



English as a Second Language (ESL)

Program and Administrative
Procedures

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Each section of the manual follows this format: law, SISD procedures, and form instructions followed by actual forms.

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Program Vision

§89.1201(c). Policy. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.

ESL Core Purpose:

Provide equitable instruction and support that promote English language proficiency through collaboration with teachers, administration, and parents while maintaining compliance with state and federal guidelines.

ESL Core Values:

Build confident, empowered, independent learners in a knowledge rich environment
Celebrate cultural diversity, linguistic achievement, and individual student success
Advocate equal opportunities, **high expectations**, and respect for all ESL students

ESL Program Goals:

Ensure that ESL students progress by one proficiency level per year in the language domains of reading, writing, speaking, and listening

Collaborate regularly with content area teachers regarding consistent implementation of the ELPS based on individual student language proficiency levels

Maintain accurate LPAC documentation within district and state mandated timelines

Communicate with teachers, administration, and parents regarding ESL instruction, assessment, and compliance

Identification of LEP Students

§89.1201. Policy.

(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual education or English as a second language program, as required in the Texas Education Code, Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the Texas Education Code, §1.002(a), each school district shall:

- (1) identify limited English proficient students based on criteria established by the state;**
- (2) provide bilingual education and English as a second language programs, as integral parts of the regular program as described in the Texas Education Code,**

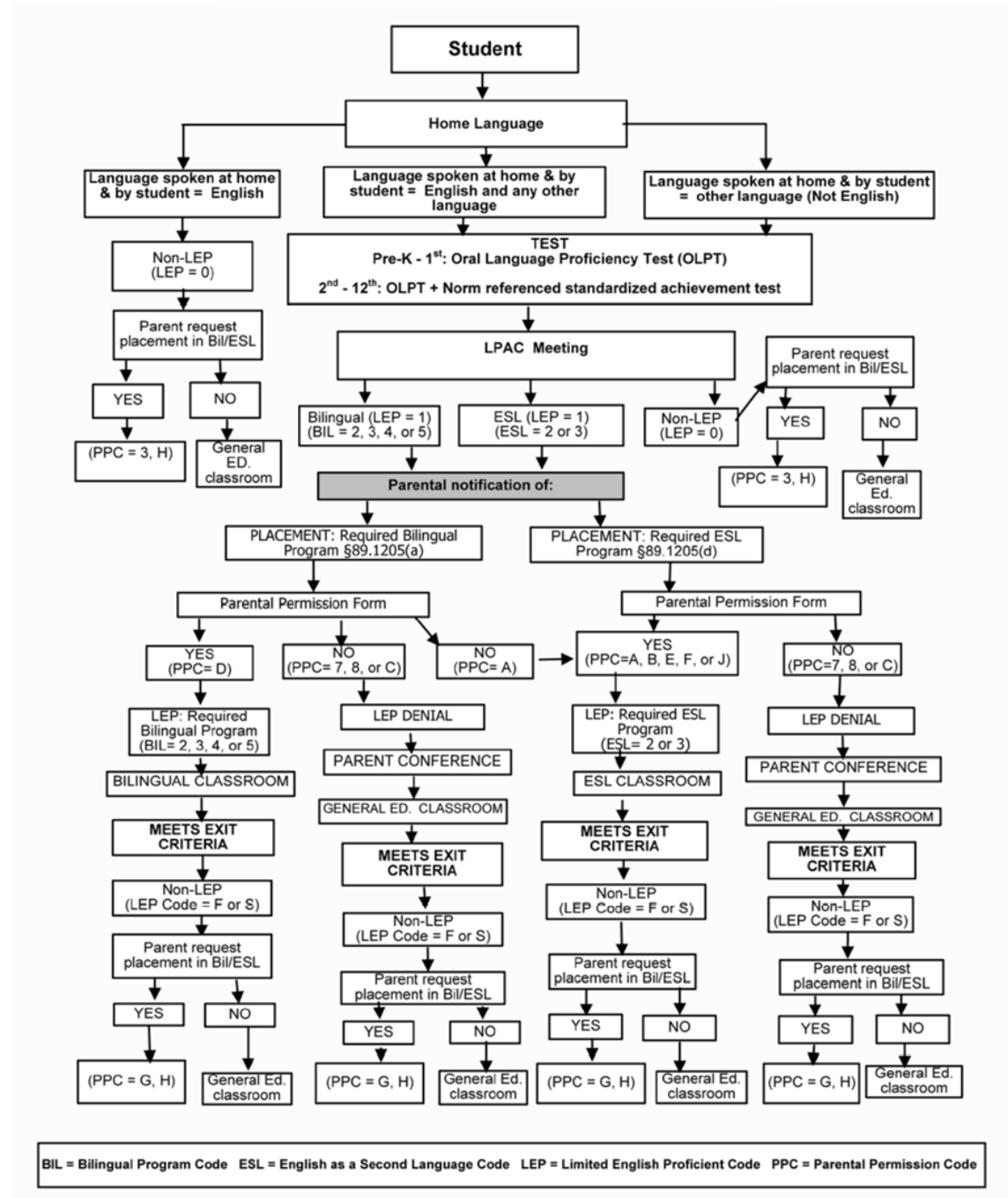
§89. 1225. Testing and Classification of Students.

g) Within the four weeks of their initial enrollment in the district, students shall be identified as limited English proficient and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students registered in the spring shall be identified as limited English proficient and enrolled in the required English as a second language program within four weeks of the start of the school year in the fall

Identification:

For students initially enrolling in Silsbee ISD as a new student, a transfer from out of the state or out of the country, whose initial Home Language Survey (HLS) indicates a language other than English, it is the district obligation to provide an English language proficiency assessment and make a program placement decision within the first twenty school days of enrollment. The Language Proficiency Assessment Committee (LPAC) determines appropriate program placement for students who are assessed to be Limited English Proficiency (LEP) in oral language for grades PK through 1, and for those assessed to be LEP in oral and/or written language in grades 2 through 12. Students who are determined to be fluent English speakers in this initial assessment do not qualify for ESL services and will not be reviewed upon future enrollment forms. For students who transfer from another district within the state of Texas, previous LPAC documents must be secured and taken to the LPAC committee within the 20 day window for program placement as directed by that district.

Limited English Proficient Identification Chart



Home Language Survey

§89.1215. Home Language Survey.

(a) Districts shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

Procedures for registering students new to Texas public schools with a language on the Home Language Survey other than English and/or Spanish:

- 1) The Registrar at each campus ensures all registration forms are completed fully.
- 2) The Registrar at each campus reviews the completed HLS and previous school data on registration forms.
- 3) If a language other than English is indicated on the HLS, the Registrar will send a copy of the HLS and registration form to the District ESL Coordinator.
- 4) The District ESL Coordinator will contact the District ESL teacher who will test the student for oral language proficiency within the first 20 days of school enrollment.
- 5) All campuses will utilize the district form found in the Appendix of this manual.

Procedures for registering student transfers from another Texas district with a language on the Home Language Survey other than English:

- 1) The Registrar will check the registration form for indication of previous enrollment in an ESL or bilingual program.
 - ✓ If previous participation in an ESL or Bilingual program is confirmed, send a copy of both documents to the District ESL Coordinator.
 - ✓ The District ESL Coordinator will contact the District ESL Teacher.
- 2) The Registrar will fax a request for LPAC documents to previous district requesting most recent LPAC documents, original HLS and original signed parent permission letter.
- 3) The District ESL teacher will follow up with appropriate testing and documentation within the required time frame as needed.

If a student is pre-Registering in the summer months, any necessary testing will occur no later than by the end of the first 20 days of the new school year.

Parent signatures are required BEFORE any assessment is given.

Testing and Classification of Students

§89.1225. Testing and Classification of Students.

(a) For identifying limited English proficient students, districts shall administer to each student who has a language other than English as identified on the home language survey:

(1) in prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and

(2) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced measure, or another test approved by TEA, unless the norm-referenced measure is not valid in accordance with subsection (f)(2)(C) of this section.

The SISD uses the Oral IPT for identifying Limited English proficient students. This test is on the list of approved Tests for Assessment of Limited English Proficient Students in the State of Texas.

Silsbee Independent School District

LPAC

§89.1220. Language Proficiency Assessment Committee.

(a) Districts shall by local board policy establish and operate a language proficiency assessment committee. The district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

§Sec. 29.063. Language Proficiency Assessment Committees.

(b) Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator.

LPAC Committee:

The ESL LPAC Committee consists of one ESL teacher, an administration representative, a parent representative, and an ARD committee member, when applicable.

All district members are trained in LPAC procedures annually by the District ESL Teacher or District ESL Coordinator, and the LPAC parent is required to sign an oath of confidentiality.

Roles of the LPAC:

ESL Teacher: responsible for scheduling of LPAC, filling out LPAC forms, training the parent representative, and leading the meeting.

Parent Representative: must be an active LEP parent and be trained in the LPAC procedures and confidentiality; may not be an employee of the school district.

Administration: must be a Principal or Assistant Principal and be trained in LPAC procedures. In Silsbee ISD, the District ESL Coordinator will serve as the administrator in the absence of campus Principal or Assistant Principal. *ARD Committee*

Representative: should attend when speaking about special exit/and or exemptions of special education students. Since the ESL teacher sits on the ARD committee, she can serve a dual role for the LPAC.

PEIMS

The ESL / LEP PEIMS Information Form is to be filled out as indicated after the LPAC meeting determines LEP status, program placement and parent permission letters have been signed and returned.

This form is then given to the District ESL Coordinator who will sign the form and provide it to the Curriculum Program Secretary. The Curriculum Program Secretary is responsible for adding the PEIMS coding to Skyward.

For more information see “Procedures for Coding LEP Students” – Documentation is found in the Curriculum Office.

Annual Assessments

§89.1220. Language Proficiency Assessment Committee.

(h) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each limited English proficient student as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments). The assessment options shall be:

- (1) administration of the English version criterion-referenced test;**
- (2) administration of the Spanish version criterion-referenced test; or**
- (3) for certain immigrant students, exemption from the criterion-referenced test.**

§101.1001. In kindergarten through Grade 12, limited English proficient students, as defined by the Texas Education Code, Chapter 29, Subchapter B, shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state requirements under the Texas Education Code, Chapter 39, Subchapter B, and federal requirements under the No Child Left Behind Act of 2001.

**** TELPAS is administered to all eligible LEP students, including LEP students who do not participate in a bilingual or English as a second language (ESL) program because of a parental denial.**

Students in grades 3-12 are required to take state mandated academic assessments STAAR. Accommodations for testing are determined upon students' fluency levels and years in U.S. schools. ALL Accommodations will be presented and approved through LPAC.

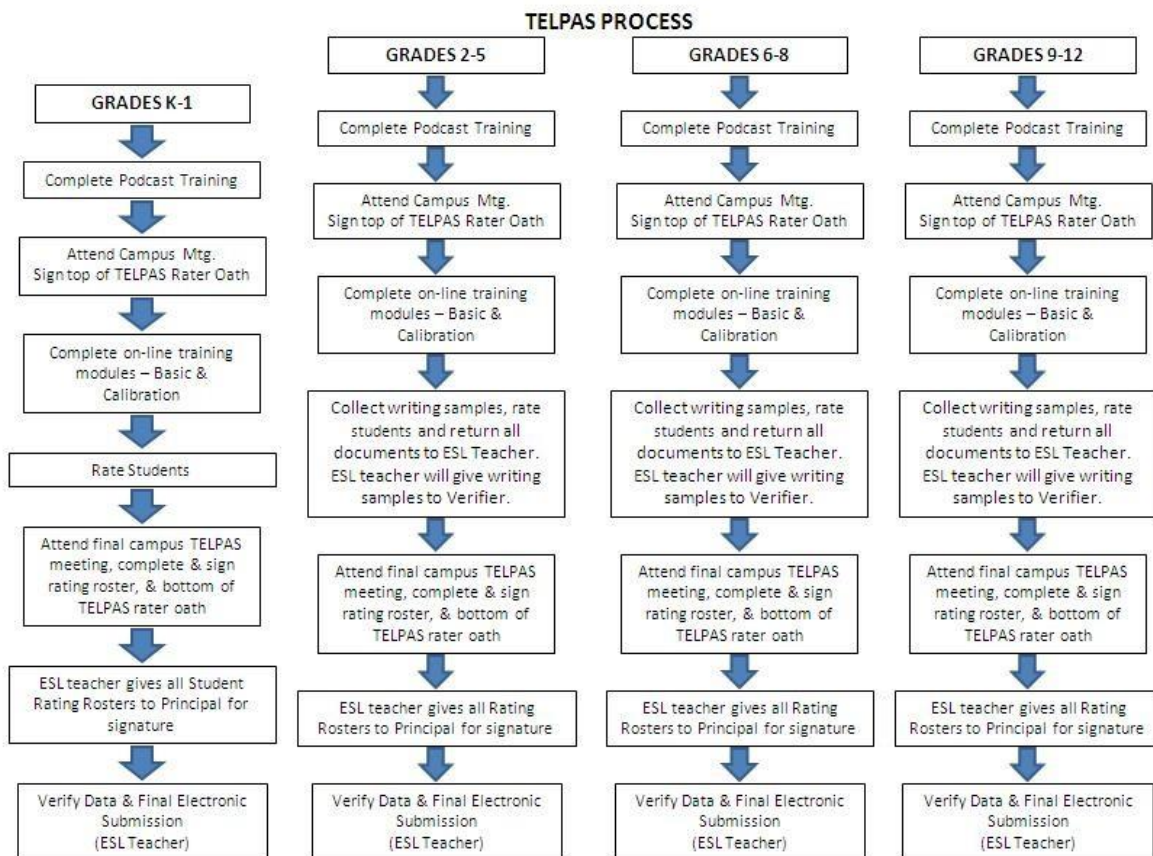
ALL ESL students also participate in district required Unit Assessments and Universal Screenings unless excepted by LPAC and ARD (when appropriate).

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TELPAS

In compliance with state and federal mandates, the ESL students' language development will be assessed with TELPAS. Student ratings will be used in conjunction with the ELPS to linguistically accommodate and monitor annual student progress.

According to TEA, ELLs with disabilities who receive special education services may be exempted from the holistically rated components of TELPAS on a domain-by-domain basis as a result of a severe disabling condition. **The need for such exemptions is rare.** ELLs receiving special education services should be observed and rated if their IEP includes TEKS instruction on at least a kindergarten level. The decision to administer TELPAS or grant an ARD exemption in one or more domains is to be addressed by the LPAC and ARD committees and documented in the student's IEP. Before the ARD meeting of a student whose TELPAS participation might be in question, the ESL teacher and diagnostician must meet to review the PLD rating rubrics and determine the appropriate committee recommendation. This recommendation will then need to be approved by the Bilingual/ESL Coordinator.



Annual Assessment Accommodations

Linguistic accommodations are provided on state academic assessments (STAAR) for eligible students within the first three years of enrollment (first five years for unschooled refugees) in a U.S. school. Certain accommodations are available for any ESL student. The LPAC committee decides appropriate accommodations for all ESL students based on guidelines set forth by the state. Accommodations provided on assessments are a reflection of the ongoing accommodations provided in the content classrooms throughout the year. Decisions about which accommodations will be provided for each assessment are made by the LPAC committee immediately prior to the first spring assessment and may be changed if student has made significant progress prior to the last assessment. The decision to use a particular accommodation is made on an individual student basis for each individual assessment. The decision takes into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. All documentation for accommodation decisions are kept in the student's yellow folder.

The same testing accommodations available for STAAR reading are not necessarily available for eligible students taking the TELPAS reading tests. There are no dyslexia bundled accommodations, and there are no Braille TELPAS reading tests. Any student with a special need may be considered for an allowable accommodation. In rare circumstances, a student may need a testing accommodation that is not available with an online TELPAS reading administration. In such cases, the district coordinator will request approval from TEA for a paper-based test administration.

For some accommodations, the district coordinator must first submit an Accommodation Request Form to the Texas Education Agency for approval. If you have questions about providing a student with a testing accommodation for STAAR, contact your campus coordinator. If you have questions about providing a student with a testing accommodation for TELPAS reading, contact your bilingual/ESL coordinator.

The monitoring of accommodations are to be followed by content classroom teachers. Each six weeks grading period the monitoring form will be submitted to District ESL teacher. These forms will be attached to LPAC documentation for spring assessment decisions. Linguistic accommodations are based on the ELPS proficiency level descriptors and TELPAS ratings of students' fluency levels.

Additional content-specific ideas follow the required checklists and are provided for teacher support.

Accommodations Specific to Math

Write instructions and problems using shorter and less complex sentences.

- Check for understanding frequently.
- Teach key words for operations in word problems.
- Teach English expressions for math operations such as “square”, “add”, “multiply”.
- Encourage categorizing math words into meaningful groups.
- Create a math glossary so the student can record/illustrate key words.
- Limit the number of problems that must be worked.
- Encourage students to underline key words or important facts in word problems, directions and written assignments.
- Use graphic organizers.
- Use manipulatives to demonstrate concepts/TEKS.
- De-emphasize speed and emphasize accuracy of work.
- Encourage the use of diagrams and drawings as aids to identify concepts and see relationships.
- Verbalize the thinking process of solving problems.
- Teach the names of U.S. currency/coins/monetary units.
- Teach measurement terms through the use of actual instruments and devices whenever possible.
- Teach prefixes peculiar to the language of math such as “bi”, “deci”, “centi”.
- Pair students for cooperative learning.
- Allow the student to use the on-line translation dictionary site.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer
- Highlighting key words in directions on a written assignment
- Oral administration of a test
- Rubric scoring or rating scales

Accommodations Specific to Science

- Teach scientific vocabulary, particularly verbs such as discover, classify, hypothesize.
- Create a glossary for Science vocabulary.
- Check for understanding frequently and provide frequent visual demonstrations of concepts.
- Practice cause/effect relationships by providing language and visual clues.
- Stress definition of terms based on the student's observations.
- Encourage careful, thoughtful reading of short selections in which one main idea is presented. Break chapters into sections. Present one main idea at a time.
- Encourage students to underline key words or important facts in written assignments.
- Verbalize the thinking process in drawing conclusions.
- Use manipulatives and hands-on experiences to reinforce concepts.
- Limit the number of variables in an experiment.
- Show the same information in the textbook through charts/visuals.
- Use graphic organizers to record information.
- Shorten reading assignments. Present one main idea at a time.
- Simplify language on tests/worksheets.
- Grade the student on demonstration/illustration of a concept/TEK.
- Reinforce sequential vocabulary (before/after, etc.)
- Allow students to use on-line translation dictionaries.
- Use student pairs or small groups for labs, reports and projects.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report, oral test administration
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer, rubric scoring or rating scales
- Highlighting key words in directions on a written assignment

Accommodations Specific to Social Studies

- Teach vocabulary needed to read maps.
- Encourage students to underline key words or important facts in their written assignments.
- Use graphic organizers.
- Create a glossary/pictionary of key words. Provide pictures to illustrate new words.
- Use pictures, tables, maps, diagrams, globe any visual aids to assist in comparison/contrast of concepts.
- Highlight written material for readability.
- Guide the student through organization of unit, chapter, or selection to help with organizing and learning the most information.
- Teach words that signal sequence.
- Show students how to use a timeline to arrange and sequence important facts.
- Summarize chapters and lessons as a class.
- Check for understanding frequently.
- Teach the vocabulary helpful in evaluating material as fact/opinion.
- Use outline maps for students to practice writing the details/labels.
- Provide biographies of significant men/women from different cultures.
- Collect/create comic strips that portray historic events in simplified language.
- Offer reference materials at the student's instructional level. Find Hi/Lo books or use your school literacy library/resources to find materials that will support the TEK on a lower reading level.

Alternative Assessments:

- Oral interview – teacher questions student
- Story or text retelling – main ideas or selected details
- Oral report
- Portfolio showing language progress
- Projects/experiments done with pairs/groups
- Student produced illustration/poster, role-play
- Teacher observation of language progress
- Cloze passages
- Open-ended questions
- Completion of charts, tables, graphs, diagrams, etc.
- Dividing tests into smaller portions, color coding or short answer
- Highlighting key words in directions on a written assignment
- Oral administration of a test and rubric scoring or rating scales

Annual Review

§89.1220. Language Proficiency Assessment Committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all limited English proficient students identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students), and shall:

- (1) designate the language proficiency level of each limited English proficient student in accordance with the guidelines issued pursuant to §89.1210(b) and (d) of this title (relating to Program Content and Design);**
- (2) designate the level of academic achievement of each limited English proficient student;**
- (3) designate, subject to parental approval, the initial instructional placement of each limited English proficient student in the required program;**
- (4) facilitate the participation of limited English proficient students in other special programs for which they are eligible provided by the district with either state or federal funds; and**
- (5) classify students as English proficient in accordance with the criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), and recommend their exit from the bilingual education or English as a second language program.**

Silsbee ISD Procedures: End of Year LPAC Meeting

English language learners are evaluated frequently throughout the year to monitor student progress. When a student demonstrates a level of proficiency through required testing that meets state exit criteria, the Language Proficiency Assessment Committee (LPAC) recommends dismissal from the program. Exited students are monitored academically for **four consecutive years**.*

*Updated June of 2018 to meet new State/Federal Requirements.

Exit from LEP Status

§89.1201. Policy.

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:

- (1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;**
- (2) satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and**
- (3) TEA-approved criterion-referenced written tests when available and the results of a subjective teacher evaluation.**

Only at the end of the school year, a district may exit, reclassify or transition a LEP student out of a special language program if the student is able to participate equally in a regular all-English instructional program as determined by satisfactory performance in all three assessment areas: oral language, reading and writing. See the following exit criteria chart.

Note that in grades where students take the writing assessment of STAAR (4th, 7th, 10th and 11th) the TELPAS writing will not be considered in the decision to exit. STAAR writing score will be used in place of TELPAS.

In grades where students do not take the writing assessment of STAAR (3rd, 5th, 6th, 8th and 9th) the TELPAS writing score **must** be Advanced High to meet exit criteria.

Student passing on grade level STAAR Reading Tests (First Administration Only) must be Exited from the program. Second and Third administrations of these tests will not be consider for Exiting (This is the recommendation of the Texas Education Agency).

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The signed exit letter will be kept in the student's purple folder.

English Proficiency Exit Criteria Chart is released each school year. The ESL teacher **MUST** go to the following website to download the Exit Criteria Chart from year to year.

<http://www.tea.state.tx.us/index2.aspx?id=4098>

All forms and documentation of LPAC will be conducted through DMAC LPAC. These forms will be printed and placed in the student's purple folder at the end of each school year.

Special Exit Criteria for Exiting LEP/SPED Students

§89.1225. Testing and Classification of Students.

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

In order to exit LEP status or an ESL program, the special exit criteria process is required for LEP students receiving special education services who are assessed with **STAAR** or **STAAR-Alt**.

The instructions for the Special Exit Process to be followed by the joint ARD/LPAC committees are found in the Special Education section of this manual, followed by the special exit criteria forms.

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Monitor Status

§89.1220. Language Proficiency Assessment Committee.

(l) The language proficiency assessment committee shall monitor the academic progress of each student who has exited from a bilingual or English as a second language program in accordance with the Texas Education Code, §29.0561.

Monitor Status: Students who have exited the bilingual/ESL program by meeting state criteria will be monitored for four years*.

LEP Status: Monitors are considered non-LEP but are still coded on PEIMS.

Coding on PEIMS:

Code Table ID	Name	XML Name	Date Issued	Date Updated
C061	LEP-INDICATOR-CODE	TX-LEPIndicatorType	4/10/1989	12/1/2017
Code	Translation			
0	Not LEP			
1	Identified As Limited English Proficient (LEP)			
F	Student Exited From LEP Status - Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP			
S	Student Exited From LEP Status - Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP			
3	Student Exited from LEP Status – Monitored 3 (M3) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as permitted by ESSA, 1111(b)(3)B) and is not eligible for funding due to the fact that he or she is not LEP			
4	Student Exited from LEP Status – Monitored 4 (M4) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as permitted by ESSA, 1111(b)(3)B) and is not eligible for funding due to the fact that he or she is not LEP			

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Communication: The District ESL Teacher will work closely with the general education teacher(s) who have monitor students to ensure continued success.

State Assessments: Monitors do not take the TELPAS nor do they qualify for any kind of TAKS/STAAR exemption.

Parent Denials: Parent denial students are also monitored for four years* after meeting exit criteria.

Purple Folders: Documentation will remain in the Purple folder until the student graduates from SISD.

Reclassification: During monitored years a struggling student would be considered for reclassification into an ESL program if the LPAC committee determined a language deficiency still existed and was proven to be the cause of the lack of progress. However, the committee must first show that all general education interventions to assist the student have been exhausted.

Documentation: Fill out and maintain the monitor status sheet every grading period. Submit a copy at the end of each six weeks to the District ESL Teacher. Monitoring Forms will be utilized to support STAAR Testing Accommodations when needed – additional intervention activities will need to be used to support the accommodation requested. At the end of the year, all monitoring forms will be scanned and submitted to the District ESL Coordinator.

LEP Programming for Special Education Students

§89.1225. Testing and Classification of Students.

(f) For entry into a bilingual education or English as a second language program, a student shall be identified as limited English proficient using the following criteria.

(4) The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

§89.1230. Eligible Students with Disabilities.

(a) Districts shall implement assessment procedures which differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Special Education Services), and shall establish placement procedures which ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

(b) A professional member of the language proficiency assessment committee shall serve on the admission, review, and dismissal (ARD) committee of each limited English proficient student who qualifies for services in the special education program.

Silsbee ISD LEP Identification/Entry Process for Special Education Students:

1. Before testing, the ESL teacher meets informally with the key members of the ARD and LPAC committees to discuss whether the LAS Links will be an appropriate language assessment for the student using the standard score of 4 as an indication of fluency.
 - a. If the ORAL-IPT is deemed appropriate, the ESL teacher administers the assessment.
The student's score is then evaluated for LEP qualification.
 - b. If the ORAL-IPT is inappropriate, the key members of ARD and LPAC determine an alternate assessment as well as the standard to be met to qualify as LEP. The District ESL teacher administers the alternate assessment. The student's score is then evaluated for LEP qualification.

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2. During testing, if the student cannot respond due to his disability, the District ESL teacher documents this on the testing protocol.
3. After testing, the key members of the ARD and LPAC committees meet in order to consider the testing results and ESL services.
4. At the formal ARD meeting, the student is identified and placed in appropriate services
 - a. as LEP
 1. if the testing was completed successfully and indicated limited English proficiency by score
 - b. or non-LEP
 1. if the testing was completed successfully and indicated fluent English proficiency by score
 2. or if the testing could not be completed successfully because the student was non-responsive due to the severity of his/her disability.
5. At the formal ARD meeting of a student who is identified LEP, the ARD will determine and document in the IEP the decision as to the provider and the timing of the ESL service. **The IEP is always the deciding factor in terms of all services for a special education student.**

****Note** that the 20 day LEP identification deadline still apply. ARD and LPAC committees must work together in order to coordinate their timelines.

ARD/LPAC Decisions:

§89.1230. Eligible Students with Disabilities.

(b) A professional member of the language proficiency assessment committee shall serve on the admission, review, and dismissal (ARD) committee of each limited English proficient student who qualifies for services in the special education program.

Once an LEP student (actively served or parent denial) is also served by special education, the ESL teacher will attend the student's ARD meetings as a member of the committee. The ESL teacher does not attend the ARD meetings of monitor students who receive special education services unless by special request of the ARD committee. If the ARD meeting is set at a time that the ESL teacher cannot attend, the ARD should be rescheduled.

***For any special education LEP student entering kindergarten or first grade, the ARD committee must discuss and decide whether participation in LEP summer school is appropriate.

Exit Criteria:

§89.1225. Testing and Classification of Students.

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

In order to exit LEP status or an ESL program, the special exit criteria process is required for LEP students receiving special education services who are assessed with **STAAR** or **STAAR-Alt**. Steps 1-5 of the process and paperwork must be prior to the first round of state assessments. The attached paperwork must be used in order to be valid. See instructions and forms on the following pages

Program Structure

§89.1210. Program Content and Design.

(a) The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum.

(d) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, 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 nonlimited English proficient students to a full-time instructional setting utilizing second language methods. In high school, the English as a second language program shall be consistent with graduation requirements under Chapter 74 of this title (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.

Program Models

State Definition of Pull-out:

An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC 29.061(c) 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 delivery model.

State Definition of Content-Based:

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC 29.061(c) to provide supplementary instruction for all content area instruction. It integrates English-as-a-second-language instruction with subject matter instruction which 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.

Silsbee ISD offers both a pull-out model and a content-based model.

ELPS Proficiency Language Descriptors

§74.4. English Language Proficiency Standards.

The English language proficiency standards outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this as an integral part of each subject in the required curriculum. School districts shall: identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section.

Each spring, all students in grades K-12 are holistically assessed with the ELPS/TELPAS Proficiency Language Descriptor (PLDs) rubrics to monitor student progress (listening, speaking, reading and writing ratings in kindergarten and first grade; listening, speaking, and writing ratings in grades 2-12). Students in grades 2-12 are assessed in reading using the online TELPAS reading assessment. State and federal expectations are that every student shall progress one fluency level each year. For new students entering the first year and not having TELPAS scores from the previous spring, teachers should use the following rubric as a guide to understand the fluency level of their student to determine appropriate accommodations to use in the classroom.

Staffing and Professional Development

§89.1245. Staffing and Staff Development. (a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs in accordance with the Texas Education Code, §29.061, concerning bilingual education and special language program teachers.

Silsbee ISD Teachers have training in Sheltered Instruction Training, Gifted and Talented Training, and ELPS Training to better serve our Limited English Proficient students. Additionally, teachers receive training in providing accommodations, interventions and scaffolding instruction.

Program Evaluation

§89.1265. Evaluation. (b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training.

An evaluation of the SISD ESL program will be prepared annually and sent to the District Curriculum Coordinator. The report will contain the following data:

- A. Introduction
- B. Demographics of the LEP population
- C. Student Performance
- D. Student English Proficiency Performance/TELPAS
- E. Student exits
- F. Staff development
- G. Summary and Conclusions

Summer School

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code, §29.060, 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 shall be implemented in accordance with this section.

(A) Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.

(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with §89.1210(c) and §89.1210(e) of this title (relating to Program Content and Design).

SISD Summer School

The purpose of the summer school program is to immerse English Language Learners in learning activities that promote the acquisition of the English language through the domains of listening, speaking, reading and writing. The program must consist of 120 instructional hours. The class size may not exceed 18 students.

Participation is optional but upon registration a commitment to attend is expected. A registration letter is sent home to parents each spring detailing the dates, hours, and overall intent of the program.

Class should have at least 10 students enroll in order for district to provide service.

APPENDIX

Resources

Texas Education Agency – Bilingual/ESL Education

provides information on BE/ESL guidelines curriculum, assessment, rules, textbooks, etc. for individuals working to provide high quality programs for limited English proficient students.

<http://www.tea.state.tx.us/curriculum/bilingual.html>

Texas Education Agency - Student Assessment

Division manages and oversees development, administration, scoring, and analysis of the statewide assessment program.

<http://www.tea.state.tx.us/student.assessment>

US Department of Education

Comprehensive education resource covers access, grants, programs, and teaching materials.

<http://www.ed.gov/index.html>

APPENDIX

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HOME LANGUAGE SURVEY • 19 TAC Chapter 89, Subchapter BB, §89.1215

(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12):

The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. Once your child is assessed, changes to the Home Language Survey responses are not permissible.

If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website: <http://web.esc20.net/LPAC-Interactive/InteractiveFlowchart-EN.htm>.

This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT: _____

STUDENT ID#: _____

ADDRESS: _____

TELEPHONE #: _____

CAMPUS: _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

1. What language is spoken in the child's home most of the time? _____
2. What language does the child speak most of the time? _____

Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

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Cuestionario sobre el idioma que se habla en el hogar

19 TAC Chapter 89, Subchapter BB, §89.1215

DEBE DE COMPLETARSE POR EL PADRE O TUTOR ESTUDIANTES QUE CURSEN DESDE PREKINDER HASTA EL OCTAVO GRADO: (O POR EL ESTUDIANTE SI CURSA GRADOS DEL 9-12): El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Es la responsabilidad del padre o tutor, no de la escuela, proporcionar la información del idioma requerida por las siguientes preguntas.

Querido padre o guardián:

Para determinar si su hijo(a) se beneficiara de los servicios de los programas bilingües y/o de inglés como segundo idioma, por favor responda las dos preguntas siguientes.

Si cualquiera de sus respuestas indica el uso de un idioma que no sea inglés, entonces el distrito escolar debe realizar una evaluación para determinar que tanto se comunica su hijo(a) en inglés. Esta información de evaluación se usará para determinar si los servicios de programas bilingües y/o de inglés como segundo idioma son apropiados e informarán las recomendaciones en cuanto a la instrucción y la asignación del programa. Una vez completada la evaluación de su hijo(a), no se permitirán cambios a las respuestas en el cuestionario.

Si tiene preguntas sobre el propósito y el uso del cuestionario sobre el idioma que se habla en el hogar, o si necesita ayuda para completar el cuestionario, por favor comuníquese con el personal del distrito escolar.

Para más información sobre el proceso que debe seguirse, por favor visite el siguiente sitio web:

<https://projects.esc20.net/upload/page/0081/docs/LPAC-TrainingFlowchartSpanish-Accessible.pdf>.

Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE: _____

ID#: _____

DIRECCIÓN: _____

TELÉFONO: _____

ESCUELA: _____

Nota: Indique sólo un idioma por respuesta.

1. ¿Qué idioma habla su hijo(a) en su hogar la mayoría del tiempo? _____

2. ¿Qué idioma habla su hijo(a) la mayoría del tiempo? _____

Firma del padre o tutor

Fecha

Firma del estudiante si esta en los grados 9-12

Fecha

Silsbee Independent School District

PROCEDURES FOR PIEMS CODING LEP STUDENTS – Updated August 1, 2018

- **RETURNING STUDENTS** - Students from the Silsbee ISD's prior year should already be coded. Each year an updated list will be given to Tonya Ivins. Ms. Ivins will then verify the updated list (EXCEL File) against the data in Skyward. Any data that is not the same from the EXCEL file to Skyward will be revisited with the ESL Coordinator.
- **NEW TO THE PROGRAM STUDENTS**- Students who come to SISD for the first time as a student in the US school system will require NEW ENTRY form to be completed. Upon establishing the student is LEP, they will enter into the ESL program through an LPAC. LPAC paperwork, will be attached to the NEW ENTRY form to the birth certificate, any record of prior schooling outside the US and the Home Language Survey. Regardless of the ESL Coordinator's attendance with the LPAC process, she is initial the paperwork to let Tonya know it is to be entered into the EXCEL file and PEIMS. No data will be entered without (McDuff) the ESL Coordinator's signature.
- **TRANSFER STUDENTS** – Records are to be obtained from the prior school. Transfer LPAC will be conducted, then procedures are to be followed as students NEW TO THE PROGRAM.
- **UPDATED LPACS**- McDuff will notify Tonya with any changes. Changes will be documented on the LPAC forms and serve as documentation of the change. Any change to records will be documented and initialed prior to entering into the EXCEL chart or Skyward.
- **IMMIGRANT**-Will be documented at time of entry and will be updated each year. Due to rules, each student will be verified against the EXCEL document that is maintained.

Additional Information:

- No one other than Tammy McDuff should request students be entered into the "formal" systems established in the office.
- A folder will be kept in the office for each LEP student so records can be verified at any time.
- Records will be maintained 5 years past the students exit from ESL –at the curriculum office. Permanent records will always maintain the original forms.
- In the event unforeseen circumstances happen, Sherrie Thornhill will resume the role of Tammy McDuff.
- Reviews will be conducted prior to PIEMS submission dates to help eliminate any incorrect data. McDuff and Townsend will review data at least once per six weeks for updates and changes.

Any deviation from these set procedures require an attached amendment explaining the change and why the change was implemented. Without attached amendment, no changes will be implemented.