2017-2018

Bilingual and ESL Programs Handbook

Elementary Curriculum & Professional Development

Bilingual/ESL/Immigrant/Migrant Programs

Bilingual/ESL Office:
254-336-0376 or 254-336-0227
FAX: 254-336-0212

E-mail: eileen.benitez@killeenisd.org
     hilda.vazquez@killeenisd.org
# Table of Contents

Bilingual Program Goals and Program Description ................................................................. 3
English as a Second Language Goal and Program Description ............................................... 4
Immigrant Student Information ............................................................................................... 4
Migrant Student Information ................................................................................................. 5
Who are KISD Potential English Language Learners? .............................................................. 6
What Laws Mandate Bilingual and ESL Education? ............................................................... 6
Bilingual/ESL Program Schools and Feeder Patterns ............................................................... 7
Identifying Students for English Language Proficiency ......................................................... 8
Home Language Survey “To-Do” List ..................................................................................... 8
What Assessments are Used in the Fall? .................................................................................. 9
What Assessments are Used in the Spring? ............................................................................ 10
Who/What Determines if a Student is an English Language Learner? ................................ 11
Preparing for an LPAC Meeting ............................................................................................ 12
  - Refusal of Bilingual Services .......................................................................................... 12
  - Termination of Services (Flowchart) .............................................................................. 13
  - Placement of Non-LEP Students in Bilingual ................................................................. 14
  - Processing a New Student ............................................................................................. 14
  - Processing a Former Returning Student ....................................................................... 15
  - Processing All ELLs for the End of the Year Review ..................................................... 15
Do We Offer Bilingual or ESL Education? ............................................................................. 16
Who Provides Transportation for ELL Students? ................................................................. 17
Beginning-of-the-Year Campus Administrator “To-Do” List .................................................. 17
Assessment and Monitoring Systems ..................................................................................... 19
Texas English Language Proficiency Assessment System ..................................................... 20
ELL Services and the Special Education Student ................................................................ 20
End-of-the-Year LPAC Review ............................................................................................. 21
Exiting Students from ELL Services ...................................................................................... 22
Pre-Kindergarten Registration .............................................................................................. 22
Bilingual and ESL Staff ......................................................................................................... 23
Bilingual/ESL Campus Grants ............................................................................................... 23
Decisions about STAAR ......................................................................................................... 24
What Documentation Should be Maintained in the LPAC Record? .................................... 24
Stages of Language Development ....................................................................................... 25
Who is Required to Provide Sheltered Instruction? ............................................................. 25
What Does High-Quality Sheltered Instruction Look Like? .................................................. 25
Are Students Receiving PPCD Services Before PreK Eligible for Identification as ELLs? .... 26
References ............................................................................................................................. 27
Bilingual and English as a Second Language Program

2017-2018

Bilingual Program Goals

- ELLs will become competent in listening, speaking, reading and writing in English through the development of literacy and academic skills in the primary language and English.
- ELLs will be academically successful.
- ELLs will participate equitably in school.

Bilingual Program Description

The Texas Education Code (§29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code Chapter 89, Subchapter BB (§89.1205) specifies that each school district which has an enrollment of 20 or more English language learners (ELL) in any language classification in the same grade level district-wide shall offer a bilingual education program in elementary grades through 5th grade, including six grade when clustered with elementary.

The Spanish bilingual late exit education program in KISD is a full-time program of instruction in which both the students’ home language and English is used for instruction. The amount of instruction in each language within the bilingual education program is proportionate to each student’s level of proficiency in Spanish and English and his/her academic achievement. The KISD bilingual program is an integral part of the regular educational program in which state-adopted English, and Spanish instructional materials are used as curriculum tools to enhance the learning process. The Spanish bilingual program is offered at four campuses: Harker Heights Elementary, Peebles Elementary, Pershing Park Elementary, and Trimmier Elementary Schools. The program addresses the affective, linguistic, and cognitive needs of our limited English proficient students by:

1. Providing instruction in their home language to introduce basic concepts of the school environment, both in their home language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritage.
2. Providing instruction in the skills of comprehension, speaking, reading and composition both in their home language and in English.
3. Providing instruction in mathematics, science, health and social studies in both their home language and in English. The content area instruction in both languages is structured to ensure that the students master the required TEKS and higher order thinking skills in all subjects.
English as a Second Language Program Goal

The goal of the ESL Program:

1. Provide non-native English-speaking students of other languages with opportunities to develop their reading, writing, listening and speaking skills in English utilizing second language methods.
2. Equip non-native English-speaking students of other languages with the academic strategies necessary for successful study in a language and culture that may differ from their native language and/or culture.

English as a Second Language Program Description

The Texas Administrative Code (§89.1205 (d)) specifies that all English language learners for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program. Our ESL program is designed to develop proficiency in the comprehension, speaking, reading, and writing of the English language. Instruction in our ESL program is commensurate with each student’s level of English proficiency and his or her level of academic achievement.

The English as a second language program is an integral part of the regular educational program required under Chapter 74. The English as a second language program addresses the affective, linguistic and cognitive needs of our ELLs by:

1. Providing instruction using second language methods in English to introduce basic concepts of the school environment which impart confidence, self-assurance, and a positive identity with their cultural heritages
2. Providing intensive instruction to develop proficiency in the reading, listening writing and comprehension of the English language
3. Providing instruction in English in mathematics, science, health, and social studies using second language methods

Immigrant Student Identification

Under Title III, Part A of the No Child Left Behind Act of 2001 (NCLB), the term “immigrant children and youth” is defined as:

- Individuals who are aged 3 through 21; and
- Were not born in any state; and
- Have not been attending one or more schools in any one or more states* for more than three full academic years.

* The term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.” P.L. 107-110 Title III, Part C, §3301(6).

Texas is required to use the federal definition under Title III of NCLB to determine immigrant student counts for funding and coding in PEIMS.

Immigrant student identification begins when parents complete the KISD Home Language Survey.
Immigrant “To-Do” List

☐ Parents complete Home Language Survey. Ensure completion of the back of the HLS.
☐ Attach original HLS in student’s permanent record. *
☐ Place a copy of HLS (front and back) in the LPAC folder.

*The original HLS refers to the very first survey the parents completed when they enrolled the student for the first time in a KISD campus.

Migrant Student Identification

A student is eligible for the Migrant Education Program if:
1. The student is younger than 22 and has not graduated from high school or does not hold a GED (this means that the student is entitled to a free public education or is of age below compulsory school attendance); and
2. The student is a migrant agricultural worker or a migrant fisher or has a parent, spouse or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The student has moved within the preceding 36 months to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek) temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The student has moved from one school district to another.

Migrant identification begins with the completion of the Migrant Education Program Family Survey from Region 12. This form is only completed once, NOT every year.

Migrant “To-Do” List

☐ Submit the migrant surveys to the Bilingual/ESL office.
Who are KISD Potential English Language Learners (ELLs)?

- Children schooled outside of the United States
- Students with tourist visas
- Foreign exchange students
- Students who have made application for permanent residency
- Undocumented immigrants
- Students who speak or hear a language other than English at home

What Laws Mandate Bilingual and ESL Education?

- Every Student Succeeds Act (ESSA), 2015
- Title III Part A
- Texas Education Code 29.051-20.064
- Texas Administrative Code (TAC) Chapter 89
- Killeen ISD Bilingual/ESL Program Policy

Killeen Independent School District provides students with two language programs: Bilingual education and English as a second language program.
# 2017 – 2018 Program Campuses and Feeder Patterns

## Bilingual Spanish Program Campuses and Feeder Patterns

<table>
<thead>
<tr>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Harker Heights ES</strong></td>
</tr>
<tr>
<td>Mountain View</td>
</tr>
<tr>
<td>Nolanville</td>
</tr>
<tr>
<td>Richard E. Cavazos</td>
</tr>
<tr>
<td>Skipcha</td>
</tr>
<tr>
<td><strong>Peebles ES</strong></td>
</tr>
<tr>
<td>Brookhaven</td>
</tr>
<tr>
<td>East Ward</td>
</tr>
<tr>
<td>Hay Branch</td>
</tr>
<tr>
<td>West Ward</td>
</tr>
<tr>
<td><strong>Pershing Park ES</strong></td>
</tr>
<tr>
<td>Clarke Clear Creek</td>
</tr>
<tr>
<td>Iduma Maxdale</td>
</tr>
<tr>
<td>Meadows</td>
</tr>
<tr>
<td>Montague Village</td>
</tr>
<tr>
<td>Oveta Culp Hobby</td>
</tr>
<tr>
<td>Sugar Loaf</td>
</tr>
<tr>
<td>Venable Village</td>
</tr>
<tr>
<td>Willow Springs</td>
</tr>
<tr>
<td><strong>Trimmier ES</strong></td>
</tr>
<tr>
<td>Alice W. Douse</td>
</tr>
<tr>
<td>Bellaire</td>
</tr>
<tr>
<td>Cedar Valley</td>
</tr>
<tr>
<td>Clifton Park</td>
</tr>
<tr>
<td>Fowler</td>
</tr>
<tr>
<td>Haynes</td>
</tr>
<tr>
<td>Ira Cross</td>
</tr>
<tr>
<td>Reeces Creek</td>
</tr>
<tr>
<td>Saegert</td>
</tr>
<tr>
<td>Timber Ridge</td>
</tr>
</tbody>
</table>

---

## ESL Services

All KISD campuses provide ESL services to eligible students.

No ELL student will be required to transfer to another campus for ESL services.

* **Bold and underlined** = Bilingual program campus
Identifying Students for English Language Proficiency Assessments

- Upon registration, parents (or students in 9th grade or higher) complete the Home Language Survey (HLS).
- English language proficiency assessments begin when the HLS states responses for languages other than English.
- The student must undergo English language proficiency assessment(s), be identified as English language learner (ELL) or non-ELL, and placed in a language program within 20 school days of student enrollment [TAC §89.1225(g)].
- The campus administrator in charge of the assessments should conference with parents whenever the HLS indicates a language or languages other than English to discuss the following:
  - The parent's completion of the HLS (front and back) and how their responses on the survey initiate assessments
  - The assessment process
  - The benefits of bilingual and ESL programs
  - Bilingual program is offered at elementary level only
  - State and federal requirements of yearly assessment for all ELLs including those whose parents deny services
  - Parental right to place a child in a bilingual or ESL program after initial refusal of services depending on qualification

Home Language Survey “To-Do” List

- All personnel working with student records must know what a Home Language Survey looks like and its significance to appropriate educational programming for students.
- Ensure that the back side of the HLS has been completed by the parents or guardian.
- Ensure effective communication between student records personnel and campus assessor so that students with a HLS stating a language other than English begin assessment process immediately after school enrollment.
- TAC §89.1225(g): A student’s home language survey completed with a response other than English initiates English language proficiency assessments. Districts have 20 school days from the date of student enrollment to complete language assessments, offer and begin delivery of services should the student qualify.
## What Assessments are Used to Determine if a Student is an English Language Learner?

**FALL ASSESSMENTS**
Tests to be used during Summer Enrollment and through December only

<table>
<thead>
<tr>
<th>Entering Grade</th>
<th>Oral Language Proficiency Test- English Fourth Edition 2009</th>
<th>Oral Language Proficiency Test-Spanish (for Spanish-speaking students only) Fourth Edition 2009</th>
<th>Achievement Test/English MAP test Reading and Language. Students in second grade or above FOR INITIAL ASSESSMENT ONLY</th>
<th>Achievement Test/Spanish APRENDA (Initial assessment only) APRENDA is for Spanish-speaking students who cannot be tested with MAP due to language</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>Pre-IPT</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>IPT I Form G</td>
<td>IPT-I (K-6)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>IPT  I Form G</td>
<td>IPT-I (K-6)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>IPT I Form G</td>
<td>IPT-I (K-6)</td>
<td>MAP</td>
<td>Primario 1 Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>3rd</td>
<td>IPT I Form G</td>
<td>IPT-I (K-6)</td>
<td>MAP</td>
<td>Primario 2 Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>4th</td>
<td>IPT I Form G</td>
<td>IPT-I (K-6)</td>
<td>MAP</td>
<td>Primario 3 Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>5th</td>
<td>IPT I Form G</td>
<td>IPT-I (K-6)</td>
<td>MAP</td>
<td>Intermedio 1 Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>6th</td>
<td>IPT II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>IPT-II Form E</td>
<td>IPT-II</td>
<td>Terranova</td>
<td></td>
</tr>
</tbody>
</table>
What assessments are Used to Determine if a Student is an English Language Learner?

**SPRING ASSESSMENTS**
Tests to be used from January through May to include end-of-year review

<table>
<thead>
<tr>
<th>Grade</th>
<th>Oral Language Proficiency Test-English</th>
<th>Oral Language Proficiency Test-Spanish (for Spanish-speaking students only)</th>
<th>Achievement Test/English MAP test Reading and Language FOR INITIAL ASSESSMENT</th>
<th>Achievement Test Spanish APRENDA (For Spanish-speaking students who due to language cannot be tested with MAP.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>Pre-IPT</td>
<td>Pre-IPT</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>K</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>1st</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2nd</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>MAP</td>
<td>Primario 2 - Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>3rd</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>MAP</td>
<td>Primario 3 - Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>4th</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>MAP</td>
<td>Intermedio 1 - Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>5th</td>
<td>IPT-I Form H</td>
<td>IPT-I</td>
<td>MAP</td>
<td>Intermedio 2 - Comprensión de Lectura y Lenguaje</td>
</tr>
<tr>
<td>6th</td>
<td>IPT-II Form F</td>
<td>IPT-II,</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>MAP</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>IPT-II Form F</td>
<td>IPT-II</td>
<td>Terranova</td>
<td></td>
</tr>
</tbody>
</table>
Who Determines if a Student is an English Language Learner (ELL)?

Once assessments are completed, the Language Proficiency Assessment Committee (LPAC) determines student English language proficiency and recommends the appropriate English language-learning program for ELLs. [TAC §89.1220]

LPAC Members

Elementary Bilingual Campus Administrator
Bilingual Teacher ESL Teacher
Parent Bilingual/ESL Program Specialist*

Elementary ESL/ Secondary ESL Two or more professional educators
Parent Campus Administrator
Bilingual/ESL Program Specialist*

*Bilingual/ESL Program Specialist is not required by state law, but by KISD

What Determines Student Eligibility for English as a Second Language Services?
Qualifying Criteria for ESL Services

<table>
<thead>
<tr>
<th>Student’s Grade Level</th>
<th>Oral Language Proficiency Test Score</th>
<th>Achievement Test Score (MAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK/K</td>
<td>NES or LES</td>
<td>N/A</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>NES or LES</td>
<td>N/A</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>NES or LES</td>
<td>Scores below the 40&lt;sup&gt;th&lt;/sup&gt; percentile in reading or language portion of TEA approved standardized achievement test.</td>
</tr>
</tbody>
</table>
Preparing for an LPAC Meeting

The following pages provide information on how to prepare for an LPAC meeting. Because we continuously enroll new students in Killeen ISD, the assessment process is ongoing; however, at certain times of the year, additional LPAC meetings will be necessary.

What Happens When a Parent Initially Refuses Bilingual Services?

The parent/legal guardian has the right to refuse bilingual education program services for his/her child. When the parent/legal guardian refuses bilingual education services for his/her child, the school must complete the following steps:

1. Conduct an in-person conference with the parent/legal guardian to explain the benefits of the bilingual education program services and discuss the child’s English language proficiency level.
2. Review the district’s promotion policy and guidelines that the child will be responsible for in the general program of instruction.
3. Inform the parent/legal guardian that the child must be tested annually with the English language proficiency assessment until the child attains the state-set English language proficiency score.
4. Parents must complete the “Refusal of Services” form and shall explain the reasons (in writing) why they are declining services. At this point, the ESL program can be offered.
5. The LPAC contact must scan and email, to the Bilingual Specialists, the parent’s/legal guardian’s written request to decline bilingual education.
6. Here is a summary of what should be scanned and emailed to the Bilingual/ESL office:
   - Parent’s written a statement explaining why they declined services. This statement needs to be signed and dated.
   - “Refusal of Services” LPAC form
   - Parent approval letter indicating a “NO” for services
   - Parent approval letter for ESL (if the parent consents to this service)
   - The action plan is required only when a parent refuses services for a student that is already in the program (in other words, parents want the student to be pulled out from the program) (see flowchart on page 13).

Upload all documentation to SuccessEd, if applicable. Other documents are to be kept in the student’s LPAC folder.

The campus LPAC contact must inform the teacher that the student’s parent/legal guardian has refused bilingual or ESL education services and needs to provide the student’s English language proficiency level to the general education teacher.
Termination of ELL Services

Parent wants to terminate Bilingual services

Give the parent the “Action plan for denial form” with a scheduled day to have a conference.

Note: Parent must have a letter in hand on the conference day.

On the conference day talk with the parent about the benefits of the program. Use the “Refusal of services” form to document that a conference took place. Ensure parent initials all the items and signs the document.

If parent still wants to terminate

Offer ESL services. If parent agrees have him/her sign the parent permission letter from TEA.

Parent wants to terminate ESL services

Give the parent the “Action plan for denial form” with a scheduled day to have a conference.

Note: Parent must have a letter in hand on the conference day.

On the conference day talk with the parent about the benefits of the program. Use the “Refusal of services” form to document that a conference took place. Ensure parent initials all the items and signs the document.
Placement of Non-LEP Students in Bilingual

Only a parent or a guardian can request placement of a non-LEP student in the bilingual program (TAC§29.058). The number of participating students may not exceed 40 percent of the number of students enrolled in the program. If a parent requests placement of a non-LEP student in the bilingual or ESL program, please have the parent sign the “Request for Placement of a Non-LEP in Bilingual/ESL” form and scan and email to the Bilingual/ESL office as soon as possible.

Processing a New Student

- Parents complete Home Language Survey, indicating a language other than English.
- Administer assessments—see pages 9 and 10 to determine appropriate tests/grade level.
- Use Data Entry Sheet, as a work-in-progress document—filling in test dates and scores as tests are administered allows a quick view of tests left to administer or scores yet to receive from Assessment and Accountability.
- Ensure the administration of appropriate tests.
- Complete ALL information except LPAC recommendation section in SuccessED, Initial LPAC forms.
- Attach OLPT student answer document onto the right side of the LPAC folder.
- Attach a copy of the birth certificate (if available), home language survey and parent forms onto the left side of the student LPAC folder.
- Take LPAC folders to LPAC meeting.
- Print and send LPAC-designated parent approval letter.
- For all students who qualify to receive ESL services, distribute the accommodations form to each classroom teacher. It is crucial for regular education teachers to document all the instructional accommodations used for English language learners.
- Keep the LPAC folder and permanent record together. If they are kept separate, use a yellow “CAUTION!” sign as a reminder to staff to put folders together in the event of student’s withdrawal.
Processing a Former or Returning Student (Prior-LEP)

- Check in eSchool Plus to see student’s ELL status from previous KISD enrollment.
- Locate the original HLS and make any attempt to have it on file.
- Administer assessments—see pages 9 and 10 to determine appropriate tests/grade level.
- Find student’s original LPAC folder if this is a returning student to KISD.
  - DO NOT THROW AWAY ANY LPAC DECISION DOCUMENTATION
- Complete all information except LPAC Recommendation section on appropriate Language Proficiency Assessment Committee Record forms in SuccessED.
- Attach OLPT student answer document onto the right side of LPAC folder.
- Under HLS, attach birth certificate copy (if available), migrant survey (if available), and parent forms all to the left side of the LPAC folder.
- Take LPAC folders to LPAC meeting.
- Print and send LPAC-designated parent letter.
- For all ELLs participating in the ESL program, distribute the accommodation sheet to each classroom teacher. It is crucial for regular education teachers to document all the instructional accommodations used for ELLs.
- Keep the LPAC folder and permanent record together. If they are kept separate, use a yellow “CAUTION!” sign as a reminder to staff to put folders together in the event of student’s campus withdrawal.

Processing All ELLs for the End-of-Year Review

The LPAC reviews ALL ELLs, active and denials, and students on exit status being monitored, to make recommendations and English language program placement for the new school year.

- Administer a current OLPT to any student in grades 2nd to 12th who you think may meet the exit criteria. See page 10 of this handbook for the appropriate OLPT to be administered in the spring.
• Administer MAP to any second grader who you think may qualify to meet the exit criteria.
• Complete end-of-year LPAC recommendation record form—these are divided by grade levels and will also assist in proper test administration.
• Collect regular classroom teacher(s) accommodations worksheet.
  o Ensure ALL pages are complete including the summer school recommendations.
• Attach testing reports (TAKS for 12th graders, STAAR & TELPAS), OLPT and MAP student response sheets, copy of report card, and all teacher accommodation forms to the LPAC Record. Attach all materials to the right side of the LPAC folder.
  o DO NOT DESTROY ANY LPAC DECISION RECORDS OR DOCUMENTATION!
• Follow the meeting schedule provided by the bilingual/ESL office for place and time of EOY LPAC.
• Before the meeting, complete all EOY forms in SuccessED.
• Bring the LPAC folders to the meeting.
• After LPAC has made a decision, print and send LPAC-designated parent letter:
  o Denial student who continues to qualify for services
  o Active bilingual student in 5th grade moving to ESL in middle school
  o Exit from Bilingual or ESL becoming Non-ELL
  o Exit monitor review year 1 or 2
  o Exit monitor re-offer program
• Prepare and send end-of-year student progress report, to active bilingual and ESL students.
• Have classroom teachers complete the students’ summer school folder information.
• Keep the LPAC folder and permanent record together. If they are kept separate, use a “CAUTION!” sign as a reminder to staff to put folders together in the event of student’s campus withdrawal.

Do we Offer Bilingual or ESL Education?

Officially, the LPAC is the only entity able to recommend program options for ELLs. In instances where students understand little or no English, after assessments and student qualification, the campus LPAC contact may:

⇒ Recommend bilingual education first when a student is an ELL, the HLS indicates Spanish is a language spoken at home, or the student is better able to communicate in Spanish.
⇒ Offer the English as a Second Language program (ESL) to ELLs when the HLS indicates a language other than English and Spanish is not included.
⇒ Offer ESL to new students whose parents initially deny bilingual education services after a person- to- person conference has been completed (see page 13) [TAC§29.053].
Who Provides Transportation for ELL Students?

During the regular school year, KISD provides free transportation to the bilingual program campus for ELLs who qualify for bilingual services and whose home campus does not house a bilingual program.

Transportation WILL NOT be provided for former bilingual students wanting to remain at the bilingual campus unless they are in a monitor status.

During summer sessions, KISD provides free transportation to summer school campuses for students in the bilingual program and ELLs in grades PreK and Kindergarten.

Summer school is offered to eligible bilingual students in grades 1st to 5th grades. Transportation to summer school campuses will be provided.

Beginning-of-the-Year Campus Administrator
“To Do” List for Bilingual/ESL Students

Like other children, undocumented students are required under state laws to attend school. Due to the U.S. Supreme Court ruling in Plyler v. Doe (1982) public schools may not:

1. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
2. Treat a student differently to determine residency.
3. Require students or parents to disclose or document their immigration status.
4. Make inquiries of student or parents that may expose their undocumented status.
5. Require social security numbers from all students, as this may expose undocumented status.
6. Require social security numbers from all students on applications for free/reduced lunch.

The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency including the Immigration and Naturalization Service (INS) with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents.

School personnel should be aware that they have no legal obligation to enforce U.S. immigration laws.

Information that all staff should be aware of:

- Each student shall have one Home Language Survey (HLS) (the original) in his permanent record file [TAC §89.1215 (a)].
- A Home Language Survey completed with a language other than English requires the student to undergo English language assessment [TAC 89.1215(d)].
- The campus administrator in charge of ensuring English language assessments.
- The campus administrator MUST ENSURE that the person assessing is proficient in the language of the assessment and MUST BE ANNUALLY LPAC-TRAINED.
- A copy of each HLS stating a language other than English must be submitted to the English language assessment administrator so that testing may begin immediately—CRITICAL STEP FOR SECONDARY SCHOOLS SINCE QUALIFYING AND ACCEPTING ESL PROGRAMING MAY REQUIRE CHANGES IN THE STUDENT’S SCHEDULE.
• Within 20 days of enrollment [TAC§89.1225(g)], assess all potential LEP students, diagnose as limited English proficient (LEP) or Non-LEP, and when qualified, offer an English language-learning program through the Language Proficiency Assessment Committee (LPAC).
• The bilingual program is offered first when the student qualifies for a bilingual program. If a bilingual program is not available or the parent denies the bilingual program, offer the English as a second language (ESL) program (follow procedure on page 12).
• The difference between bilingual and ESL education.
  o Bilingual education uses the student’s native language to build a literacy foundation with the transition to English beginning in Pre-K. The goal of our bilingual education model is not early exit or “remediation,” but for a student to leave the 5th grade bilingual and biliterate.
  o ESL uses ESL strategies and methodologies to teach children English through English. The native language is lost if not reinforced at home because the native language is rarely if ever used in ESL classes.
• Bilingual and ESL teachers have state-required TEKS to teach just like regular education teachers.
• Between February and April LEP students (active and denials) will undergo TELPAS testing.
• TELPAS is as non-negotiable as STAAR and is as serious as STAAR. TELPAS scores are used to determine campus and district accountability ratings.
• The district shall accommodate instruction, pacing, and materials to ensure LEP students have full opportunity to master grade-level TEKS [TAC §89.1210(a)]. This mandate includes ALL teachers, not just bilingual or ESL teachers.
• The district shall use English Language Proficiency Standards (ELPS) side-by-side with the TEKS.
• Bilingual campus administrators: Ensure ALL state-adopted English, and Spanish materials are in bilingual classrooms [TAC §89.1210(a)].
• ESL program elementary campus administrators: Ensure all state-adopted ESL materials are on campus [TAC §89.1210 (e).
• ESL program secondary campus administrators: Ensure all general education materials found in regular education Language Arts classrooms are in the ESL classroom (i.e. bilingual dictionaries, encyclopedias, and thesauri) as well as all state-adopted ESL materials [TAC §89.1210 (e).
• Bilingual and ESL programs will use program funds for professional development in bilingual or ESL instruction, and toward the purchase of materials specifically designed to meet the needs of second language learners (NCLB/Title III mandate).
• Campus administrators serve as LPAC administrator for the campus [TEC §29.063(b)].
• An LPAC representative must serve in all ARD meetings for Special Ed/ELL [TAC §89.1230].

IT IS THE CAMPUS’ RESPONSIBILITY TO HAVE PERSONNEL AVAILABLE TO ASSESS STUDENTS IN ENGLISH AND SPANISH FOR ENGLISH AS A SECOND LANGUAGE SERVICES ON CAMPUS REGISTRATION DAY(S) AND THROUGHOUT THE SCHOOL YEAR. DOING SO WILL HELP SCHEDULE STUDENTS FOR APPROPRIATE CLASSES BEFORE SCHOOL BEGINS.
District ELL services are monitored through Performance-Based Monitoring Analysis System (PBMAS). For more information, visit http://www.tea.state.tx.us/pbm/0405PBMASManual.pdf.
Texas English Language Proficiency Assessment System (TELPAS)

TELPAS encompasses listening, speaking, writing, and reading. All English language learners in grades K-12, including denials, participate in TELPAS assessments. ELLs in grades 2-12 participate in TELPAS until they meet the language program exit criteria.

TELPAS is to ELLs as STAAR is to all students. TELPAS is not an optional test, but a state-required assessment.

ELL Services and the Special Education Student

ATTACHMENT II Text of Adopted Revisions to 19 TAC
Chapter 89. Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

Effective September 17, 2007, new rules have been adopted for students with disabilities in Texas regarding their entry and exit from bilingual/ESL programs.

The ARD committee with a key member of the LPAC will make the decision for entry and exit into bilingual/ESL programs of students with disabilities.

§89.1225. Testing and Classification of Students.

• The ARD committee in conjunction with a key member of the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement to exit students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee.

• The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee (LPAC) by §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

• The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee by applicable provisions of subsection (h) of this section.

Students identified as ELL in need of special education services pose a unique situation for KISD. Special education/ELLs receive appropriate services from both programs, given parent permission. The Admissions, Review and Dismissal (ARD) committee cannot say that “all special education/ELLs needs will be met through special education” unless the staff providing special education services are bilingual or ESL certified.

Since ELL assessment usually begins at registration with the completion of the Home Language Survey, students may be identified as ELLs before a student is referred to special education.
The Admissions, Review and Dismissal (ARD) committee cannot remove an English language learner from language services until the student has met exit criteria. A process for considering special exit criteria from bilingual/ESL is available for qualifying students in special education.

The ARD committee makes assessment decisions for students served by special education, including those who are classified as English language learners (ELL). A member of the language proficiency assessment committee (LPAC) must be included on the ARD committee to ensure that issues related to the student’s special education needs and language proficiency are carefully considered.

Special Education Students and TELPAS

- Because the span of reading ability is broad on TELPAS and the purpose is to measure annual growth in English acquisition, TELPAS should be an appropriate tool for most ELLs served by special education who are receiving TEKS instruction in reading. Exceptions include students who need a Braille version (unavailable) and students with severe cognitive impairments who do not receive TEKS instruction or whose reading instruction is below the level of reading simple words and simple sentences.
- For each TELPAS domain, observe and rate each ELL/special education student whose IEP includes TEKS instruction in at least the kindergarten level.
- Determine ARD exemptions from TELPAS on a domain-by-domain basis.
- In the IEP, document in the student IEP ARD decisions about ELL/special education student participation in TELPAS.

End of the Year LPAC Review

Present ALL English language learners (whether actively participating in ESL/Bilingual or not) to LPAC at the end of every school year, to include those being monitored.

The committee reviews state assessments (TELPAS and/or STAAR), the oral language proficiency assessments (IPT), report card, and the student’s teacher evaluation to determine the student’s English language placement for the new school year.

End-of-year assessments may begin at the start of the 4th nine weeks. Page 10 of this handbook list the assessments used during the second part of the school year to include end-of-the-year assessments.

Ensure all documentation is available and forms are filled out in SuccessED, before the LPAC meeting.
Exiting Students from ELL Services

Students identified as ELLs, including ELL/special education students, and students served by a language proficiency program must meet the following exit criteria to have the LPAC consider the student ready to exit from the language program:

- The student scores an FES (Fluent English Speaker) on IPT I/IPT II [19 TAC§89.1225(h)]
- Meets state performance standards for STAAR in grades 3-12 (passed reading and writing, in available grade levels)
- Scores at or above the 40th percentile on an English reading and language arts section of MAP (only for 2nd grade) (TEC§39.023)
- Teacher recommendation
- TELPAS advance high in writing (STAAR writing score is used for 4th and 7th grade)
- Students in PreK-1st grades may not exit
- Student exit reviews occur only at the end of the school year

Exit Monitoring of ELLs

Monitor students meeting exit criteria for two academic years to ensure:

- The student meets state performance standards (in English) of the grade-appropriate STAAR test; and
- The student has passing grades in all subjects and courses taken.

Once an exited student meets the above criteria for two consecutive years, the student is deemed “Non-ELL.” Parents or teachers of a student who has trouble with academics during the exit process or after the exit is complete, have the right to request student placement back into the bilingual or ESL program.

Pre-Kindergarten Registration

Children who are four-years-old before September 1 may qualify for PK if:

- The child is deemed to be an English language learner or
- The child’s family qualifies for federally funded free or reduced lunch program or
- The child meets the federal definition of “homeless.” or
- The child is a military dependent.

On registration day, campuses need staff proficient in both English and Spanish available to administer oral language proficiency tests. Campuses should have:

- LPAC folders
- Access to SuccessED ELLA program
- Testing materials
- Home Language Surveys
- Brochures about bilingual and ESL education
An LPAC meeting is held shortly after PK registration where children are identified as limited English proficient (LEP) or as non-LEP. If a student is limited English speaking, the campus LPAC contact should conference with the parents to explain parent and student rights.

The KISD bilingual/ESL department honors testing from other district offices if tests (oral language proficiency and achievement test, when applicable) are on the state-approved test list, and the tests scores are from the previous spring semester.

**Bilingual and ESL Staff**

Bilingual and ESL staff (ESL teachers, parent liaisons, and paraprofessionals) at each program campus work with bilingual and ELL students.

- The primary responsibility of bilingual and ESL teachers is to identify and then teach bilingual and English language learners. ESL teachers demonstrate to regular education campus staff how to accommodate the curriculum to meet ELL needs while they learn grade-level TEKS and English.
- The primary goal of bilingual and ESL paraprofessionals is to help in the identification of bilingual and English language learners and then assist the bilingual and ESL teachers in supporting students.
- Bilingual campus parent liaisons facilitate communication between campus personnel and the parents of bilingual students. Parent liaisons plan parenting sessions to teach parents how to help their children be successful in school.
- None of the bilingual/ESL staff should be viewed as “extra help” in providing services to students that are not bilingual or ELLs. They all have responsibilities to the specific students and parents they were hired to teach as well as to the TEKS/ELPS they are required to teach.

**Bilingual/ESL Grants**

Each campus with an active ELL program will receive a percentage of funds distributed to KISD per English language learner (ELL) in KISD. The amount each campus receives is dependent on the number of active ELLs per campus.

Additional bilingual/ESL grant information is available from the Coordinator of State and Federal Programs.
Decisions about Administering STAAR in English or Spanish

ELLs are required to take STAAR. The Spanish version of STAAR at grades 3-5 assesses the academic progress of Spanish-speaking students who receive academic instruction in Spanish while they learn English.

The LPAC is responsible for deciding whether a Spanish-speaking student in Grades 3-5 is assessed with STAAR in English, Spanish or both. This decision is based on the following:
- The language of instruction and the language in which the student is best able to demonstrate his or her academic skills
- Classroom teacher evaluation

What Documentation Should be Kept in the LPAC Record?

The left side of the LPAC folder:
- Original Home Language Survey (only one)
- Parent notification and permission for placement in bilingual or ESL programs
- Parent Denial (if applicable)
- Action plan for denial of services (if applicable)
- Refusal of services form (if applicable)
- Letter to the parents regarding student’s progress
- Parental notification of eligibility for exit (with parent’s signature)

The right side of the LPAC folder:
- IPT test results
- MAP test results
- Aprenda test results
- TELPAS writing samples
- State assessments
## Stages of Language Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production: Known as silent period.</td>
<td>The student: • Does not verbalize. • Nods &quot;Yes&quot; and &quot;No.&quot; • Draws and points. • Student learns by listening</td>
<td>0–6 months but it depends on the student</td>
<td>• Show me ... • Circle the ... • Where is ...? • Who has ...? • Use pictures, gestures, learning partner, mimic,</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student • Has limited comprehension • Produces one- or two-word responses. • Uses keywords and familiar phrases. • Uses present-tense verbs.</td>
<td>6 months–1 year</td>
<td>• Either yes /or no questions • Who ...? • What ...? • How many ...?</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student • Has good comprehension. • Can produce simple sentences. • Makes grammar and pronunciation errors. • Frequently misunderstands jokes.</td>
<td>1–3 years</td>
<td>• Why ...? • How ...? • Explain ... • Questions requiring phrase or short sentence answers</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student • Has excellent comprehension. • Makes few grammatical errors.</td>
<td>3–5 years</td>
<td>• What would happen if...? • Why do you think ...? • Questions requiring more than a sentence response</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student has a near-native level of speech.</td>
<td>5–7 years</td>
<td>• Decide if ...</td>
</tr>
</tbody>
</table>

25
Sheltered Instruction

All teachers of ELLs are encouraged to receive sheltered instruction training to linguistically accommodate instruction and provide comprehensible input for ELLs in class. Since the goal of sheltered instruction is to provide comprehensible input and develop academic language, content area teachers bear a special responsibility to provide quality sheltered instruction to ELLs.

What Does High-Quality Sheltered Instruction Look Like?

- Building on previous experiences and familiar content
- Provide background knowledge
- Use of graphic organizers
- Use pictures, demonstrations, and real-life objects
- Hands-on activities
- Provide redundant information using gestures and visual cues
- Provide additional practice and time for discussion of key concepts
- Designate a language and content objective for each lesson
- Use of sentence stems and models
- Differentiate instruction by students’ English language proficiency

Are Students in Early Education (Coded as EE in PEIMS) Eligible for Identification as ELLs?

According to the Student Attendance Accounting Handbook, section 6.2, students under the age of three and served only through Preschool Program for Children with Disabilities (PPCD) cannot generate average daily attendance for bilingual/ESL. If a child is enrolled in Pre-K (not PPCD), he/she may be identified and served through the local bilingual/ESL program. The child must be coded in PEIMS as enrolled in Pre-K. Students who are served only through PPCD or a local program other than PreK can receive second language support through those programs. They cannot generate bilingual/ESL allotment for program participation and cannot be identified as ELLs. If a district/campus secures a Home Language Survey, which indicates a language other than English upon initial participation in PPCD or another local program based on the campus, that HLS can be retained and then used to initiate the identification process once the student enrolls in Pre-K and is coded as PK in PEIMS for enrollment.
Texas Education Agency References

Useful web pages on the TEA website:
- Accommodation resources
- Accountability Monitoring Intervention Guidance and Resources
- Annual Measurable Achievement Objectives (AMAOs)
- Bilingual/ESL Education
- Information on State Assessments for ELLs
- Language Proficiency Assessment Committee (LPAC) Assessment Resources
- Bilingual Portal
- Title III, Part A- ENGLISH Language Acquisition, Language Enhancement, and Academic Achievement Act

Other References

- ELLs in Texas-What Administrators Need to Know. John Seidlitz, Melinda Base, Monica Lara