

# **Levelland Independent School District**

## **Local Procedures and Program Description Manual**



## **Bilingual and English as a Second Language Programs**

**2016-2017**

### **Section 1: Policy**

- All students with a home language other than English and who are identified as limited English proficient shall be provided a full opportunity to participate in a bilingual or English as a second language program
- The goal of bilingual education 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 development of literacy and academic skills in the primary language and English
- 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.
- Each school district which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide shall offer a bilingual education program for the limited English proficient students in prekindergarten through elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through grade 5: sixth grade shall be included when clustered with elementary grades.
- All limited English proficient students for who a district is not required to offer a bilingual program shall be provided an English as a second language program, regardless of the students' grade levels and home languages, and regardless of the number of students.

### **Mission Statement**

It is the goal of the district to provide all students identified as limited English proficient with the instruction, support, and resources in order to become competent in the English language so that they can master the TEKS and be successful on all required assessments necessary for graduation.

The district's program will utilize the student's dominant language initially to provide instruction in the basic concepts and skills that are similar in English so that students can eventually transition into an all English program.

## Section 2: Required Bilingual and ESL Programs

- All students eligible for the bilingual or ESL program shall have their level of language proficiency determined by the language proficiency assessment committee.
- 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.
- The bilingual education program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement. Students should be challenged to perform at a level commensurate with their linguistic proficiency and academic potential. Bilingual programs using Spanish and English as languages of instruction shall use state-adopted English and Spanish instructional materials and supplemental materials as curriculum materials to enhance the learning process.
- The bilingual education program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows:
  1. Affective—Limited English proficient students shall be provided instruction in their home language to introduce basic concepts about the school environment and instruction in both languages to instill confidence, self-assurance, and a positive identity with their cultural heritage.
  2. Linguistic—Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English.
  3. Cognitive—Limited English proficient students shall be provided instruction in math, science, health, and social studies both in their home language and in English.
- English as a second language program shall be an intensive program 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 academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time

accorded to instruction 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. This could be content courses provided through sheltered English instruction by trained teachers or enrollment in English as a second language course.

- The English as a second language program shall be an integral part of the regular educational program and shall use state-adopted English as a second language instructional materials and supplemental materials as curriculum tools. Coordination between the ESL program and regular educational program is important.
- The English as a second language program shall address the affective, linguistic, and cognitive needs of the students in an ESL program by using second language instructional methods primarily.
- In the core subjects, English as a second language strategy, may involve the use of the students' home language.
- Either the required bilingual education or English as a second language program shall be provided to every limited English proficiency student with parental approval until such time that the student meets exit criteria.

### **Local Program/Transition Plan**

Because of the number of LEP students identified during the 2011-12 school year, the district initiated a required bilingual program beginning with the PK class. This program will be implemented to the next highest grade on a yearly basis. The kindergarten class will begin the program during the 2012-13 year and other grades will follow. It will be the goal of the district not to exit a student unless the student performs at a very high level on the STAAR exam during the Spring of the year. This will ensure long term success of each student and prevent students from being placed back in the program because of poor academic performance. Our program will be deemed a late exit program because we plan not to exit students until the end of or after third grade. This information will also be entered into the PEIMS reporting system. The bilingual program will operate until the end of the 5<sup>th</sup> grade. During the 6<sup>th</sup> grade and after, the program will be English as a second language (ESL). Levelland ISD will implement the Transitional Bilingual/ESL Model Program of Instruction for its limited English proficient students in grades Pk-5.

## Summary of Materials to Use

State Adopted System

PK-Scholastic

K-Moving into English

Supplemental Materials

PK-Letter People Program, LAP-3 Screening, Digital Media, Mimeo Board, Document Camera

K-SRA Reading Mastery, Cove Reading, Drops in the Bucket, Cornerstone Texas Oral Language Cards, Math and Language Development Games, First School Alphabet Letters and Sounds, Bilingual library books and charts

## Guidelines to Target Instruction

### **PK Beginning of Year Guidelines to target instruction:**

1<sup>st</sup> Administer OLPT (Woodcock Munoz) & interpret results to identify stronger language.

2<sup>nd</sup> Administer Readiness Test (Quick Screen) & identify known/unknown concepts.

3<sup>rd</sup> Administer TELPAS Observational Protocol in l/s/r/w using a Likert Scale to identify language areas of strength/need.

### **PK Bilingual Students Middle of Year Guidelines to target instruction:**

1<sup>st</sup> Administer TELPAS Observational Protocol in l/s/r/w using a Likert Scale to identify language areas of strength/need.

### **PK Bilingual Students End of Year Guidelines to target instruction:**

1<sup>st</sup> Administer TELPAS Observational Protocol in l/s/r/w using a Likert Scale to identify language areas of strength/need.

2<sup>nd</sup> Conference with Kinder Bilingual teacher to build rater-reliability in identifying language areas of strength/need.

### **K Bilingual Students Beginning of Year Guidelines to target instruction:**

1<sup>st</sup> Review OLPT (Woodcock Munoz) & PK TELPAS EOY results to identify stronger language.

2<sup>nd</sup> Administer Academic Readiness Test (Learning Accomplishment Profile-LAP3) & identify known/unknown concepts.

**K Bilingual Students Middle of Year Guidelines to target instruction:**

1<sup>st</sup> Administer TELPAS Observational Protocol in l/s/r/w using a Likert Scale to identify language areas of strength/need.

**K Bilingual Students End of Year Guidelines to target instruction:**

1<sup>st</sup> Administer STATE TELPAS Observational Protocol.

2<sup>nd</sup> Conference with First grade Bilingual teacher to build rater-reliability in identifying language areas of strength/need PRIOR to finalizing state TELPAS Composite Rating.

**1<sup>st</sup> grade Bilingual Students Beginning of Year Guidelines to target instruction:**

1<sup>st</sup> Review OLPT (Woodcock Munoz) & K TELPAS results to identify areas of strength/need.

2<sup>nd</sup> Administer Academic Readiness Test (North West Academic Assessment-NWAE) & identify known/unknown concepts.

**1<sup>st</sup> grade Bilingual Students Middle of Year Guidelines to target instruction:**

1<sup>st</sup> Administer TELPAS Observational Protocol in l/s/r/w using a Likert Scale to identify language areas of strength/need.

**1<sup>st</sup> grade Bilingual Students End of Year Guidelines to target instruction:**

1<sup>st</sup> Administer STATE TELPAS Observational Protocol

2<sup>nd</sup> Conference with Second grade Bilingual teacher to build rater-reliability in identifying language areas of strength/need PRIOR to finalizing state TELPAS Composite Rating.

**Section 3: Language Proficiency Assessment Committee**

- Districts will be required to establish one or more language proficiency assessment committees (LPAC).
- In districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of two or more professional personnel including one administrator and a parent of a limited English proficient student participating in the program.

- The District shall provide LPAC training to all members of the committee including parents. There will be evidence of training, including agendas and sign-in sheets.
- No parent serving on the language proficiency assessment committee shall be an employee of the district.
- The LPAC should be able to discharge their duties within four weeks of the enrollment of a limited English proficient student.
- All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The district shall be responsible for the orientation and training of all members, including parents, of the language proficiency assessment committee.
- Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all limited English proficient students identified, and shall:
  1. Designate the language proficiency level of each limited English proficient student in accordance with the required guidelines,
  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 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 Chapter 89 of the Texas Education Code.
- Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each limited English proficient student. 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.
  4. Professionals should contact the LPAC Decision Making Document before make decisions about the previous assessments to be administered.

- The LPAC shall give written notice to the student's parent advising that the student has been classified as limited English proficient and requesting approval to place the student in the required language program. The notice shall include information about the benefits of the program for which the student has been recommended and that it is an integral part of the school program.
- The student will be placed in the recommended program but may count only limited English proficient students with parental approval for funding purposes.
- The LPAC shall monitor the academic progress of students exited from a bilingual or English as a second language program for two years.
- The student's permanent record shall contain documentation of all actions impacting the limited English proficient students and this documentation shall include:
  1. The identification of the student as limited English proficient,
  2. The designation of the student's level of language proficiency
  3. The recommendation of program placement,
  4. Parental approval of entry or placement into the program,
  5. The dates of entry into, and placement within, the program,
  6. The dates of exemptions from the criterion-referenced test, criteria used for this determination, and additional instructional interventions provided to students to ensure adequate yearly progress,
  7. The date of exit from the program and parental notification; and
  8. The results of monitoring for academic success, including students formerly classified as limited English proficient.

#### **Section 4: Testing and Classification of Students**

- 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
  2. In grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts section from a TEA-approved norm-referenced measure
- Districts which provide a bilingual education program shall administer an oral language proficiency test in the home language of the students who are eligible for being served in the bilingual education

program. If the home language of the students is Spanish, the district shall administer the Spanish version of the TEA-approved oral language proficiency test which was administered in English. If the home language of the students is other than Spanish, the district shall determine the students' level of proficiency using informal oral language measures.

- All the oral language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.
- Students with a language other than English shall be administered the required oral language proficiency test within four weeks of their enrollment.
- For entry into a bilingual or ESL program, a student shall be identified as limited English proficient using the following criteria:
  1. The student's score on the English oral language proficiency test is below the level designated for indicating limited English proficiency.
  2. The student's score on the reading and language arts section of the TEA-approved norm-referenced measure at his or her grade level is below the 40<sup>th</sup> percentile
  3. The student's ability in English is so limited that the administration, at his or her grade level, of the reading and language arts section of a TEA-approved norm-referenced assessment or other test is not valid.
  4. The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance level.
  5. The ARD committee in conjunction with the LPAC will make the decision regarding entry into the bilingual or ESL program.
- Within four weeks of their initial enrollment in the district, students shall be identified as limited English proficient and enrolled in the required language program. Prekindergarten and kindergarten students preregistered in the spring shall be identified as limited English proficient and enrolled in the required bilingual education program within four weeks of the start of the school year in the fall.
- For exit from a bilingual or ESL 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 or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40<sup>th</sup> percentile on both the English reading and 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
- A student may not be exited from the bilingual or ESL program in prekindergarten or kindergarten
  - In determining whether a student who has been exited from a bilingual or ESL program is academically successful, the following criteria shall be used at the end of the school year:
    1. The student meets state performance standards in English of the criterion-referenced assessment instrument required for the grade level as applicable.
    2. The student has passing grades in all subjects and courses taken.
  - The ARD committee and LPAC shall determine an appropriate assessment instrument and performance standard requirement for exit. The decision to exit a student who receives both special education and special language services is determined by a joint decision between the ARD and LPAC committees.

### **Section 5: Participation of Disabled and Nonlimited English Proficient Students**

- Districts shall implement assessment procedures which differentiate between language proficiency and handicapping conditions and shall establish placement procedures which ensure that placement in a bilingual or ESL program is not refused solely because the student has a disability.
  1. Students enrolled in a CTE class shall not be discriminated against because of their language. Counselors will not use their language challenge as a reason for denying placement in the class.

2. Support services will be provided to LEP students. These include the use of peer tutors, sheltered English instruction, and supplemental assistance as provided by the Levelland High School ESL Specialist.
- A professional member of the LPAC shall serve on the ARD committee of each limited English proficient student who qualifies for services in the special education program.
  - Districts may enroll students who are not limited English proficient in the bilingual or ESL program but receive not weighted funding.

### **Section 6: Parental Authority and Responsibility**

The parents shall be notified that their child has been classified as limited English proficient and recommended for placement in the required bilingual or ESL program. They shall be provided information describing the program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent understand the purposes and content of the program.

- The entry or placement in a special language program must be approved by the parents in writing.
- The parent's approval shall be considered valid for the student's continued participation in the required program until the student meets the exit criteria, graduates from high school, or the parents request 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 special language program. Students meeting exit criteria may remain in either a bilingual or ESL program but the district will not be eligible for weighted funding.

### **Section 7: Required Summer School Program**

- Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.
- Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
- The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students.
- To be eligible for enrollment, a student must be eligible for admission to kindergarten or to the first grade at the beginning of the next school year and must be limited English proficient.

- The program shall be operated for a minimum of 120 hours.
- The student/teacher ratio for the program shall not exceed 18:1.

### **Section 8: Evaluation**

- All districts required to conduct a bilingual education or ESL program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas
- Annual reports of educational performance shall reflect the following:
  1. Academic progress in either language of the limited English proficient students and the extent to which they are becoming proficient in English.
  2. The number of students who have been exited from the program.
  3. The number of teachers and aides trained and the frequency, scope, and results of the training.
- Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student achievement for limited English proficient students

### **Financial Management**

The District receives a combination of local, state and federal funds. The Director of Instruction will ensure that both local and state funds are allocated and spent in accordance with state guidelines. State funds must be spent to supplement the bilingual/ESL instructional program. The District receives Federal funds commonly referred to as Title III. These funds are used as follows:

1. Professional learning communities will be used to train staff on effective instructional strategies.
2. More teachers will be trained on the ELPS and sheltered English instruction
3. All administrators will be trained on the identification of LEP students and the exiting of these students if criteria are met.
4. Bilingual and ESL teachers will be trained on the assessment for measuring language proficiency.
5. Bilingual, ESL, and core subject teachers will be trained on the ELPS and other strategies to assist LEP students.

The Director of Instructional Services ensures that all allocated funds are spent each year. All federal funds are expended except that no more than 25% can be rolled forward into the next year.

## **Section 9: LPAC Minutes**

Reasons for LPAC:

**Identification**—This is for students new to the district by enrolling in a public school for the first time or by moving from another country or transferring from another district.

**Review**—This is for students who have been identified previously and are undergoing their end of year results. The LPAC will review progress in class and all assessments administered by the district. The LPAC may recommend that the student remain identified as LEP or be exited and be monitored for the next two years. These students will be coded as M1 and M2 for PEIMS.

**Follow-up**—This is for students who have been exited and are due a yearly review for the next two years. Classroom performance and all assessments will be examined. If the student is regressing, the LPAC by re-identify the student as LEP and recommend placement in the appropriate program for LEP students.