

GUNTER ISD



ENGLISH AS A SECOND LANGUAGE (ESL) PROCEDURES MANUAL

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INTRODUCTION

The English as a Second Language Procedures Manual is designed for use by professionals and parents when researching policy and procedures regarding English as a Second Language Services for Gunter ISD students.

OBJECTIVES OF THE MANUAL

1. To improve the identification of limited English proficient students.
2. To improve the education of the students at Gunter ISD who are limited English proficient.
3. To ensure that English as a Second language programs are integral parts of regular program.
4. To provide information to classroom teachers so they understand who these students are, and to ensure the students will be served in the appropriate manner.
5. To ensure limited English proficient students are afforded full opportunity by certified teachers to master the Texas Essential Skills and Knowledge (TEKS).
6. To provide teaching strategies to assist in academic success of the TEKS.
7. To provide the state rules and guidelines of Chapter 89 the ESL program must follow.
8. To provide the appropriate forms to document student success.

PROGRAM DESIGN

The English as a Second Language (ESL) program is designed to enable limited English proficient (LEP) students to become competent in listening, speaking, reading, writing and comprehension of the English language through the use of second language methods. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, to enable the LEP students to participate equitably in school. The ESL program is an integral part of the total school program.

Texas law mandates a required ESL program under Chapter 89.1205(d). If a district has at least one limited proficient student (LEP), the local school district must provide ESL services. ESL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in each student's home language.

Gunter ISD will use a variety of program models at all campuses to serve students in the ESL program. The models include:

- ESL Pull-out—students spend part of the day in mainstream classrooms and are “pulled out” for a portion of the day to receive instruction in the ESL program. Students may NOT be pulled out during physical education, music, or art.
- Sheltered Instruction—an approach to teaching content area subject matter through specific teaching techniques. Sheltered Instruction teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the

student acquire the content, as well as the vocabulary in the target language. The teacher uses clear, concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech and vocabulary and use few idiomatic expressions.

- Immersion—provides the student with a context in which to form the content of the new language. The instruction is enriched with visuals and manipulatives and there is extensive use of repetition and application of specific language development tasks.
- Content-based ESL—language of instruction is English, ESL support provided during regular content area instruction in the classroom, teacher is trained in second language acquisition and has ESL endorsement at appropriate grade levels.

FUNDING SOURCES

State ESL funds

Federal Title III funds

Local funds

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The Texas Education Agency updates the LPAC procedural manual frequently. The newest manual should be kept on file in the office of the ESL coordinator. Its policies and procedures must be followed when making decisions regarding students in the ESL program. The website link for the manual is:

<http://ell.tamucc.edu/LPACupdate.html>

CAMPUS LPAC

Every campus will establish a LPAC consisting of:

- An ESL teacher;
- A parent of a limited English proficient student who is not an employee of the district
- Translator, as needed
- Campus administrator or ESL coordinator
- Others as needed (example: counselor, other teachers, etc.)

The LPAC committee will be trained each year in the newest policies and procedures including confidentiality. The state LPAC manual includes a list of topics that must be covered in this training. The names of the LPAC members should be kept on file on Attachment 1—Language Proficiency Assessment Committee. In addition, each LPAC member will complete and sign an Oath of Confidentiality (Attachment 2).

Each campus LPAC will convene:

- Within four weeks upon the enrollment of the limited English proficient student;

- Before the administration of the state assessments for limited English proficient students in grades 3-12;
- At the end of the school year to review progress.
- As needed to discuss the students who will include TAKS and TELPAS.

The information to be discussed at the LPAC meetings is delineated in the LPAC manual from the state.

It will be the responsibility of the ESL coordinator to ensure that all policies and procedures are followed correctly. In addition, the ESL coordinator will ensure that Gunter ISD forms are kept updated and include all required information.

ELIGIBILITY

The Home Language Survey (HLS) (Attachment 3) is the starting point for determining student eligibility for the ESL program. Any student who lists a language other than English on the HLS must be evaluated by the ESL coordinator or designee within 4 weeks of the student's enrollment in Gunter ISD.

All HLS forms with languages other than English need to be copied and forwarded to the ESL coordinator. The original HLS form must be kept in the student's permanent file. This must be done immediately so that all timelines for the ESL program may be met.

Only one HLS form is completed by a student's parent/guardian. This form is completed upon the student's initial enrollment. (TEC: Chapter 89.1215(a))

An LPAC must be held for all students who are evaluated whether or not the students are identified as limited English proficient or not. This LPAC must be held within 4 weeks of enrollment.

Students will be evaluated with tests on the State-Approved list for ESL programs. This list is available at the website link: <http://www.tea.state.tx.us/curriculum/biling/> and will be included as a resource in this manual.

TESTING AND CLASSIFICATION OF STUDENTS

For students in grades PK-1: Chapter 89.1225(a)(f)

- administer an oral language proficiency test (OLPT) in English. PK-1 students scoring below Level 4 for English proficiency on the OLPT are classified as LEP.

For students in grades 2-12:

- administer an OLPT in English and students scoring below the Level 4 for English Proficiency on the OLPT are classified as LEP.
- the reading and language arts portions of an English norm-referenced standardized achievement test (NRT) from the TEA List of Approved Tests.

- Students who score below the 40th percentile on the reading and language arts sections of the NRT are classified as LEP, even if their OLPT score reflects English proficiency. If the student's ability on the English OLPT is so limited that the administration at his/her grade level of the English norm-referenced standardized achievement test is not valid, then the student is classified as LEP.

After testing is completed, notification of the upcoming LPAC will be sent to LPAC members. LPAC Minutes will be kept on Attachment 4. A Student History Worksheet (Attachment 5) will also be completed on each student. This Student History Worksheet should be kept in the student's permanent file and updated yearly.

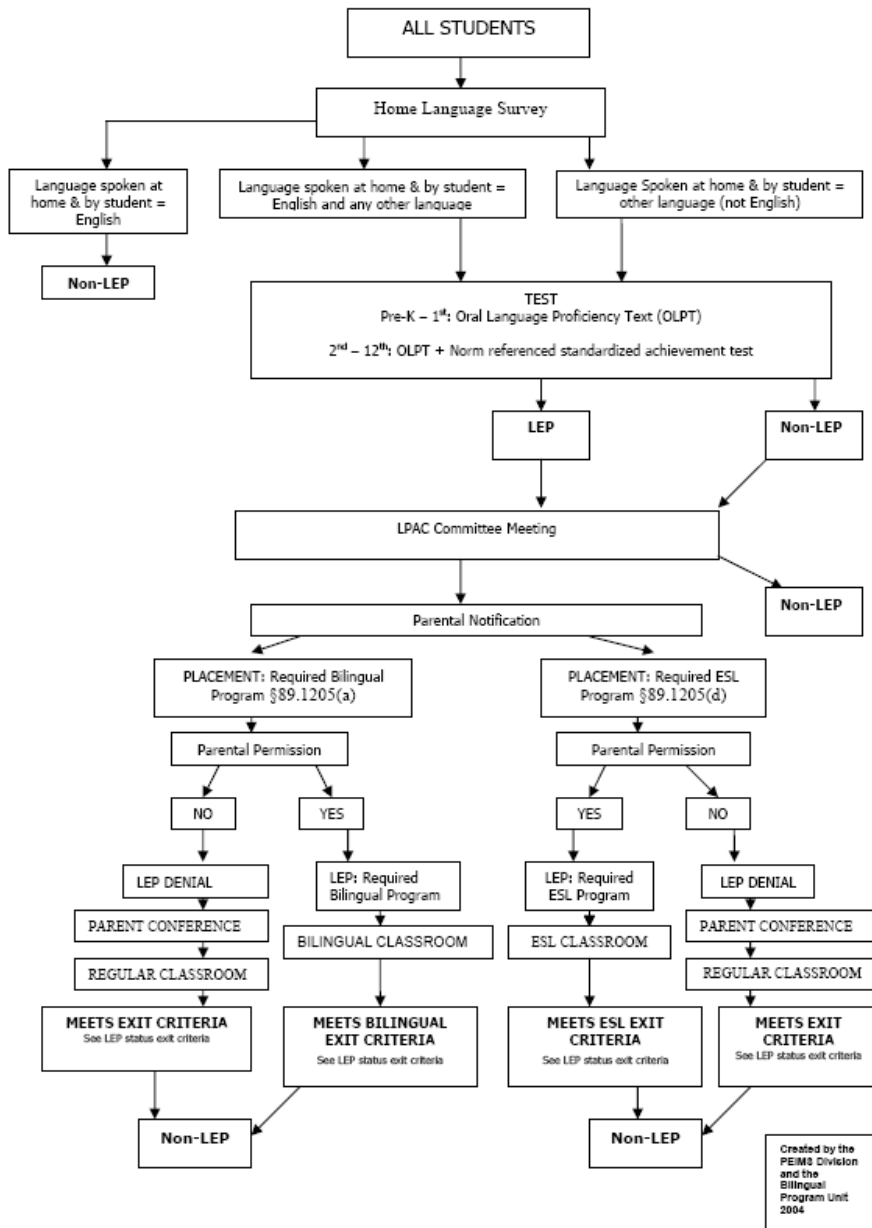
LPAC must also consider the schooling of recent immigrants. Forms for this consideration are included in this manual (Attachments 6 and 7). These considerations will affect the state assessments that the student takes.

After the LPAC meeting, parent permission for placement is requested (Attachment 8—English and Spanish). If a parent denies placement in the ESL program, the ESL coordinator needs to refer to the latest TEA LPAC manual for policies and procedures.

All ESL program information should be kept in the student's permanent file in a blue folder.

The ESL coordinator must also notify PEIMS personnel. Students will be coded as LEP, at-risk, and immigrant (when it applies) in the PEIMS system.

Limited English Proficient Decision Chart



MEETINGS

Each campus LPAC will convene:

- Within four weeks upon the enrollment of the limited English proficient student;
- Before the administration of the state assessments for limited English proficient students in grades 3-11;
- At the end of the school year to review progress.
- As needed to discuss student need.

Forms for the meetings are included in the TEA LPAC manual and attachments provided in this manual. Other forms that may be needed are included in the TEA LPAC manual.

EXITING

The following exit criteria must be met in order to change an identified LEP student to non-LEP status (TEC: Chapter 89.1225(h)). All four requirements must be met:

1. Fluency on an oral language proficiency test:
 - a. A student must be fluent on an agency approved oral language test. A list of approved tests can be found on the TEA website.
2. Satisfactory performance on a reading/ELA assessment:
 - a. A student must have satisfactory performance on the Reading/ELA TAKS test for Grades 3-12 or on an agency approved norm referenced standardized achievement test (Reading/Language) for Grades 1st-2nd. Satisfactory performance on a standardized achievement test is 40% or above.
3. Satisfactory performance on a writing assessment:
 - a. A student must be fluent on an agency approved writing test, OR pass the Writing section of the TAKS test, OR receive a rating of Advanced High on the TELPAS Writing test.
4. Satisfactory subjective teacher evaluation.
5. All Pre-K students will continue as LEP. Pre-K – KG students **may not** be exited from the BE/ESL program.

A LPAC meeting will be called so that these items may be reviewed and taken into consideration. If a student is exited, parent permission is requested (Attachment 9). The PEIMS contact for the campus will be notified for change of classification. The student is re-classified as non-LEP and placed in monitoring status.

The LPAC will monitor for two years the academic progress of each student who has exited the ESL program to determine whether the student is academically successful. The LPAC will reconvene to reevaluate a student who is transferred out of the ESL program if the student earns a failing grade in any subject in the foundation curriculum (defined as math, science, social studies, ELA/Reading/Writing) during ALL grading periods in the first two years after the student is transferred out of the ESL program to

determine whether the student should be reenrolled in the ESL program according to the following criteria:

- The total amount of time the student was enrolled in the ESL program;
- The student's grades each grading period in each subject in the foundation curriculum;
- The student's performance on each assessment instrument administered.
- The number of credits the student has earned toward high school graduation, if applicable;
- Any disciplinary actions taken against the student.

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

SPECIAL PROGRAMS

Pre-Referral Recommendations to Consider for English Language Learners

- Are student's academic problems due to a language difference? It is important to recognize and understand normal difficulties that can result from the acculturation process and learning a second language from a disability.
- Is the deficiency reflective of a socioeconomic disadvantage rather than a disability?
- Is the student's academic or behavioral problem consistent and pervasive?
- What type of instructional strategies and interventions have been attempted to meet the needs of the struggling English language learner? What were the results?
- Have multiple culturally and linguistically appropriate assessment measures been administered by culturally responsive, trained testing personnel?
- Have formal assessments been supplemented with other procedures and knowledge to make accurate language evaluations? (To include an understanding of native language development sequence, second language learning processes, individual learning and developmental differences)
- Has a broad base of student data (school, home, community, peer groups) been collected and analyzed?

An equitable and effective evaluation of culturally and linguistically diverse students is a complex process that requires the involvement of administrators, teachers, support staff, and parents in the decision-making effort.

Variables To Address When Making Special Education Placement Decisions for Limited English Proficient Students:

- Age of student
- Type and degree of impairment or disability
- Level of academic achievement

- Entry level language skills (upon entering school)
- Measured intellectual ability
- Method of measuring academic achievement and intellectual ability
- Language used in measuring academic achievement and intellectual ability
- Time spent in the United States
- Level of adaptive behavior
- Current cultural home setting
- Social maturity
- Level of language proficiency in native language and English
- Amount and type of language input received in the home environment
- Speech and language capabilities in native language and English
- Presence of multiple handicaps
- Ambulation or mobility
- Success in past and present placements
- Wishes of student and parents

GIFTED/TALENTED

The latest TEA LPAC manual should be referred to in regards to the placement of LEP students in district Gifted/Talented programs.

SUMMER SCHOOL (K-1)

Summer school is required under the TEC: Chapter 89.1750. The latest TEA LPAC manual should be referred to in regards to summer school requirements for ESL students. Efforts should be made by the district to include as many K-1 LEP students as possible in district summer schools.

ANNUAL REPORT

The ESL coordinator will present an annual report to the Gunter ISD Board of Trustees with the following information

- Number of LEP students in the program
- Number of LEP students exited and being monitored
- Number of teachers serving LEP students
- Program content and design
- Methods of assessment
- Staff development of teachers and aides
- State assessment scores (including TAKS and TELPAS)
- Plan of action to improve the program if needed

TRAINING

Gunter ISD recognizes the need to recruit and train certified teachers in the ESL program. The district encourages each campus to place a high priority on the ESL certification when hiring new employees into the district.

Gunter ISD personnel are encouraged to add an ESL endorsement to their certification through the following:

- The ESL coordinator will assist the teacher in obtaining study materials for the certification test
- Teachers are encouraged to attend the certification tests workshops.
- Teachers are reimbursed the cost of the test if they successfully pass it.
- Gunter ISD pays the cost for re-certification that is required.

Gunter ISD personnel are encouraged to participate in professional development in ESL strategies:

- Teachers are encouraged to attend ESC X workshops and other opportunities for continuing education.

6.4.2 Exit Criteria

The following chart shows the criteria for transferring a LEP student out of the bilingual education/ESL program at different grade levels.

2008-2009 English Proficiency Exit Criteria Chart

Subjective Teacher Evaluation	At the end of the school year, your district may transfer (exit, reclassify, transition) a student of limited English proficiency out of a bilingual education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by the students meeting the standard for all three of the following assessments (shown in the left-most column):										
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Oral = Listening & Speaking	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT	Agency-Approved English OLPT
Reading/ ELA	Agency-Approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above	Agency-Approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above	English Reading TAKS	English Reading TAKS	English Reading TAKS	English Reading TAKS	English Reading TAKS	English Reading TAKS	English Reading TAKS	English ELA TAKS	English ELA TAKS
Writing	ONLY Agency-Approved Writing Test*	Agency-Approved Writing Test* or TELPAS Adv. High	Agency-Approved Writing Test* or TELPAS Adv. High	English TAKS	Agency-Approved Writing Test* or TELPAS Adv. High	Agency-Approved Writing Test* or TELPAS Adv. High	English TAKS	Agency-Approved Writing Test* or TELPAS Adv. High	Agency-Approved Writing Test* or TELPAS Adv. High		

* In the 2008 list of approved tests for assessment of limited English proficient students, which you can find in the following link: <http://www.ilea.state.tx.us/curriculum/billing/ListApprovedTests0809.pdf>
 Note: LEP students may be exited only after the end of the first grade, based on 19 TAC §89.1225(i)

Assessments, anecdotal notes, portfolios, etc.

