

BILINGUAL/ESL RESOURCE HANDBOOK**EHBE-R****Policy**

- A. It is the policy of the district that every student in the district who has a home language other than English and who is identified as Limited English Proficient (LEP) shall be provided a full opportunity to participate in a Bilingual (B)/Bilingual Transition (BT)/ English as a Second Language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B.
- B. The district shall:
 - 1. identify LEP students based on criteria established by the state;
 - 2. provide B/BT/ESL programs, as integral parts of the regular program;
 - 3. seek certified teaching personnel to ensure that LEP students are afforded full opportunity to master the Texas Essential Knowledge and Skills (TEKS); and
 - 4. assess achievement for TEKS in accordance with the TEC, Chapter 39, to ensure accountability for LEP students and the schools that serve them.
- C. The goal of the B/BT/ESL program shall be to enable LEP students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The B/BT/ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school.

I. Program Content and Design

- A. The district will provide each LEP student the opportunity to be enrolled in the B/BT/ESL program at his or her grade level. Each student's level of proficiency shall be designated by the Language Proficiency Assessment Committee (LPAC) under Placement comments. The district shall modify the instruction, pacing and materials to ensure that LEP students have a full opportunity to master the TEKS.
- B. The B/BT/ESL program shall address the affective, linguistic and cognitive needs of LEP students as follows:

1. Affective. LEP students shall be provided instruction that instills confidence, self-assurance and a positive identity with their cultural heritages.
 2. Linguistic. LEP students shall be provided instruction in the skills of comprehension, speaking, reading and composition of the English language.
 3. Cognitive. LEP students shall be provided instruction in mathematics, science, health and social studies in a sheltered English environment.
- C. B/BT/ESL programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading and composition of the English language. The amount of instruction provided in B/BT/ESL shall be commensurate with the student's level of English proficiency and his or her level of academic achievement, both of which shall be designated by the LPAC.
1. In pre-kindergarten through the elementary grades, instruction in B/BT may vary from the amount of time accorded to instruction in English language arts in the regular program for non-limited English proficient students to total immersion in second language approaches. Instruction may take place in the regular program classroom or in a total immersion classroom. The LPAC's recommendation will be based on the individual needs of the student.
 2. In grades 7-12, instruction in ESL may vary from one-third of the instructional day to total immersion in second language approaches. The LPAC; however, may recommend only one period a day based on the individual needs of the student.
- D. Except in subjects such as art, music and physical education, B/BT/ESL strategies, which may involve the use of the student's home language, may be provided in the subjects. LEP students shall have a meaningful opportunity to participate with other students in all extracurricular activities.
- E. In subjects such as art, music and physical education, the LEP students shall participate with their English-speaking peers in regular classes provided in the subjects. LEP students shall have a meaningful opportunity to participate with other students in all extracurricular activities.

- F. The required B/BT/ESL programs shall be provided to every LEP student with parental approval until such time that the student meets exit criteria.

II. Home Language Survey

- A. Only one Home Language Survey (HLS) shall be conducted on each student. If a student has a HLS from another Texas school or is reenrolled with a HLS on file; the parent or guardian will not fill out a new HLS. If they would like to change the Languages designated on the HLS, the changes must be documented on the original HLS and signed by the parent or guardian.
- B. The HLS must be signed by the parent or guardian of students in grades pre-kindergarten through 8.
- C. The HLS may be signed by students in grades 9-12.
- D. The original survey from any Texas school, dated the same day as enrollment, shall be kept in the student's permanent record.

III. Language Proficiency Assessment Committee (LPAC)

- A. Each campus is required to establish and provide training for the LPAC. The training should be documented
- B. The LPAC is composed of the following members:
 - 1. a campus administrator;
 - 2. at least one Bilingual/ESL teacher (grades K-6);
 - 3. at least one (two at grades 7-12) ESL certified teacher;
 - 4. LPAC parent.
- C. Responsibilities of the LPAC upon initial enrollment and at the end of each school year:
 - 1. Designate the language proficiency level of each LEP student.
 - 2. Designate the level of academic achievement of each LEP student.
 - 3. Designate, subject to parent 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 provided by the district.
 - 5. Recommend the LEP student's exit from the BT/ESL classroom. (End of year)
 - 6. Classify students as English proficient and recommend their exit from the BT/ESL program. (End of year)

- D. Before the administration of the criterion-referenced test each year, the LPAC shall:
1. determine the eligibility of LEP students in grades 3-12 for the following options:
 - a. exemption from the criterion-referenced test;
 - b. administration of the Spanish version criterion-referenced test;
 - c. administration of the English version criterion-referenced test.
 - d. Exit level postponement from the criterion-referenced test.
 2. consider the following criteria in making this decision for each student:
 - a. literacy in English and/or Spanish;
 - b. oral language proficiency in English and/or Spanish, and
 - c. language of instruction and planned language of assessment.

Please refer to the LPAC Decision Making Guide
- E. The LPAC shall give written notice to the student's parent advising that the student has been classified as LEP and requesting approval to place the student in the required B/BT/ESL program.
- F. Pending parent approval of a LEP student's entry into the B/BT/ESL program recommended by the LPAC, the district shall place the student in the recommended program. Students are placed in the PEIMS system after parent permission is gained.
- G. The LPAC shall monitor the academic progress of each student who has exited from the BT/ESL program for a period of two years to determine whether the student is academically successful. Those students who are not academically successful shall be reclassified as LEP and shall be recommended for participation in a BT/ESL, compensatory/accelerated instruction or other special language program that addresses their needs.
- H. The student's permanent record shall contain documentation of all actions impacting the LEP student. This documentation shall include:
1. the identification of the student as LEP
 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 date of any exemption from the state criterion-referenced test;
 7. the date of exit from the program and parent approval, and
 8. the results of monitoring for academic success.

IV. Testing and Classification of Students

- A. Every student whose HLS indicates that the student speaks or hears a language other than English in the home must be administered a TEA-approved oral language proficiency test (OLPT) and a norm referenced standardized test.
 - 1. in pre-kindergarten through grade 1 OLPT only, and
 - 2. in grades 2-12, OLPT and a norm referenced standardized test.
- B. All the OLPT's shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.
- C. The OLPT and norm referenced standardized test shall be administered within four weeks of the student's enrollment date.
- D. For entry into the B/BT/ESL program, a student shall be identified as LEP using the following criteria:
 - 1. At Pre-K through grade 1, the score on the English OLPT is below the level designated for indicating LEP.
 - 2. At grades 2-12:
 - a. the student's score on the OLPT is below the level designated for indicating LEP;
 - b. the student's score on the reading and language arts section of the norm referenced standardized test at his or her grade level is below the 40th percentile. (In the absence of this data, evidence that the student is not academically successful as defined in paragraph H), or
 - c. 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 the norm referenced standardized test is not valid.
- E. Within four weeks of their initial enrollment in the district, students shall be identified as LEP and enrolled into the B/BT/ESL program.
- F. Decisions for placement of LEP students in B/BT/ESL resource rooms shall be based on the following criteria:
 - 1. OLPT scores according to testing guidelines; begin with Non-English
- G. For exit from the BT/ESL program, a student in grades 2 -12 may be classified as English proficient:
 - 1. at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program as determined by:

- a. passing the English language criterion-referenced assessment instrument for reading and writing at grade level, and
 - b. tests administered at the end of each school year to determine the extent to which the student has developed oral and listening language proficiency and specific language skills in English (OLPT, TELPAS Listening)
2. In making the determination for exit from the BT/ESL program, the district will consider other indications of the student's overall progress, including subjective teacher evaluation and parental evaluation.
- H. A student may not be exited from the B/BT program in Pre-K through grade 1.
- I. For determining whether a student who has been exited from the BT/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 on the criterion-referenced assessment instrument.
 2. The student has passing grades in all subjects and courses taken.

V. Eligible Students with Disabilities

- A. Students with disabilities will be eligible to participate in B/BT/ESL along with other programs in which the student is enrolled.
- B. B/BT/ESL students who qualify for special education will have an LPAC representative at all Admission, Review and Dismissal (ARD) meetings.
- C. When an B/BT/ESL/LEP student is suspected of having a disability, the campus Impact Team and the LPAC committees shall ensure that the following are not determining factors before referring the child to special education:
1. limited English proficiency;
 2. having a different cultural lifestyle;
 3. a lack of instruction in reading and math, and
 4. a lack of educational opportunities.
- D. When a B/BT/ESL/LEP student is referred to special education, the campus will send to special services, along with the referral, the most current language testing results.

VI. Parental Authority and Responsibility

- A. The district shall notify parents that their child has been classified as LEP and of its recommendation for placement in the B/BT/ESL program in both English and their primary language. They shall be provided information describing the B/BT/ESL program and its benefits to the student. Placement in the B/BT/ESL program must be approved in writing by the student's parent.
- B. The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the BT/ESL program. Reclassification as English proficient must be approved in writing by the student's parent. The parent approval for exit letter informs parents that if no response is received by a certain date an assumption will be made that they approve the exiting and placement of their child in the general education classroom.
- C. The district shall notify students' parents of decisions made during LPAC meetings.

VII. Staffing and Staff Development

- A. ESL teachers shall be certified in the state of Texas.
- B. Bilingual Transition program teachers shall have an ESL certification through the state of Texas.
- C. Bilingual teachers shall be certified in the state of Texas.
- D. Campuses shall strive to maintain a student/teacher ratio of 15 students to one teacher and one assistant per period. When number exceeds 15, students whose performance indicates that they could exit the resource room should be evaluated, and their placements should be discussed in an LPAC.
- E. B/BT/ESL teachers shall attend a state conference at least every two years.
- F. B/BT/ESL teachers shall attend 18 clock hours of Continuing Education yearly.

VIII. Required Summer School Program

- A. The district shall offer a summer school program to eligible Pre-K and Kindergarten B/BT/ESL/LEP students.
- B. The program shall be eight weeks in length.
- C. The student to teacher ratio shall not exceed 18 to one.

IX. Evaluation

- A. The district is required to conduct periodic assessment and continuous diagnosis in the language of instruction to determine program impact and student outcomes in all subject areas.
- B. Annual reports of performance shall be retained at the district level to be made available to monitoring teams and shall include the following: (form 11)
 - 1. Students
 - a. academic progress
 - b. number exited from B/BT/ESL
 - 2. Training of teachers and assistants
 - a. number of teachers/assistants trained
 - b. frequency/scope/results of training

XI. Timeline

<u>TASK</u>	<u>TIME</u>	<u>PERSON RESPONSIBLE</u>
HLS completed for each student	Upon enrollment	Enrollment Center
File HLS in student's permanent folder	Within 4 weeks of enrollment	Campus personnel assigned
Review HLS and test if a language spoken in the home other than English	Within 4 weeks of enrollment	Trained personnel
Hold LPAC meeting to discuss and recommend placement of students	Within 4 weeks of enrollment	LPAC
LPAC sends the parent enrollment letter home. (Letter must be kept on file in the student's permanent folder.)	Within 4 weeks of enrollment	Campus personnel assigned
Place student in B/BT/ESL program pending parent approval. If a parent denies services, form must be completed and on file.	Within 4 weeks of enrollment	Campus personnel assigned
Keep all paperwork in the student's permanent folder.	Ongoing	Campus personnel assigned
Send report to B/ESL director detailing the number of students eligible for the program	Within the first 6 weeks of school	B/BT/ESL teacher
Send updates to B/ESL director	Upon request	B/BT/ESL teacher
Monitor all students' progress	End of each 6 weeks	B/BT/ESL teacher
Make a copy of the required reports of students who exited the program. Report all progress to the LPAC.	Before spring LPACs	LPAC/B/BT/ESL teacher
Inform parents of student's progress	By June 1	LPAC/B/BT/ESL teacher
LPAC determines if a student is to be exited. Written notice must be sent to parents.	End of Year	LPAC
Annual evaluation of the B/BT/ESL program (all students)	June 1 st (Must be sent to the B/BT/ESL director before leaving for summer break)	B/BT/ESL teacher

Acronym List

1. LEP – Limited English Proficient
2. LPAC – Language Proficiency Assessment Committee
3. ESL – English as a Second Language
4. TEKS – Texas Essential Knowledge and Skills
5. CALP – Cognitive-Academic Language Proficiency
6. TPRI – Texas Primary Reading Inventory
7. OLPT – Oral Language Proficiency Test
8. HLS – Home Language Survey
9. ITBS – Iowa Test of Basic Skills
10. ITED – Iowa Tests of Educational Development
11. FES – Fluent English Speaker
12. NES – Non-English (Negligible English) Speaker
13. B – Bilingual
14. BT – Bilingual Transition
15. TELPAS – Texas English Language Assessment System
16. TOP – Texas Observation Protocols