to EITHER OF THE TWO QUESTIONS on the HLS is a language other than English, the student must be tested for language proficiency in accordance with TAC 89.1225.</p> <p>Only one survey is completed for each student. That survey follows the student for the rest of the student’s school history. If a student transfers from another Texas school district, the receiving district must request the original HLS from the previous Texas district.</p> <p>It is a required part of the student’s CUM folder, and it must be completed within ten (10) days of the student’s initial enrollment in a Texas public school. In order to be valid the HLS must be dated and signed by the student’s parent or guardian for each student in PK through grade 8, or by the student in grades 9-12.</p> <p>The receiving office clerk should send a copy of all completed home language survey forms to the campus Bilingual or ESL team leader.</p>
FORM	TEA HLS
LAW OR REGULATION	TAC 89.1215

TOPIC	ASSESSMENT OF LANGUAGE PROFICIENCY										
TASK	To determine students' language proficiency										
GRADE(S)	PK-12										
TIMELINE	Within 4 weeks of a student's enrollment in school										
PERSON(S) RESPONSIBLE	Principal										
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying students for the bilingual or ESL program.</p> <p>Biannually trained test administrators must administer the state-approved LAS Battery of Assessments to all new students who have a primary language other than English identified as the answer to either of the two questions on their initial home language survey.</p> <p>These students' language proficiency must be assessed in the following languages:</p> <ul style="list-style-type: none"> • Administer the English tests to all new (other TX district transfers may not apply) students PK-12 • Administer the Spanish tests to all students in grades PK-6 with Spanish as their home language whether their campus offers bilingual education classes or not. <p>Four different levels of the LAS are administered, depending on student grade level:</p> <table border="1" data-bbox="415 957 1471 1524"> <thead> <tr> <th data-bbox="415 957 639 1003">Grade Level</th> <th data-bbox="639 957 1471 1003">Approved Assessment(s) for Identification:</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 1003 639 1108">preK3, preK4, Kindergarten</td> <td data-bbox="639 1003 1471 1108"> <ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Paper only </td> </tr> <tr> <td data-bbox="415 1108 639 1281">1st Grade</td> <td data-bbox="639 1108 1471 1281"> <ul style="list-style-type: none"> • LAS Links Form A <ul style="list-style-type: none"> • Administer: Speaking and Listening • LAS Links Español Form A <ul style="list-style-type: none"> • Administer: Hablando, Escuchando • Online or Paper </td> </tr> <tr> <td data-bbox="415 1281 639 1386">2nd – 12th Grade</td> <td data-bbox="639 1281 1471 1386"> <ul style="list-style-type: none"> • LAS Links Form A <ul style="list-style-type: none"> • Administer: Speaking, Listening, Reading and Writing • Online or Paper </td> </tr> <tr> <td data-bbox="415 1386 639 1524">2nd – 6th Grade</td> <td data-bbox="639 1386 1471 1524"> <ul style="list-style-type: none"> • LAS Links Español Form A <ul style="list-style-type: none"> • Administer: Hablando, Escuchando • Online or Paper </td> </tr> </tbody> </table> <p>PreK and Kindergarten test administrators must be fluent in the language of the test which they are administering. Thus, each campus principal must designate a fluent-English test administrator and a fluent-Spanish test administrator for their campus. If a campus does not have a fluent Spanish-speaking paraprofessional, the principal or his designee should notify the district bilingual office to arrange for a fluent Spanish tester to assist them.</p>	Grade Level	Approved Assessment(s) for Identification:	preK3, preK4, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Paper only 	1 st Grade	<ul style="list-style-type: none"> • LAS Links Form A <ul style="list-style-type: none"> • Administer: Speaking and Listening • LAS Links Español Form A <ul style="list-style-type: none"> • Administer: Hablando, Escuchando • Online or Paper 	2 nd – 12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A <ul style="list-style-type: none"> • Administer: Speaking, Listening, Reading and Writing • Online or Paper 	2 nd – 6 th Grade	<ul style="list-style-type: none"> • LAS Links Español Form A <ul style="list-style-type: none"> • Administer: Hablando, Escuchando • Online or Paper
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FORM	None										
LAW OR REGULATION	TAC 89.1225 (a-c)										

TOPIC	LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)
TASK	To create a committee to review all pertinent information on all English language learners
GRADE(S)	PK-12
TIMELINE	Within 10 days of the beginning of the school year
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC).</p> <p>Required Campus LPAC Membership:</p> <ul style="list-style-type: none"> • Campus Administrator • A professional bilingual educator (at bilingual campuses) • A professional ESL educator • Parent of a current English learner (may not be a district employee) <p>*An ARD representative must be present at all LPAC meetings regarding ELs receiving special services, and an LPAC representative must be present in all ARDs regarding ELs.</p> <p>Role of the LPAC Committee upon initial enrollment and at the end of each school year:</p> <ol style="list-style-type: none"> 1. Identify ELs and designate the language proficiency level of all students- <ul style="list-style-type: none"> ○ If their Home Language Survey indicates a language other than English, and their LAS results indicate the student is a non-English or limited-English speaker, or ○ Student has not mastered English STAAR reading and writing (if applicable) 2. Designate the level of academic achievement of each EL, using- <ul style="list-style-type: none"> ○ STAAR scores ○ Reading assessments ○ Report card grades ○ Teacher input 3. Designate program placement (subject to parent approval)- <ul style="list-style-type: none"> ○ Bilingual For PK- 6th grade students with Spanish as their home language ○ ESL For all other non-English speakers in PK-12th grade ○ Class schedule recommendation (secondary) - include Reading Intervention 4. Facilitate participation of ELs in other special programs and hold LPAC meetings- <ul style="list-style-type: none"> ○ Upon initial enrollment-within the student’s first 30 days of enrollment ○ In the spring to determine appropriate assessments and/or language of testing ○ At the end of the year for annual review and for the following year’s placement ○ Every grading period to discuss and monitor student progress <p>LPAC Training and Documentation</p> <ul style="list-style-type: none"> ○ All LPAC members must receive training and sign confidentiality oaths. ○ Minutes of LPAC decisions must be sent to campus registrars for coding in PEIMS. ○ Fill out Ellevation LPAC Placement forms or LPAC Decision forms for each student reviewed. ○ All members of the committee must electronically sign the LPAC forms.
FORM	Relevant Ellevation Forms
LAW OR REGULATION	TAC 89.1220

TOPIC	EL CLASSIFICATION CRITERIA
TASK	To determine students' eligibility for EL classification
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's enrollment in school
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed, and parental permission received within 4 weeks of the student's enrollment in the school district.</p> <p>For entry into a bilingual education or English as a second language program, a student shall be identified as an English learner using the following criteria:</p> <ol style="list-style-type: none"> 1. In PK-KG The student scored as a non-English or limited-English proficient speaker on the Pre-LAS oral language proficiency test. 2. In grades 1-12 The student scored as a non-English or limited-English proficient speaker on the LAS Battery of Assessments . 3. The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom the tests and score cut points on the state-approved test list would be inappropriate as part of the individualized education program (IEP). <p>PK students preregistered in the spring or summer (before August) shall be identified as English learners, completing the full LPAC process at that time: language proficiency testing, LPAC meeting, and parent approval within 30 days of the parent completing the home language survey. They should then be enrolled in the required bilingual education or English as a second language program within 30 days of the start of the school year in the fall.</p> <p>All students in grades PK-6 who meet the criteria above to be identified as an EL and have Spanish as their home language must be recommended for bilingual program placement.</p> <p>EL students who speak other languages are to be recommended for ESL program placement.</p>
LAW OR REGULATION	TAC 89.1225 (d-g)

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT
TASK	To place students designated as ELs in an English learner program of instruction.
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student’s enrollment in school
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>The LPAC determines EL status and appropriate program placement for ELs.</p> <p>The LPAC must give written notice to the student’s parent advising that the student has been classified as an EL and requesting approval to place the student in the recommended bilingual or ESL program the within 4 weeks of student enrollment.</p> <ul style="list-style-type: none"> • Parents must sign and date the “Parent Notification–Identification and Placement” form from Ellevation. • The date on the parent notification form must <u>be on or after</u> the LPAC date. • Send the parent notification form home in the parents’ native language when possible. • If a parent denies the placement recommended by the LPAC, a conference with an administrator to explain benefits of the program must be held and documented. <p>Pending parent approval of an English learner’s entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program, but may count only ELs with parental approval for the bilingual education allotment.</p> <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EL must immediately be removed from any EL program and placed in a mainstream program. However, the student will continue to be an EL until he/she meets the requirements for reclassification.</p> <p>ELs with parent approval for placement in the Bilingual Education (BE) program shall be placed with a bilingual certified teacher for all core subjects within 4 weeks of enrollment.</p> <p>ELs with parent approval for placement in the English as a Second Language (ESL) Program shall be placed with an ESL certified ELA teacher within 4 weeks of their enrollment.</p> <p>For students qualifying for Bilingual Education at schools where the program is not available, the parent/EL shall be offered the option of transferring to a school with the BE program.</p> <p>By Federal and State law, all EL students must be placed in a BE or ESL program unless the parent requests otherwise. Schools are monitored for placement and corrective action will be used to ensure compliance.</p> <p>With the approval of the school district and a student's parents, a student who is not an EL may also participate in the BE program. The number of participating students who are not ELs may not exceed 40 percent of the number of students enrolled in the program.</p>
FORM	Ellevation Parent Letter Gallery
LAW OR REGULATION	TAC 89.1220(m) & 89.1240 & 89.1233 & TEC Sec. 29.056 (d)

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELs IN GISD

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN
TASK	To implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-6
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>GISD is required to provide each English learner with Spanish as their home language the opportunity to participate in a bilingual education program.</p> <p>Standards of Instruction: The curriculum for ELs in the bilingual education program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Students participating in the bilingual education program may demonstrate their mastery of the TEKS in either their Spanish or English for each content area.</p> <p>Students in the bilingual program shall receive instruction in all core subjects from bilingual-certified teachers who utilize both the students’ home language and English for instruction. The amount of instruction in each language within the bilingual education program should be commensurate with the students’ level of proficiency in each language and their level of academic achievement.</p> <p>GISD shall modify the instruction, pacing, materials, and the language of instruction (for those in the bilingual program) to ensure that ELs have a full opportunity to master the Texas essential knowledge and skills (TEKS) at their grade level.</p> <p>In Galveston ISD the bilingual education program is in transition from an Early-Exit to a Dual Language Program model with the various grade levels guided by the following models:</p> <ul style="list-style-type: none"> • PK-KG follow the One-Way (or Two-Way Dual Language at Oppe) 80/20 model where 80% of the instructional day is in Spanish (Language Arts, Reading and Math) and 20% is in English (Science and Social Studies). • Grade 1 follows a 70/30 One-Way Dual Language model (or Two-Way Dual Language at Oppe) where 70% of their instruction is in Spanish (Language Arts, Reading, and Math) and 30% is in English (Science and Social Studies). • Grade 2 follows a 60/40 One-Way Dual Language model (or Two-Way Dual Language at Oppe) where 60% of their instruction is in Spanish (Language Arts, Reading and Math) and 40% is in English (Math, Science and Social Studies). • Grades 3 and 4 follow a 50/50 One-Way Dual Language model where 50% of their instruction is in Spanish (Language Arts, Reading and Math) and 50% is in English (ELAR, Math, Science and Social Studies). • Grades 5 and 6 follow a transitional early-exit model where most instruction is in English, and where Spanish instruction is used to support newcomer immigrant students as well as the Preview/Review strategy with all ELs. <p>In GISD, non-academic subjects such as art, music, and physical education are taught in English.</p>
LAW OR REGULATION	TAC 89.1210(a-d)

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN (CON.)
TASK	To implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-6
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Bilingual Education (BE) Program Instructional Approach:</p> <p>A bilingual program with a transitional linguistic goal is one that uses the native language of the student only to the extent necessary for the child to acquire English and thus function in the regular school curriculum. This program does not stress the child's native language (L1) and thus, does not teach the student to read or write in the native language.</p> <p>To apply this model to BE at the secondary bilingual campuses, Galveston ISD bilingual teachers shall implement the Preview/View/Review approach in BE classrooms. In this approach, key concepts are introduced in the students' first language (preview). Then students are given opportunities to work with those concepts in their new language, English (view). Teachers use a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, students are allowed to review the concepts in their first language to clarify, summarize, and ask questions.</p> <p>In BE classes at the middle school campuses where there are very small numbers of students at the beginning or intermediate levels of English proficiency, the BE teachers may use the Preview/View/Review approach with a small group rather than with the whole class.</p> <p>BE Instructional Materials: Teachers and students in the BE program should be provided with the following materials:</p> <p>District adopted English and Spanish instructional materials; and English as a Second Language (ESL) instructional materials</p> <p>*With the approval of the school district and a student's parents, a student who is not an EL may also participate in the BE program. The number of participating students who are not ELs may not exceed 40 percent of the number of students enrolled in the program.</p> <p>ESL students who have Spanish as their home language should not be placed in bilingual classes as their parents have denied bilingual program placement.</p> <p>For ELs who also receive special education services, please see pages 16-17.</p>
LAW OR REGULATION	TAC 89.1210(a-d) & *TEC Sec. 29.058

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT & DESIGN				
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English				
GRADE(S)	PK-12				
TIMELINE	On-going				
PERSON(S) RESPONSIBLE	Principal				
PROCEDURE	<p>GISD is required to provide an English as a second language (ESL) program to every English learner who is not required to be in the bilingual education program. Additionally, students in the bilingual program must have ESL/ELD instruction time as well.</p> <p>Standards of Instruction: The curriculum for ELs in the ESL program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>GISD teachers shall modify the instruction, pacing, and materials to ensure that ELs have a full opportunity to master the TEKS, at their grade level.</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of ELs.</p> <p>Galveston ISD English as a Second Language Program Models: In PK-grade 4, a content-based program model should be implemented in all GISD elementary schools. This is an English program that serves students identified as ELs by providing a full-time ESL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates ESL instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.</p> <p>In grades 5-12, a pull-out program model is implemented in all GISD secondary schools. This is an English program that serves students identified as ELs by providing an ESL-certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary (push-in) delivery model.</p> <p>In addition, ELs in grades 2-12 who are at the beginning or intermediate levels of English proficiency should have the following extra ESL time for focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language, vocabulary, grammar, syntax, and mechanics necessary to support content-based instruction and accelerated learning of English as prescribed by the ELPS:</p> <table border="0"> <tr> <td>Beginning</td> <td>+60 minutes ESL daily</td> </tr> <tr> <td>Intermediate</td> <td>+30 minutes ESL daily</td> </tr> </table>	Beginning	+60 minutes ESL daily	Intermediate	+30 minutes ESL daily
Beginning	+60 minutes ESL daily				
Intermediate	+30 minutes ESL daily				
LAW OR REGULATION	TAC 89.1210(e-j)				

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT & DESIGN (CON.)
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p><u>GISD English as a Second Language (ESL) Program Instructional Approach:</u> Galveston ISD ESL teachers shall implement the Sheltered Instruction (SI) approach for teaching ESL. SI is an approach where subject matter instruction is organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material. SI instruction from the teacher is in English; however, no limitations are placed on native language support from students, teachers, or support staff. The detailed SI method that GISD currently uses is the language framework found in the Ellevation Instruction platform.</p> <p>Teachers of ELs shall be responsible for:</p> <ul style="list-style-type: none"> • Knowing the English proficiency levels of the ELs listed on their rosters (Ellevation) • Adjusting instruction to students’ levels of language development <p>Within SI designated mainstream classes, EL and mainstream students learn side-by-side. The designated SI teacher should hold a valid ESL or BE certificate and must provide the following program of instruction to all ELs:</p> <p>1) Development of speech & literacy in the second language: For literacy development in the second language, instruction shall focus on the transfer of existing literacy skills, when available, from the primary to the second language; and on building literacy on a foundation of strong oral skills in the second language. Instruction shall follow the GISD grade level TEKS Resource System Curriculum for ELA while embedding the state ELPS.</p> <p>2) Mastery of academic content taught in the second language: Math, science and social studies shall be taught exclusively in English, but shall be made comprehensible through the use of sheltering techniques and embedding the ELPS to help provide access to the GISD grade level TEKS Resource System Curriculum.</p> <p><u>ESL Instructional Materials:</u> In GISD, ESL teachers and students shall have access to mainstream texts, as well as use the following state-adopted and/or supplemental ESL materials:</p> <p>Kindergarten-grade 4:</p> <ul style="list-style-type: none"> • <i>In the USA</i> (for new arrivals with little to no English in grades 2-4), National Geographic <i>On Our Way to English</i>, Houghton Mifflin Harcourt <p>Grades 5-8:</p> <ul style="list-style-type: none"> • <i>Inside the USA</i> (for new arrivals with little to no English), National Geographic • <i>Inside</i>, National Geographic • <i>Side by Side</i>, Pearson Education <p>Grades 9-12:</p> <ul style="list-style-type: none"> • <i>iLit</i>, (for immigrants taking English I or II SOL), Pearson Education
LAW OR REGULATION	TAC 89.1210(e-j)

TOPIC	EL IPI/RTI Process AND SPED PRE-REFERRAL
TASK	To provide interventions
GRADE(S)	PK – 12
TIMELINE	in September (BOY), January (MOY) and May (EOY)
PERSON(S) RESPONSIBLE	Director of Special Education
PROCEDURE	<p>IPI (Intensive Plan of Instruction)/RTI (Response to Intervention) Process</p> <p>For all ELs grades 1-12, LPACs will review and complete English Learner Instructional Accommodation (ELIA) electronic forms in ELLEVATION in September (BOY), January (MOY), and May (EOY).</p> <ol style="list-style-type: none"> 1. The BE or ESL certified ELA teacher will indicate which instructional accommodations ELs need at the Beginning of the Year (BOY) to make adequate academic and linguistic progress by the Middle of the Year (MOY). 2. The same process will be repeated for the MOY and EOY (End of Year) progress. <p>For ELs in grades 3-12, LPACs will also identify those that require an IPI: Those unsuccessful on a state assessment (ex. STAAR/TELPAS) OR Recent Immigrants in their 1st or 2nd year in US schools with Beginning or Intermediate English Language Proficiency</p> <p>For these ELs, LPAC Team Leaders and/or ELA teachers will use Ellevation Instruction resources and/or Seidlitz Seven Steps to a Language-Rich Interactive Classroom to determine specific instructional and linguistic interventions and strategies to recommend for student success. These IPI recommendations will be entered in the comments box of the ELIA under the corresponding BOY or MOY or EOY LPAC recommendation sections at the LPAC meeting.</p> <p>During RTI meetings, Compare the EL IPI student list with the RTI lists of ELs and their Tier placement to verify if ELs are already receiving instructional and/or linguistic interventions. Ensure that ELs are receiving both the necessary academic interventions as well as the LPAC recommended accommodations and interventions (from the ELIA form). Record RTI intervention decisions in Skyward RTI module (under detailed notes).</p> <p>**SPED REFERRAL PRE-REQUISITES: Prior to submitting a Permission for Special Education Evaluation for an EL, the school’s SpEd Team has the following responsibilities: To determine, with LPAC assistance if the home language is other than English, that the student has gone through the EL identification process To ensure, if the student is an EL, current testing (within a calendar year) from an-English language assessment (oral, reading and writing) and assessment of language proficiency in the student’s primary or home language. To generate, if language assessment results deem it appropriate, a referral that includes all the information from those assessments. RTI Coordinator delivers referral for special education to the Director of Special Education.</p>
FORM	ELIA (electronic form in Ellevation - Instructional Accommodations)
LAW OR REGULATION	*TEC 28.0213, **20 USC 1414 IDEA Act – Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements.

CHAPTER 3: SPECIAL PROGRAMS FOR ELs

TOPIC	EL EVALUATION FOR SPECIAL EDUCATION
TASK	To evaluate language minority students for possible placement in special education
GRADE(S)	PK – 12
TIMELINE	Within 45 school-days from when parent signs permission to evaluate
PERSON(S) RESPONSIBLE	Director of Special Education
PROCEDURE	<p>EVALUATION: Examiners conducting Special Education (SpEd) evaluations for ELs have the following responsibilities:</p> <ul style="list-style-type: none"> • To ensure that the evaluation is objective, appropriate, valid, and reliable – examiners shall use one or more of the following linguistic strategies: <ol style="list-style-type: none"> 1. An evaluation using non-verbal instruments; or 2. An oral evaluation conducted with the assistance of trained translators; or 3. An oral evaluation conducted directly in the student’s native language; or 4. An evaluation instrument written in the student’s native language • To ensure that the evaluation appropriately considers an EL student’s language proficiency and cultural background, examiners shall carry out the following procedures: • The school assessment staff will conduct a preliminary evaluation of the EL in English by making use of such diagnostic strategies as a review of student records, observation in the student’s classroom, a consultation with the student’s teacher(s), or other similar evaluation activities. • If the student’s home language is Spanish, a bilingual diagnostician or school psychologist (LSSP) shall conduct all observations and assessments. • The school assessment staff will administer an intelligence measure to the ELL as a means of establishing a global ability range. For children whose home language is other than English, the assessment staff shall request an interpreter from the Special Education or Bilingual/ESL Office. The assistance may include the services of a bilingual diagnostician or interpreter to administer evaluations in Spanish or other languages, or the staff may administer other alternative, culturally sensitive assessments using diagnostic instruments to determine explicit skills in the areas of achievement, speech, cognition, and language. <p>EVALUATION REPORT: Once the evaluations of the ELL student have been completed, the results shall be documented in a report that includes</p> <ol style="list-style-type: none"> (1) A summary of the discussion of the effects of linguistic and cultural factors on educational history and learning; (2) Whether and how diagnostic instrument procedures were altered for the student; (3) Documentation of translation and/or interpretation in the administration of diagnostic instruments/procedures and if this could affect the validity and reliability of the results; (4) A statement that indicates whether test results are valid and reliable given the student’s linguistic and cultural background; and (5) Cross validation of formal diagnostic measures with other data available about the student.
LAW OR REGULATION	TAC 89.1225(k) & 20 USC 1414 IDEA Act – Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements.

TOPIC	EL PLACEMENT AND INSTRUCTION IN SPECIAL ED PROGRAMS
TASK	To meet the language development needs of ELLs within the special education program.
GRADE(S)	K – 12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Director of Special Education
PROCEDURE	<p>Placement decisions are determined by the ARD Committee in collaboration with the LPAC and based on the student's linguistic, academic, cognitive, and behavioral needs.</p> <p>For SPED ELs the ARD Committee will:</p> <ul style="list-style-type: none"> • Include at least one person knowledgeable about the student's language background and a member of the campus LPAC (who may be one and the same person). • Discuss and understand the effects of language and culture on the evaluation. • Ensure that placement decisions are based on a variety of information, such as review of existing records, the results of pre-referral interventions and curricular adaptations, work samples, formal and informal assessments, and observations. • Document all the procedures; and any exceptions made to these procedures with the rationale for the exceptions. • Ensure that the IEP reflects that services are designed to assist the student to overcome language barriers. <p>For students referred to SPED, placement in a BE or ESL program may not be refused solely because the student has a disability. However, if the student:</p> <ul style="list-style-type: none"> • has a disability and language is not a factor then the student is not an EL, even though the family may speak other languages. <p>For ELs, the LPAC and ARD committee may recommend that a student:</p> <ul style="list-style-type: none"> • is an EL and has an identified disability, therefore, he/she should be served jointly through special education and Bilingual/ESL programs. • is an EL but assessment results show that the student is not eligible for the SPED program, and should be served through the BE/ESL program and NOT in SPED. <p>Several types of special education placements are available. The ARD committee shall determine the placement based on the student's IEP.</p> <p>If the ARD with LPAC determines that a BE or ESL class is required, ELs will remain in such classes with their BE or ESL certified teacher. SPED services will be provided by an itinerant SPED certified teacher during the subjects that the ARD determines support is needed.</p> <p>If the ARD with LPAC decides that a more restrictive special education placement is most appropriate, the EL will receive BE or ESL support.</p> <p>As appropriate, a paraprofessional fluent in the student's language may be provided.</p>
LAW OR REGULATION	TAC 89.1230 & 20 USC 1414 IDEA Act –Individualized Education Programs, and Educational Placements.

TOPIC	EL ASSESSMENT AND PLACEMENT FOR GT PROGRAMS
TASK	Utilize culturally and linguistically appropriate assessment strategies for ELs to determine their eligibility to be placed in and receive gifted and talented services.
GRADE(S)	K – 12
TIMELINE	Annually in January
PERSON(S) RESPONSIBLE	GT Coordinator
PROCEDURE	<p>Texas school districts are required to use tests approved by the Texas Education Agency for testing and identifying gifted children. Data collected through both qualitative and quantitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to the following:</p> <ul style="list-style-type: none"> ♦ <i>Cognitive Abilities Test (CogAT)</i> (verbal, quantitative, and nonverbal, 1st – 8th Grade) ♦ <i>Torrance Test of Creative Abilities</i> (all grades) ♦ <i>Iowa Assessments, Form E</i> (all grades) ♦ <i>Behavioral checklist completed by teachers and parents</i> ♦ <i>Teacher Rating surveys on student’s learning and motivational characteristics</i> <p>Test accommodations will be made for students with disabilities and parents should contact the GT Department to arrange accommodations. Students are tested at all District elementary and middle schools year round.</p> <ul style="list-style-type: none"> ♦ Students must have a “Permission to Evaluate” form signed by their parent and on file with the GT office prior to testing. ♦ Students who are <i>not</i> fluent in English will be given the complete CogAT assessment as prescribed by the test publisher (certain sections omitted). ♦ Students who participate in the group administered testing will be considered for placement for the current school year. ♦ Testing is offered by the District free of charge to parents. ♦ Test results and eligibility status letters are given to parents once testing is completed. <p>The GT Placement Committee reviews the results of all testing information.</p> <p>The GT selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.</p> <ul style="list-style-type: none"> ♦ All placements in Special Education, Self-Contained GT classes and the elementary GT program are approved and monitored by the GT Coordinator. Placements in self-contained classes in 1st through 4th grade are very limited, occurring as the result of student attrition.
LAW OR REGULATION	TAC 89.1 (3) & 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	EL INSTRUCTION IN GT PROGRAMS
TASK	To meet the language development needs of ELs within the gifted education program.
GRADE(S)	K – 12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	GT Coordinator
PROCEDURE	<p>A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.</p> <p>The GT Endorsement issued by TEA is optional of all State Board certified teachers of the gifted or those individual serving as resource teachers, specialists or in other similar positions with the gifted.</p> <ul style="list-style-type: none"> Teachers assigned to gifted education programs, are required to be ESL certified and have the 30-hour GT Training as required by the <i>Texas State Plan for the Education of Gifted/Talented Students</i>. <p>The District Board requires that the District's GT Curriculum and Instruction comply with the curriculum guides mandated by the State Board of Education. The GT <i>Curriculum Scope and Sequence</i> is not a separate curriculum for gifted education. The GT <i>Curriculum Scope and Sequence</i> is a guide to differentiating curriculum and instruction to meet the needs of gifted students.</p>
LAW OR REGULATION	TAC 89.2 and TAC 89.3

TOPIC	GISD SUMMER SCHOOL PROGRAMS FOR ELS
TASK	To meet the language development needs of ELS in preschool and recent immigrants
GRADE(S)	PK4 – 12
TIMELINE	Month of June of current academic year
PERSON(S) RESPONSIBLE	BE/ESL Coordinator
PROCEDURE	<p><u>State-Required ESL for Kindergarten and Pre-K4 ELS:</u> Galveston ISD will offer a summer program for ELS. This program will help these children to continue in their development of English language proficiency, literacy, and academic skills needed for success in Kindergarten and First grade.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> ○ The student must be identified as an English learner as per LPAC guidelines ○ The EL must be eligible for Kindergarten or grade 1 for the following school year ○ The guardian must have approved placement in the required BE or ESL program • The program shall be operated the equivalent of 120 hours of instruction. GISD accomplishes this through 16 8-hour full days of instruction. • The student/teacher ratio for the program shall not exceed 18 to one. • GISD does offer transportation though this is not a state requirement. • GISD provides free breakfast and lunch to all attendees though this is not required. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program. <p>Enrichment ESL Program for Recent Immigrants in Grades 2-4, 5-8, 9-12: (when possible) Galveston ISD will be offering a summer program for students who are in their first two years in U.S. schools and need to build their English proficiency. This ESL program consists of four major areas: reading, writing, oral language, and mathematics. In reading, students read high interest novels. In writing, students practice sentence structures, paragraph writing, and write daily journals. Oral expression is highly emphasized. Math instruction emphasizes STAAR skills and problem solving.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> ○ The student must be identified as an English learner as per LPAC guidelines ○ The EL must be in his or her first or second year in U.S. schools ○ The guardian must have approved placement in the required BE or ESL program • The program shall be 20 6-hour full days of instruction for ELS in grades 2-4 • The program shall be 20 4-hour half days of instruction for ELS in grades 5-8 & 9-12 • The student/teacher ratio for the program shall not exceed 18 to one. • GISD offers transportation as well as free breakfast and lunch to all attendees. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program.
LAW OR REGULATION	TAC 89.1250

CHAPTER 4: ASSESSMENT, RECLASSIFICATION & MONITORING OF STUDENT PROGRESS

TOPIC	SPRING TELPAS REQUIREMENTS & CONSIDERATIONS
TASK	To determine the TELPAS assessment, domains ELs must participate in, and what linguistic accommodations to allow each EL
GRADE(S)	K-12
TIMELINE	Spring of each academic year
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Texas English Language Proficiency Assessment System (TELPAS): The TELPAS or TELPAS Alt is administered to all English Learners in Grades K-12, including ELs with parental denials until they are reclassified as English Proficient in PEIMS.</p> <p>In rare cases, the ARD with the LPAC may determine that an EL receiving SpEd services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s disability.</p> <p>Participation Considerations for Reading in Grades 2-12 Because the span of reading ability is so broad and the purpose is to measure annual growth in English acquisition, TELPAS Reading should be appropriate for most ELs who receive special education services. Exceptions include:</p> <ul style="list-style-type: none"> ▪ students who need an assessment in braille (Braille versions are not available), and ▪ students unable to read even simple words and phrases because of a significant cognitive disability. <p>Participation Considerations for Holistically Rated Assessments K-1 Teachers rate ELs in accordance with how well the students understand and use the English required by the TEKS at their grade level. ELs receiving SpEd services should be evaluated relative to how well they are able to understand and use English to access the general curriculum at their enrolled grade level in accordance with their IEP.</p> <p>With rare exceptions, students should be able to be rated in each holistically-rated domain. If the LPAC and ARD committee collaboratively decide that assessment in a domain is inappropriate because of the severity of a student’s disability, the reason for not assessing the student must be well-supported and documented in the student’s IEP by the ARD and in the student’s CUM file by the LPAC. Participation must be considered on a domain-by-domain basis.</p> <p>Accommodation Decisions For TELPAS the allowable accommodations address needs related to the EL’s disability. Linguistic accommodations, which address second language acquisition needs, are not permitted during TELPAS, except in certain cases for ELs with learning disabilities, because second language acquisition is what is being assessed.</p> <p>See TELPAS Decision-Making Guide: http://tea.texas.gov/student.assessment/ell/</p>
FORM	ARD document for disability-related TELPAS exemption
LAW OR REGULATION	TAC Section 101.1003

TOPIC	EL STAAR REQUIREMENTS & CONSIDERATIONS
TASK	To determine the STAAR assessments ELs must participate in, the language of their assessments, and what linguistic accommodations to allow each English learner
GRADE(S)	3-12
TIMELINE	In the spring, as close to the time of the STAAR administration as possible.
PERSON(S) RESPONSIBLE	LPAC
PROCEDURE	<p>The State of Texas Assessments of Academic Readiness (STAAR) program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. For grades 3–8, this includes assessments of mathematics, reading, writing, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra I, Biology, English I, English II, and U.S. History.</p> <p>LPACs must make and document test participation decisions in accordance with STAAR program requirements and in making these decisions, keep the following in mind:</p> <ul style="list-style-type: none"> ▪ LPACs are responsible for obtaining the necessary information from the student’s teachers. Test participation decisions must be made on an individual student basis. ▪ STAAR Spanish is only available to ELs in grades 3-5. In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, it may be appropriate for an EL in an ESL program. Examples: <ul style="list-style-type: none"> • a Spanish speaker who has recently moved to the U.S.) • an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program • a student in an ESL program who receives substantial support in Spanish • LPACs are required to determine and document the number of school years in which ELs have been enrolled in U.S. schools. This information is used in TELPAS reporting, STAAR assessment decisions and accountability and PBM measures. It is vital that LPACs follow state policies and procedures to determine and annually document this important data element. ▪ In the case of an EL who receives SpEd services, the LPAC is responsible for working with the student’s ARD committee to make and document assessment decisions. The decision may be made by key members of each committee if necessary. ▪ See the STAAR Decision-Making Guide (at the link below) for information about ELs who qualify as unschooled asylees or refugees. <p>LPACs are responsible for</p> <ul style="list-style-type: none"> ▪ making linguistic accommodation decisions for ELs in accordance with the TEA policies in the STAAR Decision-Making Guide (at the link below), and ▪ maintaining required documentation of the decisions. <p>See: “STAAR Decision-Making Guide for LPACs” & “Linguistic Accommodations for ELs Participating in the STAAR Program” at http://tea.texas.gov/student.assessment/ell/</p>
FORM	Ellevation Mid-Year Assessment form
LAW OR REGULATION	TAC Section 101.1003

TOPIC	ANNUAL REVIEW OF ELS AND MONITORED STUDENTS
TASK	To review all pertinent information on all ELs and monitored students, to re-designate their language proficiency and academic achievement levels, and determine program placement for the following year.
GRADE(S)	PK-12
TIMELINE	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>At the end of the year, the LPAC is required by law to review the progress of every child:</p> <ul style="list-style-type: none"> • Identified as LEP in PEIMS, being served in a bilingual or ESL program • Identified in PEIMS as a LEP parent denial (PD), denying any BE or ESL services • Identified in PEIMS as Non-LEP, but is in their first or second year as a monitored student (F and S) <p>The LPAC shall review all pertinent information on these students and shall:</p> <ol style="list-style-type: none"> 1. Designate the language proficiency of each EL, using Spring TELPAS scores 2. Designate the level of academic achievement of each EL and M1 and M2, using spring Iowa results for grades 1-2 and 11-12, and STAAR for grades 3-10 3. Designate the placement of each EL and M1 and M2 for the next year: BE, ESL, cont. PD, M1, or M2 4. Facilitate the participation of each EL in other special programs for which they are eligible provided by the school district with either state or federal funds 5. Classify students as English Proficient per state criteria and recommend that ELs exit from the BE or ESL program or that PDs be reclassified as non-LEP <p>ELs: LPACs should recommend appropriate instructional and supplemental support services for those ELs NOT making satisfactory academic progress. A plan of intensive instruction must be documented and placed in the student cumulative file (Ellevation/Skyward).</p> <p>RECLASSIFIED STUDENTS: LPACs shall review the progress of reclassified fluent English proficient students during the two years after they have been reclassified and recommend either 1) appropriate instructional services for those who are not performing satisfactorily based on their state test or classroom performance or 2) re-entry into a BE or ESL program.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an EL program for those students who were reclassified as fluent English proficient and who are not performing satisfactorily and for whom the LPAC has deemed re-entry the most appropriate recommendation.</p> <p>The LPAC shall report to the parents the progress of their child as a result of participation in the program offered to ELs in English and the home language using the “Annual Parent Notification of Progress” form.</p>
FORM	Ellevation EOY for ELs and EOY Monitored for monitored students
LAW OR REGULATION	TAC 89.1220 (g) & 89.1265(c)

TOPIC	RECLASSIFYING, EXITING, OR TRANSITIONING ELS
TASK	To determine if an EL has developed English language skills necessary to succeed without second language support services.
GRADE(S)	1-12
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>An EL student shall be reassessed annually and shall be reclassified as English proficient at the end of the school year in which the student would be able to participate equally in a general education, all-English instructional program. This determination shall be based on all of the following:</p> <ol style="list-style-type: none"> 1. The student has developed oral proficiency in English. To meet this oral language criterion in GISD, all ELs grades 1-12 must score at the Advanced High level on TELPAS Listening and Speaking 2. The student has developed reading proficiency in English. To meet this criterion in GISD, ELs in grades 1-2 and 11-12 must score at or above the 40th percentile on the reading and language sections of the Iowa -ELs in grades 3-8 must meet or exceed the satisfactory performance level on the STAAR reading test -and ELs in grade 9 must meet satisfactory performance level on the STAAR English I EOC -and ELs in grade in grade 10 must meet satisfactory performance level on the STAAR English II EOC 3. The student has developed writing proficiency in English. -To meet this criterion in GISD, ELs in grades 3 - 12 must score Advanced High on TELPAS Writing -and ELs in grade 9 must meet satisfactory performance level on the STAAR English I EOC -and ELs in grade in grade 10 must meet satisfactory performance level on the STAAR English II EOC <p>Students in Pre-K and K may not be reclassified, or exited, from BE or ESL.</p> <p>The LPAC shall notify the student’s parents using the “Annual Parent Notification of Progress” form. For reclassified students, the parent must sign and date this notification form, and the district must maintain this document in the student’s LPAC folder within the student’s CUM folder (in Skyward Portfolio whenever possible).</p> <p>The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard for exiting ELs who receive both special education and special language services.</p>
FORM	Ellevation forms
LAW OR REGULATION	TAC 89.1225 (h-k) & 89.1240(b)

TOPIC	MONITORING RECLASSIFIED STUDENTS
TASK	To determine that an EL has been correctly reclassified as fluent English proficient and to monitor the progress of “former ELs”.
GRADE(S)	2-12
TIMELINE	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>A reclassified, or exited, student must be monitored every 6 or 9 weeks for two consecutive years after exiting the program.</p> <p>Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EL.</p> <p>When an LPAC is held for a monitored student in year one or two, include the mainstream teacher to evaluate discipline and classroom progress. In addition, for a special education student, a representative from the special education department should be invited.</p> <p>RECLASSIFIED STUDENTS: LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:</p> <ul style="list-style-type: none"> • The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level. • The student does not have passing grades in all subjects and courses taken. <p>For such students, a plan of intensive instruction provided by the school must be documented and placed in the student cumulative file.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an English Language Learner program for those students who were reclassified as English proficient and who are not performing satisfactorily. However, the district will not receive program funding for such students.</p>
FORM	Ellevation Monitored Forms
LAW OR REGULATION	TAC 89.1225(j)

CHAPTER 5: EL PROGRAM EVALUATION AND STAFFING

TOPIC	ANNUAL BE & ESL PROGRAM EVALUATION
TASK	To determine program impact and student outcomes in all subject areas
GRADE(S)	2-12
TIMELINE	At the end of each school year
PERSON(S) RESPONSIBLE	BE/ESL Coordinator
PROCEDURE	<p><u>Student Performance:</u> As required by law GISD conducts periodic assessment in the languages of instruction to determine program impact and student outcomes in all subject areas through Content-Based Assessments (CBAs) and through the administration of the STAAR assessments.</p> <p>Annual reports of ELs’ educational performance reflect their academic progress in either English or Spanish (for dual language and recent-immigrant bilingual students in BE), the extent to which they are becoming proficient in English, and the number of students who have been reclassified from the BE and ESL programs.</p> <p>At the end of each school year GISD shall report to parents in English and the home language the progress of ELs as a result of their participation in the BE or ESL program.</p> <p><u>Campus Improvement Plan:</u> Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for English language learners, taking into account the performance of the campus ELs and their teachers’ professional needs.</p> <p><u>Professional Development:</u> GISD shall compile and retain at the district level annual reports to reflect the number of teachers and aides trained and the frequency, scope, and results of the training.</p> <p>Principals should arrange with the BE/ESL Office to provide in-service presentations to meet site-specific staff development goals. Training is available in the following areas:</p> <ul style="list-style-type: none"> • Second Language Acquisition and ESL Methodology • EL Program Design, Class Designations and Student Placement • Sheltered Instruction Strategies - Ellevation • 7 Steps to a Language-Rich, Interactive Classroom • Instructional Techniques for Newcomer Success • Preview, View, Review Strategy Implementation • Balanced Literacy/Reading for ELs • Academic Vocabulary Development • School Involvement for Parents of ELs • Scoring/Assessing TELPAS Writing • Instructional Roles of BE or ESL instructional aides
LAW OR REGULATION	TAC 89.1265 (a-c); TEC §11.253

TOPIC	STAFFING AND ADMINISTRATOR CREDENTIALS
TASK	To provide the district with administrators to oversee the BE and ESL programs
GRADE(S)	PK – 12
TIMELINE	Annually by June 1 st
PERSON(S) RESPONSIBLE	Assistant Superintendent of Curriculum and Instruction
PROCEDURE	<p><u>Qualifications for the BE/ESL Program Coordinator</u> Education/Certification:</p> <ul style="list-style-type: none"> • Texas Teacher’s Certificate • Master’s degree with emphasis in bilingual education preferred • Professional Development and Appraisal System preferred <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of English and Spanish TEKS • Knowledge of STAAR objectives • Stellar communication skills in English and in Spanish • Effective interpersonal skills • Knowledge of computers • Interpret test scores • Knowledge of state program guidelines for BE/ESL <p>Experience:</p> <ul style="list-style-type: none"> • Minimum of three years supervising in BE/ESL <p>Primary Purpose: Direct and manage district BE/ESL program to meet student needs. Serve as instructional leader in development and improvement of instructional programs in Bilingual/ESL education. Ensure that students excel and that the district meets all state and federal standards.</p> <p><u>Qualifications for the District BE/ESL Instructional Coach</u> Education/Certification:</p> <ul style="list-style-type: none"> • Texas Teacher’s Certificate • Master’s preferred • Bilingual certification required <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of TEKS & ELPS • Knowledge of various required state assessment objectives • Stellar communication skills in Spanish and English • Effective interpersonal skills • Experience in assessment development • Skilled in data analysis • Awareness of Best Teaching Strategies <p>Experience:</p> <ul style="list-style-type: none"> • Minimum of three years teaching in BE or ESL position <p>Primary Purpose: To provide assistance and support to BE/ESL teachers and EL or immigrant students on placement and progress in the areas of academic achievement and English development. Coordinates with campus/district personnel and BE/ESL Coordinator.</p>
LAW OR REGULATION	

TOPIC	STAFFING AND TEACHER CREDENTIALS
TASK	To provide schools with certified teachers to the required BE and ESL programs
GRADE(S)	PK – 12
TIMELINE	Annually by June 1 st
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p><u>Qualifications for Bilingual Teachers</u> <u>Education/Certification/License:</u></p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for EC-6 bilingual-generalist • Demonstrated competency in the core academic subject area(s) assigned <p><u>Special Knowledge/Skills:</u></p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in Spanish and English <p><u>Experience:</u></p> <ul style="list-style-type: none"> • At least one year of student teaching or approved internship <p><u>Primary Purpose:</u> Provide bilingual program students with appropriate learning activities and experiences in the core subjects assigned and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p> <p><u>Qualifications for ESL Teachers</u> <u>Education/Certification/License:</u></p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for English Language Arts and ESL for the assigned grade level(s) • Demonstrated competency in the core academic subject area(s) assigned <p><u>Special Knowledge/Skills:</u></p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in English <p><u>Experience:</u></p> <ul style="list-style-type: none"> • At least one year of student teaching or approved internship <p><u>Primary Purpose:</u> Provide ESL program students with appropriate learning activities and experiences in English language acquisition and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p>
LAW OR REGULATION	TEC 29.061(a-c)

TOPIC	STAFFING AND TEACHER ASSISTANT CREDENTIALS
TASK	To provide schools with eligible teachers' assistants to the required BE and ESL programs
GRADE(S)	PK – 12
TIMELINE	Annually by June 1 st
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p><u>Qualifications for a Bilingual Teaching Assistants:</u> Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and writing fluency in Spanish and English • Must be willing to meet the requirements for Highly Qualified <p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children <p><u>Primary Purpose:</u> Assist bilingual program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p> <p><u>Qualifications for a ESL Teaching Assistants:</u> Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and writing fluency in English • Some Spanish oral and writing fluency (preferred) • Must be willing to meet the requirements for Highly Qualified <p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children <p><u>Primary Purpose:</u> Assist ESL program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p>
LAW OR REGULATION	

CHAPTER 6: FUNDING FOR BILINGUAL EDUCATION AND ESL STAFF & SERVICES

TOPIC	LOCAL EL FUNDS
TASK	To provide GISD schools and district office with funds to provide services for ELs
GRADE(S)	PK – 12
TIMELINE	Annually by September 30
PERSON(S) RESPONSIBLE	Bilingual/ESL Program Coordinator
PROCEDURE	<p>As required by law, GISD provides funding for ELs regardless of federal or state funding.</p> <p>These funds, under program intent code 25, are to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses.</p> <p>These funds are allocated by the Assistant Superintendent of Curriculum and Instruction and the district level allocations are managed by the District BE/ESL Program Coordinator.</p> <p>In addition to the campus allocations allocated under corresponding account codes (where the 900 is replaced by the campus ID number) and for specific state-required resources for ELs, the following codes are set up for the district bilingual office use for the purposes indicated below:</p> <p>199 E 21 6219 00 900 0 25 000 for professional services</p> <p>199 E 21 6291 00 900 0 25 000 for consulting services</p> <p>199 E 21 6299 00 900 0 25 000 for misc. contracted services</p> <p>199 E 21 6398 00 900 0 25 000 for district technology supplies</p> <p>199 E 21 6399 00 900 0 25 000 for district supplies and materials</p> <p>199 E 21 6411 00 900 0 25 000 for district employee travel and subsistence</p> <p>199 E 31 6339 00 900 0 25 000 for testing materials, including OLPT test licenses</p> <p>Purchase request and order forms should be submitted to the Administrative Coordinator for the Assistant Superintendent of Curriculum and Instruction.</p>
LAW OR REGULATION	TEC Sec 42.007

TOPIC	TITLE III LEP & IMMIGRANT PURCHASING PROCEDURES
TASK	To purchase supplemental resources or services for ELs
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>GISD may use Title III funds to improve instruction for ELs by acquiring and/or upgrading curricula, instructional materials, or educational software. Principals may also use these funds to provide tutoring for ELs by the school’s own BE/ESL certificated teachers.</p> <p>Materials or equipment purchased with these funds must be supplemental to the regular instructional program and cannot be bought to meet state or other federal requirements.</p> <p>Purchasing procedures once Title III funds are allotted to each campus per EL at snapshot: For all GISD campuses-</p> <ol style="list-style-type: none"> 1. Each campus must submit the following to the BE/ESL Coordinator or Instructional Coach: <ol style="list-style-type: none"> a. Purchase Request Form (see appendix) b. GISD Order Form (see forms at end of this section) <ul style="list-style-type: none"> • Include: Vendor, quantity, item number, description • Include account code (below; enter your 3-digit campus number) <ul style="list-style-type: none"> ○ Title III LEP account #- 263 e 11 6399 00 __ _ 0 25 213 ○ Title III Immigrant account #- -263 e 11 6339 00 __ _ 6 25 414 • Keep a copy of all paperwork to be turned in 2. Grant Administrative Coordinator will process requisition for PO 3. Upon approval of the Assistant Superintendent for Curriculum and Instruction, the purchasing dept. will generate the PO and fax/scan to vendor <ul style="list-style-type: none"> • Please allow 10 days for the process to take place 4. Copy of PO will be sent to campus <ul style="list-style-type: none"> • Upon receiving PO copy, please contact vendor to assure they have received your order <p>The annual goal is to have all orders placed before the winter holidays. Questions: Contact the Curriculum Grant Coordinator at 409-766-5116.</p> <p>For Participating Private, Non-Profit (PNP) Schools- After appropriate testing for EL identification as determined in conjunction with the PNP and consultation with appropriate PNP school officials, the following modification to sections 1 and 4 of the above process will be used for PNP orders:</p> <ol style="list-style-type: none"> 1. The Bilingual/ESL Coordinator will submit the following to the Curriculum Resource Grant Coordinator: <ol style="list-style-type: none"> a. Purchase Request Form or a Reimbursement Form (for materials purchased by the Bilingual/ESL Program Coordinator) b. GISD Order Form 2. Copy of PO will be sent to Bilingual/ESL Program Coordinator <p>Funds may not be transferred to PNPs. GISD must keep title to and administrative control of all property, equipment, and supplies that GISD acquires with Title III funds for the benefit of private school ELs and their teachers and other educational personnel.</p>
FORM	GISD Purchase Request Form & GISD Order Form
LAW OR REGULATION	NCLB/OMB Circular A-87

TOPIC	TITLE III LEP & IMMIGRANT INVENTORY PROCEDURES
TASK	To inventory supplemental resources for ELs
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Inventory procedures to document resources purchased with Title III-Funds Once instructional materials are received:</p> <p>For all GISD campuses:</p> <ol style="list-style-type: none"> 1. They are to be stamped or otherwise labeled as the property of GISD BE/ESL, Title III by the district BE/ESL administrative assistant. 2. The BE office will keep a log of all Title III materials checked out to and housed on each GISD campus. 3. On May 15th of each school year, the BE office will send out a notice to all campuses for them to document where all Title III materials will be housed over the summer if the location is to be different than that listed during the school year-see previous item 2 (Please indicate the specific materials and the specific location.) This documentation should be forwarded via email to the BE office. <p>For Participating Private, Nonprofit Schools:</p> <ol style="list-style-type: none"> 1. Instructional materials are to be stamped or otherwise labeled as the property of GISD BE/ESL, Title III by the BE/ESL Coordinator or his or her designee. 2. The BE/ESL Coordinator or his or her designee will deliver the requested materials to each PNP. 3. If the PNP is requesting access to district-purchased computer programs for its ELs or ESL teacher(s), the BE/ESL Coordinator or his or her designee will assign the license after the student is identified as LEP and end the license on July 1 or when the EL withdraws. 4. The BE office will keep a log of all Title III materials housed on each PNP campus. 5. On May 15th of each school year, the BE office will contact the PNP to remind the appropriate contact person that all Title III materials must be returned by July 1st. <p>GISD shall ensure that equipment and supplies placed in a private nonprofit school are used only for proper purposes of the program and can be removed from the private school facility without remodeling the private school facility. GISD must remove equipment and supplies from a private school if the equipment and supplies are no longer needed for the purposes of the program.</p>
FORM	BE/ESL Inventory form in department Google Drive
LAW OR REGULATION	NCLB Compliance/PNP Services and Delivery

TOPIC	STIPENDS RELATED TO BE OR ESL SERVICES
TASK	To provide information regarding stipends available to staff working with ELs
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal and BE/ESL Coordinator
PROCEDURE	<p><u>Bilingual Stipend</u>-Teachers who are bilingual certified, holding a valid Texas teaching certificate with required endorsements or required training for EC-6 bilingual-generalist and whose job assignment requires or utilizes bilingual certification will be eligible to receive the district’s annual bilingual stipend of \$4,000.00 per academic year.</p> <p><u>LPAC Stipend</u>-Staff who take on the duty of LPAC team leader will be eligible for this stipend. For campuses with an enrollment of up to 200 ELs, the stipend shall be \$500.00 per academic year. For campuses with an enrollment of over 200 ELs, the stipend shall be \$1,000,00 per academic year.</p> <p><u>*ESL Certification Stipend for GISD Teachers</u> – Principals should encourage teachers to take advantage of this \$200.00 one-time stipend, which in effect reimburses all certified teachers who take an ESL certification course, pass a state BE or ESL certification test, and complete all steps to have BE or ESL added to their teaching certificate.</p> <p>Both the 1) ESL training certificate and 2) your teaching certificate with ESL certification added will need to be turned into the Bilingual Education/ESL office administrative assistant.</p> <p>Required documentation for reimbursement:</p> <ul style="list-style-type: none"> • Date of Test • Full Name of person to be reimbursed • Make sure the teacher is on the vendor list, if not please email Payroll Specialist (BB) to add <ul style="list-style-type: none"> ○ She will need correct spelling of name and campus • Confirmation of Payment showing Method of Payment • Certification from SBEC website • Fund Source to be used for reimbursement: Bilingual Allotment-ESL Waiver or Bilingual Exception
LAW OR REGULATION	*TEA FAQ Allowable Use of Title III, Part A Funds, D-2

CHAPTER 7: EL PARENT AND COMMUNITY ENGAGEMENT

TOPIC	COMMUNICATION and ADVOCACY
TASK	To communicate effectively with parents of ELs and to advocate for students and parents seeking EL services.
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>*The school principal must regularly communicate with and assist LEP parents in:</p> <ul style="list-style-type: none"> • Keeping track of their child’s progress toward the attainment of academic standards • Obtaining information about their child’s placement options • Securing interpretation and translation services as needed • Receiving the following district documents and forms translated into the appropriate Predominant Language <ul style="list-style-type: none"> Registration form Field trip permission slip Privacy policy Health services letter Report cards & progress notes SpEd & 504 Forms Student rights and responsibilities guide <p>Principals must ensure their schools comply with the following stipulations:</p> <p><u>Grading and Promotion of ELs:</u> Teachers assign grades and make decisions about promotion and retention for ELs based on the progress reasonably expected of students at their level of English proficiency and resulting from properly modified instruction. Schools have a duty to provide ELs with specially prepared teachers and with instruction that is comprehensible at the students’ level of English language development. When appropriate instruction has not been carried out, the responsibility for any lack of progress in learning shall not be placed on the students.</p> <p><u>Standardized tests and the language of assessment:</u> Principals and teachers ensure that ELs are permitted to use their native language in responding to standardized tests in English when use of the native language will, in the teacher’s opinion, enhance the validity of the assessment. For example, the student may ask questions in the native language, define words with the use of a bilingual dictionary when permissible, or use the native language to write initial drafts of English essays.</p> <p><u>EL participation in other programs and activities:</u> For ELs who qualify for GT programs or for Special Education assistance, principals shall optimize opportunities to have the students participate in such programs. School officials should encourage participation of ELs in student government, school clubs, and other extracurricular activities.</p>
LAW OR REGULATION	LAU Compliance Agreement

TOPIC	CAMPUS ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
TASK	To
GRADE(S)	PK-12
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Galveston Independent School District believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases.</p> <p>Recommendation</p> <p>Each school with 50 or more English Learners may establish an English Learner Advisory Committee (ELAC) to advise the school principal and staff on the following:</p> <ul style="list-style-type: none"> • To advise the principal and staff on the school’s programs for English Learners • To assist in the development of the school’s: <ul style="list-style-type: none"> ○ Needs assessment ○ Efforts to enhance parents’ awareness of the importance of regular school attendance <p>ELAC Membership Guidelines</p> <ul style="list-style-type: none"> ○ Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents). ○ All parents/guardians of English Learners vote and elect ELAC officers. ○ At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). <p>ELAC Implementation Guidelines</p> <ol style="list-style-type: none"> 1. The site principal (or designee) is responsible for establishing the ELAC. 2. The site principal is responsible for ensuring that regular meetings of the ELAC take place. (It is suggested that at least 1 ELAC meetings be held in the fall and 1 in the spring). 3. The principal and/or VP and ELAC chairperson should coordinate meetings, communication, and documentation (i.e. calendar, topics covered, and members). 4. The principal and/or VP will arrange an agenda planning session with the ELAC president prior to each meeting. 5. The principal and/or VP will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year. 6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting). 7. Childcare will be provided by sites. 8. The principal will maintain all ELAC documentation (calendar, fliers/meeting notices, agendas, sign-in sheets and all handouts) in a designated online folder.
LAW OR REGULATION	ESSA Parental Involvement, Title III Part A LEP and Immigrant

TOPIC	DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
TASK	To
GRADE(S)	PK-12
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Bilingual/ESL Program Coordinator
PROCEDURE	<p>Federal policy states that schools must develop opportunities for shared responsibility, advisory/decision-making/ and advocacy roles, and support learning at home.</p> <p>To accomplish this, GISD’s goals for parent involvement include:</p> <ul style="list-style-type: none"> • Offer district trainings for parents at school sites in order to help children attain proficiency in English and in core academic subjects • Maximize parent training opportunities at bimonthly DELAC meetings • Increase the leadership capacity of parents. <p>GISD will establish a District English Learner Advisory Committee (DELAC) to advise the district on the following programs and services for ELs:</p> <ul style="list-style-type: none"> ○ The development of a district vision and mission for English Language Learners ○ The district wide needs assessment on a school-by-school basis ○ The district program goals and objectives for English Learner services ○ Review and comment on required written notices to be sent to guardians <p>DELAC Membership Guidelines</p> <ol style="list-style-type: none"> 1. At its first or second meeting of the year, each site ELAC will elect 2 representatives to the District English Learner Advisory Committee (DELAC). 2. At the beginning of the year, all school sites will provide the district with the DELAC representatives’ information. 3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC. <p>DELAC Implementation Guidelines</p> <ul style="list-style-type: none"> • The DELAC will meet at least 2 times per year. • Agendas and minutes of DELAC meetings will be posted on the District’s Web site Parent Page. • The Bilingual/ESL Program Coordinator will plan and organize the meeting details (meeting notices, childcare, site arrangements, and refreshments). • The District Bilingual Instructional Coach will assist with agenda preparation, meeting notices, preparation of minutes, and all related communications. • The District Bilingual Instructional Coach will preside over the DELAC meetings. • The DELAC will communicate their ongoing advice to the Superintendent and School Board via the Assistant Superintendent of Curriculum & Instruction.
LAW OR REGULATION	ESSA Parental Involvement, Title III Part A LEP and Immigrant

APPENDICES

GLOSSARY

- 1. Bilingual Education Instructional Program:** An instructional program, which utilizes two languages, one of which is English, for instructional purposes. In GISD the second language of instruction is Spanish. The primary home language of the students is used in addition to English as a Second Language. Content area instruction is provided in both languages. The program is staffed by Bilingual certified teachers.
- 2. EL Instructional Accommodations (ELIA) form:** This is an electronic form provided to districts by TEA for districts to document instructional accommodations for English learners.
- 3. English as a Second Language (ESL):** A formal program to develop student proficiency in English. ESL is an integral part of all bilingual education programs.
- 4. English Language Arts (ELA):** School subjects comprised of English language, reading, writing, literature, grammar, syntax and mechanics.
- 5. English Learner (EL):** The designation used for students who are not yet proficient in English according to initial assessment or reassessment results. Referenced as Limited English Proficient (LEP) in national laws and regulations.
- 6. English Proficient (EP):** The designation used for students who have met the criteria for reclassification as proficient in English according to initial assessment or reassessment results. Referenced as non-LEP in national laws and regulations.
- 7. Home Language Survey (HLS):** GISD form used to collect information about the language usage of the student and family in the home environment.
- 8. Language Proficiency Assessment Committee (LPAC):** A school based team consisting of a campus administrator and other designated personnel. The LPAC oversees the initial assessment of students whose primary or home language is other than English and the placement, progress, reassessment and reclassification of students who are developing proficiency in English. The LPAC is also responsible for overseeing the academic progress of students who are reclassified as English proficient.
- 9. Limited English Proficient (LEP):** The designation used for students who are not yet proficient in English according to initial assessment or reassessment results. This is the usual term used in federal laws and regulations though English Language Learner (EL) is the more common current term.
- 10. Reclassification:** Process by which an EL student is reclassified as English proficient once the student has met the criteria for reclassification. The term exited is also used as a synonym as to be reclassified the student has met the criteria necessary to be exited from the bilingual or ESL program.
- 11. Sheltered Content Instruction:** Teaching subject-area content, using modified teaching procedures, which contextualize the content so that it is comprehensible to all students. Key strategies include, but are not limited to, increased use of visuals, cooperative learning, “hands-on”/concrete activities for concept development, and primary language support.



