Andrews ISD Bilingual/ESL Program Parent Manual



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Mission and Goals

It is the mission and purpose of the Andrews Independent School District to provide an innovative curriculum with instructional programs and services that develop each student's potential to graduate as a life-long learner prepared for the post-secondary experiences and the challenges of a global society.

It is the policy of the state that every student 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.

The goal of bilingual education and English as a second language programs shall be to enable English language learners to become competent in the listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as math, science, and social studies using English Language Proficiency Standards (ELPS).

Bilingual education and English as a second language programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the affective, linguistic, and cognitive needs of English language learners. The basic curriculum content of the programs shall be based on the essential knowledge and skills required by the state. The required bilingual education or English as a second language programs shall be provided to every English language learner with parental approval until such time that the student meets exit criteria.

AISD Bilingual Education Program

Program Description

The Andrews ISD two-way dual language immersion program encourages the development of Spanish and English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research- based environment across all core content curriculum in order to promote bilingualism and biliteracy This focus prepares students for a global future by equipping them with an edge toward success in the competitive world of the 21st century.

State-adopted English and Spanish textbooks and supplementary materials are used as curriculum tools to enhance the learning process.

Strong parental support and involvement is an integral goal of the program. For English language learners, parental involvement is essential to reinforce children's native language development and to communicate high expectations about academic achievement.

Program Goals

1. 1) To enable English language learners to become proficient in the listening, speaking, reading, and writing in the English language so that the student can succeed in the all-English curriculum.
2. 2) To achieve grade-level bilingualism and biliteracy for all students in the dual language program by the end of Grade 5 in order to support short and long-term academic success.
3. 3) To meet or exceed the State academic requirements in all content areas.
4. 4) To develop and sustain an understanding and appreciation of other cultures.

Program Design

Andrews ISD has implemented the Gómez and Gómez 50/50 Dual Language Two-Way Enrichment Model as its bilingual education program. The Gómez and Gómez DLE Model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language.

The district's program encourages the development of Spanish and English for students as they learn in bilingual pairs/groups through challenging, interactive, and authentic instruction across all core content curriculum with English as a Second Language (ESL) strategies used for English instruction and Spanish as a Second Language (SSL) strategies used for Spanish instruction. Languages are divided by subject with a clear separation of languages for instruction. Mathematics is taught in English. Science and social studies is taught in Spanish. At Kindergarten and First Grade, language arts will initially be taught in the student's native language. Once students become proficient in their native language, then literacy skills in the second language will be introduced in Second Grade. Certified bilingual education teachers provide instruction in Spanish. Certified bilingual education and/or ESL teachers provide instruction in English. The main goal of a subject area lesson is the learning of the concept, while the secondary goal is the development of the language that the subject or concept is taught in. Additional support for learners learning subject matter in their second language (L2) is required.

Students will be admitted to the dual language program on English/Spanish oral language scores, maturity, and parents' willingness to make the long-term commitment as well as agree to take an active role in their child's educational development. The program is open to English language learners and English proficient (Non-ELL) students. Applications must be completed for students to be considered for the program. If the number of applications exceeds the available openings, then a lottery system will be used to select the Non-ELL participants.

AISD English as a Second Language (ESL) Program

Program Description

The Andrews ISD English as a Second Language (ESL) program encourages the development of English through intensive instruction for language and literacy development in an academically

challenging, research-based environment. The program is designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

State-adopted English textbooks and supplementary materials are used as curriculum tools to enhance the learning process.

Strong parental support and involvement is an integral goal of the program. For English language learners, parental involvement is essential to communicate high expectations about academic achievement.

Program Goals

1. 1) To enable English language learners to become proficient in the listening, speaking, reading, and writing in the English language so that the student can succeed in the all-English curriculum.
2. 2) To meet or exceed the State academic requirements in all content areas.
3. 3) To develop and sustain an understanding and appreciation of other cultures.

Program Design

Andrews ISD has implemented the Gómez and Gómez 50/50 Dual Language Two-Way Enrichment Model as the bilingual education/English as a Second Language program at the elementary grades. All elementary ESL students will be instructed in English and Spanish. At middle school and high school, the district has implemented an ESL pull-out program for English language arts instruction while the student remains in a mainstream instructional arrangement in the remaining content areas. Sheltered instruction strategies are emphasized during instruction in all core content areas, and the ESL teacher provides instructional support as needed. In subjects such as art, music, and physical education, English language learners shall participate with their English-speaking peers in regular classes provided in the subjects.

Terms and Definitions

Academic Achievement – refers to the learning of the grade-level content-area knowledge and skills in the TEKS curriculum

Academic Language Proficiency – an essential enabling component of academic achievement in which there is an understanding of the English language that makes the learning of academic concepts and skills fully accessible

AEIS – Academic Excellence Indicator System – reports a wide range of information on the performance of students in each school and district in Texas

BICS – Basic Interpersonal Communication Skills – the language ability required for verbal face-to-face communication (conversational language)

Bilingual Program – an approved dual-language program for pre-kindergarten through elementary grades which addresses the *affective, linguistic,* and *cognitive* needs of ELL students

CALP – Cognitive Academic Language Proficiency – the language ability required for academic achievement (textbook language)

Cooperative Learning – students work together in the same place on a structured project in a small group

Dual Language Immersion – a bilingual program designed for students to learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language.

EL – English Learner – a student who is in the process of acquiring English and has another language as the first native language (also known as limited English proficient – LEP)

ELPS – English Language Proficiency Standards – federally required instructional standards designed to ensure that ELLs are taught the academic English they need for school purposes

English Immersion – an English language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation is designed for children who are learning the language

English Language Proficiency – refers to the learning of English as a second language and the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics which also includes the areas of pragmatics or language use within various domains or social circumstances

ESEA – Elementary and Secondary Education Act – the ESEA act (formerly known as NCLB) contains the President's four basic education reform principles: stronger accountability for results; increased flexibility and local control; expanded options for parents; and an emphasis on teaching methods based on scientifically-based research

ESL – English as a Second Language – a program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

HLS – Home Language Survey – to be completed at the time of a student's registration to determine the student's home language; one HLS is adequate for student's school career

L1 – first language that a child brings to school
L2 – second language that a child may be acquiring

Language Assessment – the measuring of language fluency through assessment tools such as commercially designed language assessment instruments, teacher observations using a rating scale, and informal observation of student's behaviors. Provides appropriated bilingual/ESL program placement, diagnosis of language strengths and weaknesses, and detects systematic errors in language.

Language Dominance – refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages

LAS/LAS Links – State approved OLPT for identification of EL students

LEP – Limited English Proficient – a student who is in the process of acquiring English and has another language as the first native language (also known as English language learner – ELL)

Linguistic Accommodations – strategies used to make instruction delivered in a second language comprehensible for students who struggle to understand the language

LPAC – Language Proficiency Assessment Committee – a committee which reviews pertinent information on ELL students and makes recommendations for appropriate placement of the ELL student

Multicultural – a philosophical concept with an emphasis on activities that help students understand and relate to cultural, ethnic, and other diversity

Oath of Confidentiality – document read and signed by trained LPAC members once a year and as new members are appointed; used to verify that members have been informed about the students' right to privacy

OLPT – Oral Language Proficiency Test – state-approved test given orally to assess the student's proficiency in English and Spanish (where applicable)

PBMAS – Performance-Based Monitoring System – data system that reports annually on the performance of school districts in selected program areas (Bilingual Education/English as a Second Language, Career and Technical Education, Special Education, and No Child Left Behind)

PD – Parental Denial – the status of a student who has been identified as ELL/LEP but is not being served by the bilingual or ESL program due to parental refusal of services

PEIMS – Public Education Information Management System – system which provides information about students' educational progress and status. A student's LEP status must be noted on this system for accurate record-keeping.

PLDs – Proficiency Level Descriptors – used to determine the English language proficiency ratings of ELL students in the TELPAS domains of listening, speaking, reading, and writing

Second Language Acquisition – the process of acquiring a second language

Sheltered Instruction – strategies and techniques that teachers can use to help English language learners more easily understand and acquire English and content area knowledge and skills

STAAR – State of Texas Assessments of Academic Readiness – state mandated test measuring the statewide curriculum and is currently used as part of the criteria for exit from bilingual and ESL programs

TEKS – Texas Essential Knowledge and Skills – state mandated guidelines for curriculum instruction for each grade level and subject to ensure the academic success of all students

TELPAS – Texas English Language Proficiency Assessment System – a federally required assessment system designed to measure the annual progress that ELLs make in learning academic English

LPAC Information

LPAC Responsibilities

1. Identification of EL/LEP students
2. Assessment and documentation review
3. Placement
4. Instructional methodologies and/or interventions
5. Linguistic accommodations for assessment
6. Coordination
7. Parental Approval
8. Annual Review (linguistic and academic progress)

LPAC Membership Guidelines

1. Composition of the LPAC
    a) Bilingual LPAC
        - Campus administrator
        - Professional bilingual educator
        - Professional transitional language educator/ESL teacher
        - Parent of an ELL/LEP student participating in the required bilingual program (This parent may not be an employee of the school district.)
        - Diagnostician (for any LEP/SPED students)
    b) ESL LPAC
        - Campus administrator
        - ESL teacher
        - Parent of an ELL/LEP student participating in the ESL program (This parent may not be an employee of the school district.)
        - Diagnostician (for any LEP/SPED students)
2. All LPAC members must be trained.

3. If one of the members does not understand English (parent), the training should be developed in the member's primary language.
4. At the LPAC meeting, an interpreter should be available in case the parent representative is not proficient in English.
5. The parent representative volunteers his/her participation in the LPAC.
6. The trained LPAC parent serves as the representative parent for all ELL/LEP students.
7. Each trained member shall also sign an oath of confidentiality because test and other information that is shared and analyzed for all students must be considered with respect to each student and his/her family's right to confidentiality.

Required LPAC Meetings

1. Upon initial enrollment – within the student's first 4 weeks
2. In the spring to determine appropriate assessments, immediately prior to state assessments by considering the following information
    a) Academic programs participation and language of instruction
    b) Language proficiency
    c) Previous testing history
    d) Level achieved on state English language proficiency assessment
    e) Consecutive years of residence outside the U.S.
    f) Schooling outside the U.S.
3. At the end of the year for annual review and for the following year's placement decisions, which may include the use of linguistic accommodations, as appropriate.
4. As needed to discuss student progress

LPAC Minutes

All LPAC meeting minutes should be kept in the eSped program, and in each student's file on the campus.

ELL/LEP Students in Special Education Guidelines for LPAC and ARD Committees

Special Education Referral Process for EL Students (including parent denials)

1. LPAC screening documents must be completed and reviewed by the LPAC committee. These documents consist of:
    - Request for an LPAC Meeting to determine possible need for Special Education Referral
    - Home Language Update (Spanish and English)
    - LPAC Pre-Referral Screening for LEP Students
2. If the LPAC determines that language acquisition is not the primary reason for the student's academic difficulties, then the completed screening information is given to the campus pre-referral committee to consider the need for an evaluation for special education services.
    - An EL student cannot be evaluated for special education services unless the LPAC has reviewed and signed the screening document.

Guidelines for LPAC and ARD Committees

1. Special Education EL students remain EL students until they pass the state assessment and meet Chapter 89 exit criteria. The ARD committee cannot remove the EL designation.
2. The ARD committee or anyone else may not exit or withdraw special education EL students from the Bilingual/ESL program. The ARD committee (with input from the LPAC committee) is responsible for determining which services, programs, and placement is the most appropriate for the student. The ARD and the LPAC may determine that severely disabled Special Education EL students may be served only by the Special Education Department; however, the student will remain an EL student. The LPAC will document on the following: "The ARD and LPAC have determined that the student will be served only by the Special Education Program. Bilingual Program services will be restored when it is determined that the student's needs can best be met by both programs."
3. Special Education EL students should be identified on the "Comments Section" of the EL Eligibility sheet.
4. Recommendations must be recorded in the ARD minutes, as well as the of LPAC minutes.
5. The modifications determined by the LPAC and the ARD must be utilized by all teachers involved.
6. The LPAC must appoint an LPAC member to monitor these students and provide progress reports to the LPAC. The student may join other EL students in activities that meet their needs.
7. Special Education EL students, whether served or not served by the bilingual program, must still have an LPAC meeting at the end of the school year or as the need arises.
8. The ARD may request that any special education EL student (including students with denials) be administered a new oral language proficiency test before the student's annual ARD or as needed to assist the committee in developing appropriate educational recommendations.

Process for Considering Special Exit Criteria from Bilingual/ESL Services

1. The LPAC will work in conjunction with the ARDC to determine if the EL/SPED student qualifies for considering special exit criteria from bilingual/ESL services.
2. The ARDC must complete the ARD/IEP Supplement form with the assistance of the LPAC. The form includes a compilation of data for EL entry and exit.
3. The LPAC must complete the "Process for Considering Special Exit Criteria from Bilingual/ESL Services" form with the assistance of the ARDC. All decisions regarding establishing special exit criteria must occur in the fall of the school year.
4. At the end of the year, the ARDC and key LPAC members meet to review the assessment results to determine if the student has met exit criteria. This means that an additional ARD will need to be scheduled. The final LPAC meeting will include information regarding all students who met special exit criteria.

ELL/LEP Program End-of-Year Procedures

During the final LPAC meeting, assessment results and progress of all EL/LEP students (including students with parent denials), and Non-LEP monitored students will be discussed. Program placements will be determined for the next school year. If a program placement changes for any EL student, the LPAC making the recommendation is responsible for notifying the parent and getting the appropriate forms signed and dated. Parents will receive a parental report of student progress at the end of the school year.

The LPAC will also determine if any EL/LEP students met state exit criteria/special exit criteria (EL/SPED). A student may only be considered for reclassification (exiting), as Non- LEP, at the end of the school year based on proficiency in oral English language, proficiency in English reading and writing, and consideration of subjective teacher evaluation. EL/LEP students in pre-kindergarten and kindergarten **may not** be exited from a bilingual education or ESL program. Parents must also be notified of program exit. Parent approval of the student's exit must be present in the student's EL folder.

Coordination with Other Programs

The language proficiency assessment committee (LPAC) progress does not work in isolation. The continuous focus on the student often necessitates coordination and collaboration between and among other programs that also work with the EL/LEP student. The decisions of the LPAC will have an impact on the overall instructional program for the individual EL/LEP student. It is important that the LPAC receive all of the necessary information relating to the student's needs, performance, language, cultural background, and participation in special programs.

Collaboration among instructional personnel who have been trained to identify the needs of EL/LEP students and who must implement timely interventions is essential in maintaining coherent instructional programs that will lead to the improvement of student performance.

The Title III program requires that parents become critical partners in the placement and monitoring of the student's instructional program. The LPAC can serve to identify available programs for EL/LEP students as it deliberates throughout the year. Some of the district's programs that are available to EL/LEP students may include:

Summer School	Special Education	Title I
Dyslexia	Title III	Head Start
Gifted and Talented	Section 504	Migrant
Tutorials	Career and Technical Education (CTE)	
Extra-Curricular	At-Risk	