

TIDEHAVEN

INDEPENDENT SCHOOL DISTRICT



BILINGUAL/ESL

HANDBOOK

District Contacts

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ESL PROCEDURES

Enrollment Procedures for All New Students:

Home Language Survey (HLS)

- The survey will be administered to all students upon initial enrollment. (Form must be completed in its entirety, refer to Chapter 89.1215 of the Commissioners Rules for Bilingual/ESL.)
- b. This form is completed by parent/guardian in either English or Spanish.
- c. Absolutely NO changes should be made to the original HLS by staff.

Student Testing

- A student must be tested if the home language survey indicates any other language besides English on either question.
- For students in grades PK – 1, a TEA approved oral Language proficiency test (OLPT) in English will be administered by a trained professional or paraprofessional to determine the student's level of English proficiency.
- The OLPT should be administered within the first 10 days of enrollment.
- For students in grades 2-12, a TEA approved oral language proficiency test must be administered. The English reading and English language arts section from a TEA approved norm-referenced achievement test must also be administered.

Limited English Proficient (LEP) identification

- In prekindergarten through grade 1, a student will be identified as LEP if the score on the oral language proficiency test is below the level designated for indicating English proficiency.
- For grades 2-12, a student will be identified as LEP if the score on the oral language proficiency test is below the level designated for indicating English proficiency. Also, the student's score on the English reading and English language arts section of the TEA approved normed referenced standardized achievement test at his or her grade level is below the 40th percentile, or the students ability in English is so limited that the administration of the reading and language arts sections of a TEA approved norm referenced standardized achievement test is not valid.

- The Language Proficiency Assessment committee (LPAC) will determine identification and placement of each LEP student within 20 school days of student's enrollment.
- Once a student is considered LEP, all records including initial testing should be placed in student's blue ESL folder which is kept behind the cumulative folder. These documents should be included: oral language proficiency tests, Home Language Survey, LPAC records, parent permission or denial form, TELPAS testing, etc.
- Parent approval must be received in order to receive funding in the ESL program.
- If parental denial is received, then the district must not put students in the ESL program. (However, student will still be coded LEP in PIEMS.)
- ESL teachers and administrators should meet with the parents who have denied the ESL program each year to discuss program benefits as determined by the LPAC recommendation. Documentation should be maintained each year.

LEP Entry/Exit Data Form –LPAC Administrators should provide the attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served.

Enrollment Procedures for Transferring Students:

- If a Bilingual/ESL student transfers between school districts (within the state), the receiving district should immediately enroll the student in the Bilingual/ESL program, pending receipt of documentation (LPAC records and assessment information) from the sending district.
- The attendance clerk must request the necessary documents from the incoming district as determined for all new students registering into the district.
- Attendance clerk should inquire verbally upon student enrollment whether student was served in special programs (i.e. special education, Bilingual, ESL, GT) in addition to faxing/sending formal request for student records. Record requests should include but not limited to:
 - Original Home Language Survey
 - LPAC records including OLPT scores

- Texas English Language Proficiency Assessment system (TELPAS)
 - EOC/STAAR scores or other state tests and labels
 - Withdrawal form and Grades
 - Most recent report cards
 - Social Security Card and Birth Certificate
- If a Bilingual/ESL student transfers from another state, the receiving campus must go through the standard identification and assessment procedures in order for the student to be coded as LEP.

LEP DENIALS

When parents deny services, you should meet with them to discuss the program benefits and have them sign for denying services. You still must meet annually to monitor those students.

LPAC (Language Proficiency Assessment Committee) Procedures

All members of The Language Proficiency Assessment Committee will observe all laws and rules governing confidentiality of information concerning individual students.

ESL LPAC committee membership:

1. A campus administrator
2. One or more professional personnel, including and ESL Teacher
3. A parent of a limited English proficient (LEP) student participating in the program (No parent serving on the committee shall be an employee of the school district).

Confidentiality and Training

- ❖ All LPAC members will participate in an annual training provided by the district. If one of the members does not understand English (parent) the training will be available in the member's primary language.
- ❖ At the LPAC meeting, an interpreter should be available if the parent representative is not proficient in English.

- ❖ All LPAC members will sign an oath of confidentiality which states that all information concerning individual students will remain confidential.

LPAC Duties and Responsibilities

The LPAC will perform its responsibilities as required by law in the 19 TAC, Chapter 89, Subchapter BB, Commissioner's Rules concerning State Plan for Education Limited English Proficient Students, Section 89.1220

- A. The LPAC will identify and place each new LEP student within four weeks of the student's enrollment.
 - 1. Designate the language proficiency level of each LEP student in accordance with state guidelines.
 - 2. Designate the level of academic achievement of each LEP student.
 - 3. Designate, subject to parental approval, the initial instructional placement of each LEP student in the required program.
 - 4. Facilitate the participation of LEP students in other special programs for which they are eligible.
 - 5. Classify students as English proficient in accordance with the required exit criteria
- B. Before the administration of the state criterion- referenced test each year, the LPAC will determine the appropriate assessment for each English language learner and discuss linguistic accommodations as needed for each English language learner.
- C. The LPAC will provide instructional methodologies and /or interventions as needed.
- D. The LPAC will monitor the academic progress of each student who has exited the program within the past two years to determine whether the student is academically successful. If a student is not passing at the end of a six week period, the LPAC will meet to discuss additional interventions.
- E. The LPAC will review the academic and linguistic progress of each English language learner at the end of the year to determine placement for the following year. The LPAC will discuss the following at the annual review.
 - 1. Benchmarks
 - 2. Classroom tests
 - 3. State criterion-referenced test
 - 4. Norm-referenced standardized achievement test data
 - 5. Oral language proficiency test data
 - 6. TELPAS

7. Grade

- F. The LPAC will classify students as English proficient in accordance with the required exit criteria
1. English proficiency on the oral language proficiency test **and**
 2. At or above the 40% in both the reading and language arts section of the TEA approved norm referenced achievement test for grades 1-2 **or**
 3. Satisfactory performance on the reading assessment instrument under the Texas Education Code (TEC) 39.023(a) which is STAAR.
 4. Students in prekindergarten or kindergarten are not eligible for exit from the Bilingual/ESL program.

Required Documentation

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

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

Program Evaluation

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