

# **Blanco ISD**

# **English as a Second Language**

# **Handbook**



*Revised August 2015*

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## **INTRODUCTION**

*“English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language” (TEC §29.051).*

Blanco ISD recognizes that the mastery of Basic English language skills is a prerequisite to effective participation in the state’s educational program. Special language programs can meet the needs of students who have limited English proficiency and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policies of the state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) to ensure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, Blanco ISD provides an English as Second Language program (ESL) for students identified as Limited English Proficient (LEP) in pre-kindergarten through grade twelve.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the definition of limited English proficiency and provide information regarding state laws and district guidelines for identifying and serving these students.

## **DEFINITIONS**

*Student of Limited English Proficiency* is defined by the Texas Education Code §29.052 as a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

*English as a Second Language (ESL)* is defined by the Texas Education Code §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences.

## **GOALS**

- Meet the needs of students whose primary language is other than English and facilitate their integration into the regular school curriculum.
- All LEP students in the ESL programs will exit/mainstream into general education classes within five (5) years or less of program entry.
- Ensure that LEP 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.

## **PROGRAM GUIDELINES**

The ESL program is designed to assist students who have limited English proficiency transition gradually from speaking their home language only to the point that they are proficient in English. The required ESL program shall be provided to every LEP student with parent approval until such time that the student meets exit criteria.

The LEP student shall be an integral part of the regular education program. The ESL program is based on the Texas Essential Knowledge and Skills and utilizes instructional approaches designed to meet the special needs of LEP students. These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of LEP students. In subjects such as art, music, and physical education, LEP students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities.

The district shall offer a voluntary summer school program for LEP children who will be eligible for kindergarten or first grade at the beginning of the next school year. The program schedule will be established by the Board to meet the requirements of the Texas Education Agency. This will be an intensive language program, which meets standards set by TEA, and the student teachers ratio will not exceed 18:1.

## **PROGRAM DESCRIPTIONS**

### **ESL Grades PreK-5**

Blanco ISD offers both ESL Content-Based and Pull-Out models in grades PreK-5.

- Students who are served through the ESL Content-Based model are instructed by a teacher who has received training and has obtained the ESL certificate. 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 math, science, social studies, and/or other academic subjects.
- The ESL Pull-Out Program model is an English program that serves ELLs by providing a part-time certified teacher to provide 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. In a Pull-Out setting, students spend part of the day in the mainstream classroom, and are “pulled out” for a portion of the day to receive instruction in English as a second language. ESL students participate fully with English-speaking students in regular classes. The amount of time a student receives ESL instruction is commensurate with the level of English proficiency that the student possesses. Students who are more limited English speakers spend a larger part of their school day with the ESL teacher.

### **ESL Grades 6-12**

The ESL program shall be an intensive program of instruction in English provided for students in Grades 6-12 that is designed to develop proficiency in comprehension, speaking, reading, and composition in the English Language. BISD has adopted the English as a Second Language/pull-out model. For ESL students identified in need of support they shall receive one period of English Language Arts for content instruction in reading and writing and one period (ESL class) for intensive language and vocabulary development. ESL classes are taught in English with emphasis on content and language development. All English teachers are trained in recognizing and dealing with language differences and are ESL certified. For all other courses and electives, ESL students shall be mainstreamed in regular education classrooms where ESL strategies as well as sheltered instructional approaches shall be provided to assist the ESL students to master the essential knowledge and skills for the required subjects. The ESL program shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools, and there shall be ongoing coordination between the ESL and the regular education program.

## **LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)**

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus.

LPAC Members - All members of the LPAC, including parents shall act for the school district and shall observe all laws and rules concerning confidentiality of information for individual students. LPAC committees shall include a professional employee (BISD ESL Teacher), a parent of a LEP student who is not an employee of the district, and a campus administrator. The parent of each ESL student in BISD shall be extended an invitation to attend all meetings regarding ESL placement, review, and exit for their child.

### Roles of LPAC Members

- *ESL Teacher*: responsible for scheduling of LPAC, filling out LPAC forms, training LPAC members, and leading the meeting
- *Parent Representative*: must be an active LEP parent and be trained in the LPAC procedures and confidentiality
- *Administration*: must be a Principal and be trained in LPAC procedures.
- *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

Training of LPAC Members - The district shall provide orientation and training for current LPAC members or from Region 13 Educational Service Center for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Duties of the LPAC - Within four weeks of the initial enrollment of any LEP student and at the end of each school year, the LPAC shall:

- (1) Review all information on limited English proficiency students, including the home language survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;
- (2) Make recommendations concerning the most appropriate placement for the educational advancement of the limited English proficiency student after the elementary grades;
- (3) Review each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement;
- (4) Make recommendations for exiting students from the ESL program when program criteria have been met.
- (5) Monitor the progress of students formerly classified as LEP who have transferred out of the special language program and, based on the information, designate the most appropriate placement for such students; and
- (6) Determine the appropriateness of a program that extends beyond the regular school year.

### **Other Duties of the Language Proficiency Assessment Committee**

Before the administration of the STAAR test each year, the LPAC shall determine the appropriate assessment option for each LEP student. The options include:

- administration of the English STAAR;
- administration of the Spanish STAAR; or
- administration of STAAR-L for students who meet eligibility criteria.

In addition, the LPAC will decide which linguistic accommodations are permissible on an individual basis for each ELL in the district. Linguistic accommodations are allowable on STAAR AND STAAR-L.

### **STUDENT IDENTIFICATION**

#### **Home Language Survey**

When students register in the district, the parents or guardians complete a Home Language Survey (HLS). The survey shall be conducted only once, and the original copy of the survey shall be kept in the student's permanent record. If an earlier home language survey is received from a student's prior district, this will replace the one conducted by our district as the original in the permanent folder. The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide ESL services. If the response on the home language survey indicates that a language other than English is used, the student shall be assessed for program eligibility. If a language other than English is indicated on students' HLS, the students are administered an oral language proficiency test (OLPT) in grades PreK-12 and a normed referenced test in grades 2-12. This identification and placement process takes place in accordance with the Texas Education Agency 19 TAC Chapter 89, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating LEP Students.

### **PROGRAMS, SERVICES, AND OTHER PROGRAMS**

#### **504, At Risk, and Other Programs and Services**

- LEP students are eligible for services under section 504 of the Rehabilitation Act of 1973.
- LEP students are eligible for At Risk services under Senate Bill 702.
- LEP students are eligible to receive other services and entrance into programs, such as special education, gifted and talented, compensatory education, and vocational education. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, religion, creed, or national origin.

## **PLACEMENT OF STUDENTS**

Within the first four weeks after enrollment, a student will be identified, assessed, and placed in ESL program. The student's parent must approve a student's entry into the program and exit from the program. The student must be placed in the ESL program as soon as the student is identified as LEP and the Language Proficiency Assessment Committee (LPAC) has recommended such placement. The district shall place the student in the program on the date the LPAC recommends that services begin but will not count the student for special language funding until parental approval is received through the return of signed documentation from the parent.

Note: The admission, review and dismissal (ARD) committee in conjunction with the LPAC committee shall determine appropriate placement for identified LEP students. The district shall establish placement procedures that ensure that placement in ESL program is not refused solely because the student has a disability.

## **PARENTAL AUTHORITY AND NOTIFICATION**

Parent means the parent(s) or legal guardian of the student. The LPAC shall give written notice to parents advising that a student has been classified as LEP and requesting approval to place the student in the ESL program. The notice shall be in English and the primary language and it shall include information about the benefits of the program for which the student is recommended and that it is an integral part of the school program. The entry or placement of a student in the ESL program must be approved in writing by the student's parent. Pending parent approval, the district shall place the student in the ESL program. Approval shall be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school, or the parent requests a change in program placement.

The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the ESL program and shall acquire written parent approval.

## **ANNUAL ASSESSMENT ACCOMMODATIONS**

Linguistic accommodations are provided on state academic assessments (STAAR) for eligible students within the first three years of enrollment. Certain accommodations are available for any ESL student. The LPAC 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 immediately prior to the first spring assessment and may be changed if a 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.

## **LEP STUDENTS IN MAINSTREAM CLASSROOMS**

Recommendations for accommodations:

- Use preferential seating close to the front of the classroom.
- Provide visual clues, such as facial expressions, gestures, pictures, cartoons, posters, charts, maps, manipulatives, and videos.
- Give clear, short oral directions accompanied by written directions.
- Check for understanding. (Head nodding and smiling doesn't count!)
- Use a peer buddy system.
- Provide cooperative learning experiences.
- Find opportunities for one-on-one help.
- Use illustrated simplified texts and/or texts in students' first language.
- Promote multicultural awareness in the classroom.
- Activate prior knowledge.
- Model and teach learning strategies.
- Emphasize comprehension over pronunciation.
- Use realia (real everyday objects) whenever possible.

## **ASSESSMENT AND GRADING OF LEP STUDENTS**

TEA regulations require districts to modify instruction, pacing, and materials to ensure LEP students have the opportunity to master the TEKS of the required curriculum. If necessary, students demonstrate competency independent of their English language skills. This requires modifications of testing instruments and types. Multiple and varied instruments may be used. Academic language takes much longer to develop than social language, so LEP students should not be failed on the basis of lack of proficiency in English.

Secondary teachers are encouraged to use strategies to assist the LEP students in mastering the TEKS for courses and electives required for promotion or graduation. Holistic assessment, such as portfolio assessment, is strongly encouraged. The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotions or graduation requirements (19 TAC 89.1210). English proficiency should not be a factor in determining promotion.

### **Modifying Tests**

- Students may use drawings, demonstrations, dramatizations, posters, charts, and models to convey competence. .
- Students may take open-book tests or open-notes tests.
- The teacher may read aloud directions and/or content of tests as needed.
- Students may use bilingual dictionaries during testing.

## **ACCOMMODATIONS - 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.

## **ACCOMMODATIONS - 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.

## **ACCOMMODATIONS – 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
- 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

**EXIT CRITERIA**

At the end of the school year, an English language learner may be transferred (exited, reclassified, transitioned) out of a ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation:

**PreKindergarten and Kindergarten**

A student may not be exited from the ESL program in pre-kindergarten or kindergarten (TAC 89.1225). Exit criteria for LEP students may not be considered until the end of first grade.

**Grade1-Grade12:**

OLPT Oral = Listening Speaking	Scored fluent on Oral language proficiency: (grades 1-12); <b><u>or</u></b> advanced high score on the TELPAS listening and speaking; <b><u>and</u></b>
English Reading	Achieved Level II on the STAAR reading (grades 3-8); STAAR ELA (grades 9, 10) <b><u>or</u></b> scored at or above the 40 <sup>th</sup> percentile in reading <b><u>and</u></b> language arts on the Iowa Test of Basic Skills: ITBS (grades 1-2); <b><u>and</u></b>
English Writing	Achieved Level II on the STAAR writing (grades 4, 7); STAAR ELA (grades 9, 10) <b><u>or</u></b> TEA approved writing test in grade levels where STAAR is not given <b><u>or</u></b> advanced high score on the TELPAS writing); <b><u>and</u></b>
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.

- \* Caution should be exercised when considering exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy (TAC § 89.1225).
- \* LEP students for whom the LPAC has recommended linguistic accommodation on the STAAR reading or writing test may not be considered for exit.
- \* The decision to exit a student who receives both special education and special language services is determined by the admission, review and dismissal (ARD) committee in conjunction with the LPAC committee.
- \* The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard requirement for exit for students for whom the test criteria above would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and ESL services from the ESL program is determined by the ARD committee in conjunction with the LPAC committee (see *LPAC Framework Manual* procedures).

*Note: A parent may request in writing to remove their child from the program and place their child in a regular English classroom; however, the student is considered as a parent denial rather than exited from the program and is still considered LEP until they meet the criteria for English Proficient.*

## **MONITORING OF STUDENTS EXITED FROM THE ESL PROGRAM**

The LPAC committee shall monitor a student during the first two school years after he/she is transferred out of the ESL program to determine whether the student is academically successful. For determining whether a student who has exited from the program is academically successful, the following criteria shall be considered at the end of each school year:

- The student meets state performance standards in English on the criterion-referenced assessment instrument required in the TEC, §39.023 (STAAR), for the grade level as applicable; **and**
- The student has passing grades in all subjects and courses taken TAC § 89.1225.

After evaluation, the LPAC committee may require intensive instruction for the student or reenroll the student in the ESL program.

## **REEVALUATION/REENROLLMENT**

The LPAC committee shall reevaluate a student who has transferred out of the ESL program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in the ESL program. Those students who are not academically successful shall be classified as LEP and shall be recommended for reenrollment in the ESL program, compensatory education, or other program, which addresses their needs.

## **LEP STUDENTS WITH DISABILITIES**

The ESL Teacher of the LPAC serves on the Admission, Review, and Dismissal (ARD) committee of each LEP student who qualifies for services in the special education program. A LEP student who qualifies for special education may be exempted from the TELPAS and STAAR by the ARD committee in consultation with the LPAC if it is determined that the assessment is inappropriate because of the student's disability. A student may not be denied placement in the ESL program solely because the student has a disability. The LPAC and ARD will work in conjunction to determine if modified exit criteria need to be established based on student's linguistic and cognitive abilities.

## **EXTENDED YEAR PROGRAM**

BISD offers a voluntary ESL education summer school program for children of limited English proficiency who will be eligible for admission to kindergarten or the first grade at the beginning of the next school year. These students shall receive 120 hours of instruction on a schedule to be determined by the district each year. A minimum of 10 ESL students is required in order for BISD to hold the 120 hour program. The student/teacher ratio for the program shall not exceed 18:1.

## **DOCUMENTATION**

Each student’s assessment data, all LPAC information, and original signed forms shall be maintained in the Yellow LEP Folder and this folder shall be placed inside his/her cumulative folder. Their cumulative folders should contain the same information as any other student. For ease of review, each year’s LPAC data shall be together with the latest year on top. Keep all relevant data and signed forms.

### A Guide for LEP Student Information

*Note: Items in below must occur within the first 4 weeks (20 school days) of the student’s enrollment in the district and contain signatures and dates where applicable.*

- One Home Language Survey (the one dated farthest back) in each **student’s cumulative folder**.
- Initial testing data
- OLPT - Oral test scores:
- Norm – Referenced Test scores: (grades 2-12), if applicable
- Initial LPAC documentation with dates and signatures which classifies the student as either LEP or Non-LEP
- Signed parent permission or denial of placement for students who qualify for services
- Any other subsequent LPAC documentation concerning the instructional design or setting of the student
- Assessment LPAC documentation dated early spring noting the assessment decision (English, Spanish, or Exemption for qualifying LEP Students; STAAR, STAAR L, and STAAR-A, or STAAR- ALT2 as determined by an ARD)
- TELPAS scores, if applicable
- End of the year OLPT scores
- Annual LPAC Review documentation, showing the following year placement and data used to determine the placement
- For student’s exiting the program, evidence of reading, writing, and oral fluency in English based on exit criteria from 19 TAC Ch. 89
- Signed parent notification of program exit
- Monitoring information for the two years following the transfer of students from the program

Please keep in mind that these are the minimum items that must be present in order to be in compliance with state mandated ESL education in Texas.

## **ACCOUNTABILITY**

- AMAOS: Annual Measurable Achievement Objectives: reports progress and attainment of language proficiency in listening, speaking, writing and reading.
- TELPAS: Texas English Language Proficiency Assessment System (K-12)  
The online reading portion of the Texas English Language Proficiency Assessment System (TELPAS) is given to all LEP students in grades 2 – 12. In addition, students are scored in the areas of listening, speaking and writing until exit criteria has been met. The TELPAS is designed to measure annual growth in the English reading proficiency of second language learners.
- STAAR: State of Texas Assessments of Academic Readiness (measures core subjects by grade level)

## **STAFFING AND STAFF DEVELOPMENT**

Blanco ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required English as a second language classes. In addition, regular education classroom teachers who teach language arts in grades Pre-K through grade 5 are recommended to obtain an ESL Supplemental Certification. Language Arts teachers in grades 6-12 shall obtain ESL Supplemental Certification. Core content teachers in grades 6-12 shall obtain Sheltered Instruction (SIOP) training.

Blanco ISD endorses the position that quality staff development cannot be overemphasized. Blanco ISD will ensure that all teachers receive ongoing, in depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all LEP students.

BISD Special Programs Department will facilitate the following trainings:

- English Language Proficiency Standards - ELPs training for teachers to assist them in implementing these standards in their daily instruction and assessment.
- Texas English Language Proficiency Assessment System (TELPAS) - Raters (teachers of record for an LEP student) must be trained by district staff according to TELPAS calibration standards to assist in the annual proficiency rating for linguistic progress of the LEP students. Administrators of the TELPAS online Reading test must be trained annually.
- English as a Second Language Certification preparation - BISD will assist educators for ESL certification tests by providing review materials and professional development.
- Sheltered Instruction training (SIOP) - Sheltered Instruction is an approach for teaching content to ELLs in strategic ways that make subject matter comprehensible while promoting the student's English language development. ESC 13 will present Sheltered Instruction workshops in the fall semester to assist all teachers in creating an individual language plan for each *Beginner* and *Intermediate* ELL in grades Pre-K through twelve.

## **PARENT AND COMMUNITY INVOLVEMENT**

Blanco ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

BISD shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Blanco ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL program are invited to be a part of the Language Proficiency Assessment Committee (LPAC) for the identification, review, and exit of their children.

Parents and community members are invited to be a part of the district and campus site-based decision committees.

Our parental involvement program and activities aim to do the following:

- Assist families with parenting and childrearing skills, and creating home conditions to support learning.
- Communicate with families about school programs and student progress with two-way communications.
- Provide parental education that includes family literacy and understanding school community.
- Promote parental advocacy that informs and teaches parents how to advocate for their children.
- Involve families as volunteers and audiences.
- Involve families with their children in learning activities at home, including homework and other curricular-linked activities.
- Encourage college attendance.

## **ADDITIONAL INFORMATION**

For further information on this or any program offered at Blanco ISD, please contact:

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