



Wharton Independent School District

Bilingual

And

English as a Second Language

Education

Program Guidelines

2017-2018

Emphasizing excellence while embracing a new generation of diversity.

WHARTON INDEPENDENT SCHOOL DISTRICT

BILINGUAL/ESL EDUCATION PROGRAM

Mission Statement

The mission of the Wharton Independent School District is to ensure that all students achieve their potential and graduate as bi-literate, bilingual, and responsible adults with the skills to succeed in higher education, the workforce, or the military. The Wharton Independent School District's Bilingual Education Program is a full-time program that provides for learning academic skills in the primary language of the students of limited English proficiency/English Language Learner who are enrolled in the program and provides for carefully structured and sequenced mastery of English language skills. The program is designed to consider the students' learning experiences while incorporating the linguistic and cultural aspects of the students. The Bilingual Education Program focuses on the individual student's needs, the vision of the district's superintendent to see that every student becomes a functional bilingual – bi-literate student meeting the requirements stipulated by the Texas Education Administrative and Education Code.

Instructional Goals

Provide an instructional program for all children that ensures fluency in English and Spanish, dual literacy, computer literacy and high academic achievement in all areas of the curriculum by the 12th grade.

This will be accomplished when teachers:

- Utilize student assessment data to guide instructional planning and academic progress.
- Participate in the development and implementation of a challenging and culturally relevant curriculum in English and Spanish.
- Participate in a comprehensive staff development program for bilingual/ESL certified teachers and other instructional staff in best methods and practices of instruction and assessment of bilingual/ESL students.
- Collaborate with other special program staff to maximize resources in meeting the needs of all students.

- Foster and support a parent-teacher partnership in which the parents play an active role in the educational process of their children.
- Participate in cultural awareness programs for schools and the community that enhance self-esteem and the cultural pride of our students

OBJECTIVES

The Bilingual/ESL Program will ensure that ELL students participate in and receive equitable opportunities with regards to positive learning environments and high stakes curriculum which enable them to...

- become literate and competent in the comprehension, speaking, reading, and writing of the English language through the development of on grade level TEKS in both their primary language and English through effective second language strategies
- attain academic skills in Mathematics, Science, and Social Studies
- achieve mastery through the teachers' use of individualized instruction, pacing, appropriate curriculum, materials and strategies, assessment, and supplementary/enriched instruction
- participate equitably in gifted and talented programs, technology (e.g. computers, lab equipment/time), and other special programs/services available to other students including school-to-work, leadership skills, community service, and independent study, and
- ensure that we address their affective, linguistic, and cognitive needs.

Overview of the Wharton ISD Bilingual Program Model

Transitional Bilingual Early Exit Program

A. Definition

The Transitional Bilingual Early Exit Program model is a full-time program of transitional instruction. The amount of instruction in each language (primary and secondary) shall be appropriately designated based on student's language proficiency and academic potential in both languages. Instruction in the first language is phased out and most students are mainstreamed into English by grade 1 and exited from the Bilingual Program by grade 3.

B. Goal

The goals of this program are as follows:

- Provide access to the state curriculum;
- Teach English to LEP students using appropriate researched-based methods;
- Help build knowledge and learning of academic subjects in the first language and English; and
- Instills self-assurance, confidence and cultural pride in students.
- Mainstream into all-English curriculum

C. Overview of the Transitional Early Exit Bilingual Program

19 TAC Chapter 89 An Adaptation for Special Populations specifies that the Bilingual Education program must address the affective, linguistic and cognitive needs of English Language Learners. WISD's Instructional Model for effective Bilingual Program implementation provides a written description on instructional supports and resources that will provide continuity from grade to grade and school to school. Implementation will require:

- A. support from the family, community, and school administration;
- B. well trained certified teachers with bilingual education certification, endorsements or permits to provide instruction;
- C. appropriate and well-designed strategies and teaching materials;
- D. state adopted English and Spanish texts and supplementary materials are used for instruction to enhance the learning process.

D. Program Features

The Transitional Bilingual Early Exit Program follows the program features as written by the Texas Education Agency (TEA)

Pre-literacy skills and reading will be taught in Spanish for students who are identified as LEP and dominant in Spanish;

Initial concept development for Spanish dominant LEP students will be in the primary language until the student reaches an English proficiency level of 4 or 6 as specified in the Oral Language Proficiency Tests (Pre- LAS 2000, & LAS Links) and as documented in the ELL Student Language Acquisition Profile form;

Spanish language instruction for the Spanish dominant students will continue as long as the students remain in the Transitional Bilingual Early Exit Program and until criteria is met to transfer them into English. This will be achieved by providing high levels of language development in the primary language and in English as a Second Language and documented on the ESL Student Language Acquisition Profile form..

The program maintains strict separation of the language of instruction throughout specified content area blocks;

ESL instruction **MUST** occur daily. English instruction gradually increases as the students' proficiency in English develops;

Daily comprehensible content area instruction in English is taught using concepts and skills drawn from content already taught that in Spanish;

Content area instruction and the language of instruction for each content area are noted in the teacher's lesson plan;

Assessment is administered in the primary language and/or the second language as specified by the Language Proficiency Assessment Committee (LPAC);

The classroom environment is language and content rich and reflects a bilingual setting. There is evidence of English and Spanish in the following: state adopted instructional materials, instructional bulletin boards, center labels, center materials and equipment, student products, posted classroom and school rules, and written communications to parents; and

Strong parental support and involvement are essential to reinforce children's native and English language development and communicate high expectations about academic achievement.

E. Supporting Research

In 1996, Thomas and Collier reported “that students in well-taught bilingual classes that continue through at least sixth grade, with substantial cognitive and academic development of first language, are able to reach the 60th percentile and maintain their academic performance at the secondary level in academic classes taught all in English.” Similar findings were found in their more recent longitudinal study (1996-2001) for the Center for Research on Education, Diversity and Excellence (CREDE). This report may be viewed in its entirety at www.ncbe.gwe.edu and www.crede.ucsc.edu .

F. Target Students/Class Composition

The TBEEP is primarily designed for LEP/ELL students with parent approval. Participation of non-LEP students is allowed by law with parent request, as long as the bilingual program gives priority to all LEP/ELL students and ensures that they are not displaced.

G. Placement Considerations

Students entering WISD in 1st grade and having been in ESL or English-only in PK or K in another school or district must be carefully evaluated with LAS, TPRI/Tejas LEE or other informal reading inventories (English and Spanish) to determine their optimal language for continued literacy instruction. Placement should be determined by the LPAC after determining the dominant language for literacy development.

Students entering WISD in grades 2-6, after having been in ESL or English-only classes in another school or district, should continue instruction in English. However, if the student is still LEP, (has not met exit criteria), he/she must still receive, at minimum, ESL instruction from a Bilingual certified teacher. If the student is a Spanish-speaking LEP experiencing academic difficulty/failure, he/she should also receive “Spanish Concept Development” from a bilingual certified teacher to provide language support in core content subjects/concepts as needed. Parental approval must be obtained unless it was granted in the prior school.

H. Primary Language Instruction

Because children bring a rich array of natural language from their homes, the schools must then develop each child’s primary language from the concrete to the abstract or formal levels. Knowledge learned in one language pave the way for knowledge acquisition in the second language. Thus, students in the Transitional Bilingual Early Exit Program will learn content (reading, mathematics, science, etc.) in their native language during the early primary grades with language target support.

Premises for First Language Development and Reading in the First Language

- Concept development in the first language should precede re-labeling of the same concepts in the second language.
- All of the language skills should be integrated listening, speaking, reading, and writing.
- Second language acquisition is most successful when there is a strong foundation in the first language.

- Academic skills learned in school transfer readily from one language to the other, so that skills taught in the native language in a transitional bilingual program do not have to be re-learned in English.
- A child who learns to read well in his/her first language can later transfer reading skills to the second language, usually with better results than learning to read directly in the second language.

Language Use/Allocation: For ELL students entering school speaking predominately Spanish, the primary language of instruction shall be primarily in Spanish. The amount of instruction in each language is noted to ensure the continuing development of:

- The student's native language
- Cognitive academic skills in the student's native language
- Linguistic and cognitive academic proficiency skills in English

Campuses may vary language usage as the students' progress from beginner, intermediate, to advanced levels of proficiency to provide primary language and content area instruction commensurate with individual student needs. The 80/20 model is provided as a guide for students beginning in Pre Kinder and Kinder

I. Program Progression Chart

In a TEEBP model, the amount of English instruction increases as students develop their first language from grades PK3–K. In grades PK-K, subjects may be taught in Spanish in order to enhance the development of cognitive academic language proficiency (CALP). However, a strong ESL component is also implemented. During these grades, the amount of time allotted to the development of listening, speaking, reading and writing in English increases with each grade level, as does the time allotted to the development of academics, or content based English, via ESL research-based methodology. The following chart depicts the progression of language use for students at each grade level in TBEEDP.

J. ELL Language Acquisition Profile and ESL Categories

All ELL students in the Transitional Bilingual Early Exit Program shall be assigned an English language level as per the Oral Language Proficiency Test (OLPT) and as ESL proficiency level (Beginning, Intermediate, Advanced and Advanced High) upon initial entry and at the end of every year thereafter through the use of the Texas English Language Proficiency Assessment (TELPAS). These levels will establish benchmarks for second language growth. The ELL Student Language Acquisition Profile (See ELL Student Language Acquisition Profile Form) will be completed for every child beginning in PK-3 and thereafter. No student will be transferred from Spanish to English literacy until criteria, as per designated assessments, is met.

K. Instruction for Preliterate/Low-Schooled or Unschooled Recent Immigrant Students (who enter beyond grade 3)

Schools must plan for intensive or accelerated native language literacy development (through tutoring or teaming) for LEP students who enter beyond grade 3 and low-schooled or unschooled recent immigrants. If a student is unable to handle the language intensity or difficulty of the content of the course outline for Grade 4, it is recommended that he/she be allowed to temporarily follow the course outline for the primary grades at an accelerated pace, which provides for all subjects taught in the native language with no less than 60 minutes daily of ESL.

L. LAS Links Language Proficiency Levels/Descriptors

The LAS Links Assessments measure language proficiency within five grade spans: K-1, 2-3, 4-6, and 9-12. Within each grade span, a student can be assigned to one of the proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient. The following table provides the description of learners at each level of proficiency.

Proficiency Level 1	BEGINNING A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	EARLY INTERMEDIATE A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.
Proficiency Level 3	INTERMEDIATE A level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	PROFICIENT A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 6	ABOVE PROFICIENT A level 6 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

(Source: CTB McGraw Hill)

M. ESL Instructional Levels in a TBEEP Model

ESL Instructional Level	Definition (Student Characteristics)
Preliterate	Is an immigrant student enrolling in Grade 3 or higher Has little or no previous school experience or has interrupted schooling Speaks little or no English (i.e. LAS Links or lower) Has limited writing skills (unable to complete simple demographic information on school forms)
Beginning	Speaks little or no English (i.e.Pre IPT level A,B, Pre LAS 2000 level 1 or 2 or LAS Links levels 1, 2) Is so limited in English that written achievement tests (required upon entry students entering grades 2-12) cannot be taken or considered as valid May demonstrate literacy skills in native language appropriate to grade level Able to respond to simple questions with one or two words
Intermediate	Has some oral English (i.e.Pre LAS 2000 levels 3, LAS Links level 3) Has minimal reading and writing skills in English If able to take English achievement tests, scores at very low percentiles on either Total Reading or Total Language Demonstrate mastery of the beginning level Objectives
Advanced	Has good command of oral English skills (i.e., LAS Links level 4-6) Has English reading and writing skills, but has not reached 40% on both Total Reading and Total Language subtests of the English Achievement test Demonstrates Mastery of the intermediate level ESL Objectives

N. ESL Component in a TBP Model

The ESL component of the TBEEP for a Spanish dominant LEP student is essential to the student's academic achievement and his/her second language development as he/she progresses through the program. The amount of daily instruction in English via ESL is specifically controlled by proficiency level. During the ESL time, the teacher shall teach the ESL objectives for listening, speaking, reading and writing that are appropriate for the student's level of English (i.e. beginning, intermediate, advanced). The ESL objectives are outlined in the TEKS by grade level and are part of the English Language Proficiency Standards.

Based on a student's Language Proficiency Level and ESL Instructional Level, the content area objectives may be taught in the student's native language. Additionally, those content skills that have been well mastered should be integrated into ESL instruction in order to accelerate the development of English Cognitive Academic Language Proficiency (CALP)

The time allotted for ESL must focus on:

- 1) teaching objectives for listening/speaking/reading and writing that are appropriate for the student's level of English proficiency levels
- 2) integrating content objectives into the ESL lessons
- 3) reinforcing in English the concepts/vocabulary which have already been mastered in the primary language

O. Staffing Requirements

Students assigned to bilingual classes in the TBEEP model must receive instruction in the native language (i.e. Spanish) and English by a bilingually certified teacher or one on permit.

P. Instructional Material/Textbooks

Students in the TBEEP must receive instruction through use of the native language state-adopted materials (as applicable) as well as the ESL state-adopted materials. Additional instructional materials that are both developmentally and linguistically appropriate should be incorporated in teaching the objectives for each subject. **Documentation of use of the native language and ESL and use of state adopted materials in Spanish and English shall be indicated on teacher lesson plans as required by state law.**

Q. Promotion

A student who is enrolled in a bilingual instructional program shall be promoted to the next grade level if he/she meets the WISD and state promotion standards.

- an overall yearly average of 70 or above
- a final reading average of 70 or above.
- a final Language Arts average of 70 or above
- a final Math average of 70 or above
- a final science or social studies average of 70 or above
- all attendance requirements included in the current year attendance policy

Promotion for LEP students must be based on assessment in the language used most for instruction. No LEP students shall be retained based on his/her lack of English Language proficiency. The LPAC is responsible for ensuring that every LEP student is afforded the fullest opportunity to master all the grade level essential knowledge and skills. The LPAC is also responsible for reviewing the progress of all **identified** LEP students at the end of the school year in order to make recommendations to the Grade Placement Committee (GPC) regarding promotion in accordance with state and local policy.

In determining eligibility for promotion, the LPAC should review each LEP student **individually**, taking special care to review not only the gains the student has made in learning the content, as evidenced by his/ her grades, but also the scores on tests required for promotion (i.e., STAAR). The LPAC should also review the type of instructional modifications and interventions which have been provided to each student in question. The LPAC is charged with carefully

documenting and consulting with the school GPC, regarding any extenuating circumstances which would adversely affect the student's participation in either the required assessments or accelerated instruction.

R. End-of-Year LPAC Review of LEP Students

At the end of the school year, the campus LPAC must review every LEP student to make the following decisions:

- 1) Determine whether the student remains LEP or meets exit criteria (and becomes non-LEP).
- 2) Determine student's placement for next year.
- 3) If student remains LEP, determine his/her ESL Instructional level for next year.
- 4) Recommend promotion and /or prepare required documentation for the Grade Placement Committee regarding the reasons for promoting after parent appeal of retention.
- 5) Determine if student could benefit from additional instructional interventions/programs and make recommendations accordingly (i.e. GT testing, special tutoring, etc.)

S. End of Year LPAC Review to Determine Next Year Placement

The LPAC Committee together with the respective student's teacher will review all assessments' results and determine if criteria has been met for transition, exit or promotion.

T. End of Year Assessment

At the end of each school year, the LPAC committee shall review each LEP students' progress to document academic growth and to determine program placement for the following year.

Based on instructional modifications/requirements, LEP students in the TBEEP model shall be assessed as follows:

ASSESSMENT IN TRANSITIONAL BILINGUAL EARLY EXIT PROGRAM

Grade	Type of Assessment	Purpose
PK	Informal/formal Assessment	Monitor Progress
K	Spanish Tejas LEE, or TPRI (if applicable)	Measure CALP in Spanish or English if applicable
1 - 2	Eng. TPRI or Tejas LEE (if applicable) Span/Eng. LAS LINKS (unless stud. has previously scored a 4-6 on LAS Links Oral 1) TELPAS	Measure CALP in English or Spanish if applicable Measure English or Spanish reading skills Measure oral proficiency level in Eng./Span. Measure listening, speaking, reading and writing proficiency levels in English

ASSESSMENT IN TRANSITIONAL BILINGUAL PROGRAMS

Grade	Type of Assessment	Purpose
3 , 4, 5 & 6	Informal/formal Assessment	Monitor Progress (CALP)
	Spanish STAAR, if applicable	Measure CALP in English
*3 , 4, 5 & 6 Recent Immigrant student	English STAAR	Measure oral proficiency level. in Eng./Span.
	Eng./Span. LAS Links	Measure listening, speaking, reading and writing proficiency levels in English
	TELPAS	AND
	OR IF LOW SCHOOLED OR UNSCHOOLED RECENT IMMIGRANT	Measure CALP in Spanish
	Span. STAAR	Measure oral proficiency in Eng./Span.
	Span/Eng LAS Links	Measure listening, speaking, reading and writing proficiency levels in English
	TELPAS	

NOTE: At grade 3 or beyond, a limited or non-educated student is characterized as one with little or no prior formal schooling and reads 2-3 years below grade level placement due to inconsistent educational experience or may not be literate. The LEP English Dominant students in the TBEEP model will receive all required assessment solely in English in grades 2-6.

ESL Program in Middle School for Recent Immigrant LEP students (grades 7-8)

The required program in grades 7-8 for LEP Recent Immigrant/Arrivals is an intensive ESL program of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition (writing) of the English language using ESL methodology. Once the recent immigrants/arrivals students are identified as LEP, they are placed in ESL classes according to their level of English Language proficiency or in mainstreamed English classes with ESL certified teachers, as well as all other teachers trained in ESL methodology.

ESL Programs in High School for Recent Immigrant LEP Students (grades 9-12)

The required program in middle school for LEP Recent Immigrants/Arrivals in an intensive ESL program of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition (writing) of the English language using ESL methodology. Once the recent immigrants/arrival students are identified as LEP, they are placed in Innovative Newcomer Courses. ESL classes according to their level of English language proficiency based on the LAS Links test and the WISD ESL Placement/Advancement test. These students may also be placed in mainstreamed English classes with ESL certified teachers or teachers trained in ESL methodology.

Secondary Instructional Program

The English as a Second Language (ESL) Program for middle and high school students is an intensive instructional program designed to meet the linguistic needs of English Language Learners (ELLs) in preparation for success in the more rigorous content and elective courses they will face in their academic futures. The expectations for ELLs are to be able to learn academic content through English as a Second Language so that they may achieve academic success in general education classes, pursue their lifetime goals, and function effectively as informed, productive members in society.

Student schedules reflect ESL courses and courses staffed with teachers trained in ESL methodology (sheltered instruction). Sheltered courses include all core and electives.

Elective courses should require speaking, reading, writing, and comprehension skills based on the language proficiency of the student assessed at the start of the school year.

All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). The ESL program addresses the affective, linguistic, and cognitive needs of all students and provides ELLs with instruction for the acquisition of basic interpersonal communicative skills and cognitive academic language proficiency. The program ensures that ELLs are provided the same academic and extracurricular opportunities as the students enrolled in general education classes.

Sheltered Instruction

Instruction is made comprehensible for ELLs by providing intensive English language development and sheltered content courses that use proven ESL methodologies. ESL teachers use state-adopted materials and supplementary materials to provide the same content as is offered to English proficient students, but the instruction is modified to include second language teaching strategies.

It is recognized that native language development and support are powerful ESL strategies that lower the anxiety level and facilitate the academic achievement of ELLs. However, using native language instruction exclusively or for a significant portion of the ESL class does not foster the target language development and may inhibit the development of English skills necessary to successfully access English language testing. Additionally, the combining, mixing or repetitive translating of languages can also hinder the development of English acquisition, as students often “tune out” for the native language. Effective ESL teachers employ a wide variety of instructional modifications and a balanced format of strategies.

As a general rule, teachers should use native language for the following only:

- ❖ Clarification after several attempts to explain in English were unsuccessful
- ❖ Discussion about home life/personal situations

❖ Support and reaffirmation of cultural identity

Planning effective English language instruction is critical to the ELL's future endeavors. With the goal of achieving effective instruction, a foundation and framework for middle school and high school English as a Second Language curriculum focuses on the following:

- The importance of making connections to students' lives, cultures and languages
- Seeing the students as experts
- The importance of learning from our students
- Recognizing learning in the absence of teaching
- Helping students feel a sense of belonging
- Involving all students in the learning experience regardless of language level
- Drawing upon students' life experiences, cultures, and languages to make connections to literature, legends, stories, multi-media and the arts
- Providing thinking time so students can process the information
- The use of multiple media as teaching tools

ELLs are successful when they:

- Are accepted, valued, and supported as members of the school community
- See the power of language as it is used in virtually limitless ways in their environment
- Are invited to engage in strategies, which allow them to reveal more about themselves personally and academically
- Are provided opportunities in which they simultaneously learn language, and learn about language as they learn through language
- Their mistakes and miscues are seen as natural, normal, and an expected part of learning rather than indicators of areas for concern
- Are acknowledged to possess the language they have because it is the language of the group they value, identify with and trust. It is language related to their cultural ties and thus should not be seen as a language to be corrected.

The ESL program emphasizes the development of concepts and content in language, and literacy and the program uses grade and course appropriate Texas Essential Knowledge and Skills (TEKS) as the basis for all instruction. All English Language Learners (ELLs) take the

appropriate Texas State Assessment. The English language proficiency is assessed by the state mandated Texas English Language Proficiency Assessment System (TELPAS). ELLs are exited from the ESL program as soon as they meet appropriate exit criteria.

Implementation of Bilingual and English as a Second Language Programs in Wharton ISD

Plan of Action:

This plan of action supports requirements for language programs as specified in 19 TAC Chapter 89, Subchapter BB, Commissioner’s Rules Concerning State Plan for Educating Limited English Proficient Students, and parental notification requirements found in Title III of the No Child Left Behind Act of 2001 (NCLB) as they pertain to the function of the Language Proficiency Assessment Committee (LPAC).

All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules concerning confidentiality of information for individual students. All members of the committee receive orientation and training concerning the duties of the LPAC and receive annual updates as needed.

Identification/Program Entry/Testing:

Student identification and parent notification take place no later than 4 weeks after the first day of the school year and within 2 weeks of placement thereafter.

Upon initial enrollment, all students must have a Home Language Survey (HLS) completed in their permanent record (only one: the original). The HLS shall be administered to each student new to the district and to students previously enrolled who were not surveyed in the past. If the HLS indicates a language other than English, testing must be initiated to determine English proficiency.

For students in grades PK-1:

- Administer an oral language proficiency test (OLPT) in English from the List of Approved Tests for Assessment of Limited English Proficient Students.

- Districts that are required to offer a bilingual program must test students in English and in their primary language.
- PK-1 students scoring below the cut-off for English proficiency (Limited English Speaker or Non English Speaker) on the OLPT are classified as LEP.

For students in grades 2-12:

- Administer an OLPT and
- The reading and language arts portions of an English norm-referenced standardized achievement (NRSAT) from the TEA List of Approved Tests.
- Students in grades 2-12 scoring below the cut-off for English proficiency (LES or NES) on the OLPT are classified as LEP.
- 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 40th percentile (For example, ITBS).

If the student’s ability on the English OLPT is so limited that the administration at his/her grade level of the English NRSAT is not valid, then the student is classified as LEP.

The LPAC, using testing data and any other available student information, will:

- Determine whether the student is LEP
- Recommend the appropriate education program for each LEP student
- Notify the parent of each LEP student about classification and recommendation (Bilingual or ESL) and
- Facilitate the participation of LEP students in other special programs provided by the district with either state or federal funds for which they are eligible (For example: At Risk programming).

Implementation of Bilingual and English as a Second Language Programs (ESL) in Wharton ISD

The student will be served in the required program recommended by the LPAC. From the date of enrollment, the district has 20 days to complete all paperwork including written parent permission. Once written parent permission is obtained, the appropriate PEIMS codes can be entered to reflect LEP status, program placement, and parent permission. The parent approval or denial date is the date used for the preceding PEIMS code data.

The district/campus **bilingual program LPAC** membership consists of:

- A campus administrator
- A professional bilingual teacher
- An ESL teacher if appropriate
- One or more professional staff members
- A parent of a LEP student who is not employed by the school district

The district/campus **ESL program LPAC** membership consists of:

- A campus administrator
- A parent of an LEP student
- One or more professional staff members
- An ESL teacher

§89.1220. Language Proficiency Assessment Committee.

(b) If the school district does not have an individual in one or more of the school job classifications required, the school district shall designate another professional staff member to serve on the language proficiency assessment committee. The school district may add other members to the committee in any of the required categories.

All LPAC members are required to receive training and certification to serve on the committee. If one of the members (parent) does not understand English, the training should be developed in the member's primary language.

Special Education and Limited English Proficiency

For students referred to special education, placement in a bilingual or ESL program may not be refused solely because the student has a disability.

However, if the student has a disability and language is not a factor, then the student is not LEP, even though the HLS indicates a language other than English is spoken in the home.

The LPAC and ARD committees may recommend that a student is:

- Limited English proficient and has an identified disability, therefore should be served jointly through special education and bilingual/ESL programs
- Limited English proficient but assessment results indicate that the student is not eligible for the special education program; therefore should be served through the Bilingual/ESL program and NOT in special education.

Reasons for the LPAC to Meet

The LPAC should meet as frequently as necessary to fulfill its responsibilities and duties.

1. **BOY: Beginning of school and as needed when new students enroll**- Students must be tested and placed within 4 weeks of their initial enrollment in school. The LPAC will meet regarding all new students who might be eligible for Bilingual/ESL and any students who have moved. Complete a PEIMS data sheet by the end of the 4th week of school.
2. **EOY: End of School**- The LPAC will meet regarding every student enrolled in Bilingual/ESL, Parent Denials, and the two year monitored students.
3. **EOY: Exit**- When a student qualifies for exit from the program the committee will meet. Complete a PEIMS data sheet.
4. **EOY: Program Change**- the LPAC will need to decide if a student needs to be changed from one program to the other; i.e. from Bilingual to ESL. If there is to be a change a PEIMS data sheet will need to be completed.
5. **MOY: Assessment** - The LPAC will decide on accommodations for state testing. All decisions must be documented and written documentation placed in the student's folder.

LPAC Procedures:

New Student – from out of the Country or State (Grades 2-12)

- HLS (Home Language Survey) Indicates a language other than English
- Administer OLPT test (Elementary: LAS Links, Secondary: IPT)
- If LES (Limited English Speaker) or FES (Fluent English Speaker), Administer the STAR Renaissance Reading Test.
- If NES (Non English Speaker), document that **“The students’ ability in English is so limited that the administration of the TEA norm-referenced assessment instrument is not valid.”**
- Convene LPAC within 20 days of enrollment
- Seek parent permission

In order NOT to qualify as LEP the student must:

- Score FES
- Score above the 40% on STAR Renaissance Reading

Fill out a DNQ-Did not Qualify form; staple to OLPT test, and place in student’s permanent record

New Student – from out of the Country or State (PK – 1)

- HLS Indicates a language other than English
- Administer OLPT: LAS
- If NES or LES, the student is LEP
- If FES, the student does not qualify as LEP. Fill out DNQ form.
- Convene LPAC within 20 days of enrollment
- Seek parent permission

New Student from another Texas District (PK – 12)

- Request records from prior district
 - Original HLS
 - Parent Permission (seek parent permission if not received in previous district)
 - LPAC Reviews
 - TELPAS/ STAAR Results
 - Student History Worksheet
 - LPAC Decision Making Documents (3rd – 12th)
- Convene LPAC within 20 days of enrollment

Bilingual Program

Affective: Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the student's home language and that of the United States.

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. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Cognitive: Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

ESL Program

Affective: Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address history and cultural heritage associated with both the student's home language and that of the United States.

Linguistic: Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

Cognitive: Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

The Texas Essential Knowledge and Skills Curriculum is available online at:
www.tea.state.tx.us/teks/

Information concerning bilingual/ESL textbooks and instructional materials adopted for classroom use in Texas is available online at: www.tea.state.tx.us/textbooks/

Required Summer School Programs

Wharton ISD will provide summer school programs for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

LEP students shall have an opportunity to receive instruction designed to prepare them to be successful in Kindergarten and First Grade. The instruction shall focus on language development and shall address the affective, linguistic, and cognitive needs of LEP students.

Enrollment in the program is optional. The program shall be operated on a one-half day basis, with an equivalent of 120 hours of instruction. The student teacher ratio shall not exceed 18 to one. WISD is not required to provide transportation.

Records of eligibility, attendance, and progress of students shall be maintained by the campus.

Additional information regarding LEP Summer School Programs is available online at www.tea.state.tx.us/curriculum/biling

Copies of TEA developed brochures regarding Bilingual/ESL programs in English and Spanish are found at www.tea.state.tx.us/curriculum/biling

Assessment: Requirements and Considerations

1. During the month of January, before the annual administration of statewide mandated tests, the LPAC will meet to determine:

- If an LEP student is eligible for an exemption from testing
- The language of testing for LEP students participating in Spanish Bilingual Programs and for Spanish dominant LEP students participating in ESL programs.

In granting exemptions from the state assessments, the LPAC must follow the procedures outlined and explained in the LPAC Decision Making Process for the Texas Assessment Program (Grades 3-12) available online at: www.tea.state.tx.us/student.assessment

2. All LEP students in Grades 2-12, including parental denials, must participate in the Texas English Language Proficiency Assessment System in listening, speaking, writing and the online test for reading. There is no online reading test component for students in K-1. Information regarding the TAKS, TELPAS, and LAT are available at: www.tea.state.tx.us/student.assessment

TELPAS- Texas English Language Proficiency Assessment System:

TELPAS will be administered in the Spring semester of each year. All ELL students (including parent denials) will be rated on TELPAS by a TELPAS rater. Monitor students will not be rated on TELPAS.

Grade levels will be assessed in the following areas:

Kindergarten and 1st: Listening, Speaking, Reading, and Writing
2nd through 12th: Listening, Speaking, Reading (online assessment),
and Writing (a writing collection)

A writing collection will include five writing samples. It will be rated by the ELL teacher of record and verified by a writing collection verifier. The writing collection must include original samples (no worksheets or edited pieces). Each sample must include the student's first and last name and the date. The following samples must be included in the collection:

- 1 Narrative
- 2 Academic (Math, Science, or Social Studies)
- 2 Teacher Choice (an academic or narrative sample)

TEA will provide a TELPAS rating window each year on the testing calendar. Writing samples cannot be collected before or after the designated rating dates.

Students can be rated as Beginning, Intermediate, Advanced, or Advanced High on each section of the TELPAS assessment. In order to exit ESL/Bilingual in grades 1st through 12th, the ELL student must receive a score of Advanced High on each section.

Annual Review

1. At the end of each school year, the LPAC will meet to review student progress and determine whether the student will continue in the program or qualifies for exiting the program (only after grade 3). Students must meet established exit criteria and show mastery in listening, speaking, reading, writing, and comprehension in English to successfully exit the bilingual and ESL programs.

2. A student may be considered for exit from the Bilingual/ESL program based upon tests that measure the extent to which the student has developed oral and written proficiency

and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, and one of the following:

- Meets state performance standards for state assessment (pass reading and writing, when available, or
- Scores at or above the 40th percentile on an English reading and English language arts section of a TEA approved norm referenced standardized achievement test.

3. Norm referenced standardized achievement tests are required only for entry of LEP students in grades 2-12. They may be used for program exit (when STAAR is not available) but are NOT required.

4. Students in Prekindergarten, Kindergarten, and Grades 1 and 2 may not be exited from a Bilingual or ESL program. An annual review is conducted by the LPAC, but students cannot be reclassified as non-LEP at these grade levels.

5. Students exited from the program shall be monitored for two years to determine academic success. A student is considered to be academically successful if they are meeting STAAR grade level standards and have passing grades in all subjects taken. If an exited student is not being successful in the regular educational program, the LPAC can recommend instructional interventions or placement back into the bilingual or ESL program. Students reclassified as LEP cannot be counted for funding purposes.

Required Documentation

The permanent record folder of each LEP student will include the following documentation:

- Home Language Survey
- Initial review Form (designating student as LEP and program placement recommendation)
- Parent Notification—Identification and Placement Form (parental approval and date of entry or placement in the Bilingual or ESL program)
- Annual End of the Year Review Form
- Record of dates of exemptions from STAAR with determination criteria used, additional intervention provided to students to ensure adequate yearly progress
- Parental Denial Form—if parent denies services
- All standardized assessments
- TELPAS
- Writing collections

- Monitoring Reviews

Parental Denials

Wharton ISD staff will make every effort to ensure that parents understand the instructional benefits of bilingual program participations. In addition to a verbal explanation of the Bilingual and/or ESL program benefits, parents shall be provided with a brochure in English and/or Spanish explaining the benefits of program participation. Parents have a choice whether or not to enroll their child in the Bilingual or ESL program and if they choose to refuse placement in a Bilingual or ESL program, this request must be submitted in writing. Students with a parental denial are classified as limited English proficient and are listed in PEIMS as LEP with a parental denial until they meet exit criteria. Students with a parental denial for the bilingual program may be served in the ESL program with parent permission. Students with a parental denial for the bilingual program but whose parents have approved placement in the ESL program are coded in PEIMS as having a bilingual denial with permission for the ESL program.

Family Involvement

Wharton ISD recognizes that family involvement is crucial to a student's success in school; therefore, family involvement is actively encouraged on all campuses. Bilingual staff on each campus acts as family liaisons and may provide Spanish translation services for conferences, ARD meetings, LPAC meetings, and other school functions. School notices and communications will be translated into Spanish.

Program Evaluation

1. All districts must conduct an annual evaluation of the Bilingual/ESL program at the end of the school year. This report is to be used for program modification and improvement. Other evaluation data required for Title III programs must be reported as directed by TEA.
2. The LPAC should be informed of the progress of LEP students enrolled in each campus served. Parents must receive information regarding the progress or lack of progress of their son/daughter.

Referrals for Special Programs

Gifted and Talented

The Gifted and Talented program is available to all students who qualify by means of assessment measure collected from multiple sources. Once a student has been referred by a parent, teacher or community member, a letter is sent home to request permission for screening or additional testing. After the identification process is completed, parents are notified of the results of the testing.

Dyslexia

At any time a student continues to struggle with one or more components of reading, the student may be referred to the Student Support Team and additional information is collected to evaluate the need for a dyslexia assessment.

Special Education

The campus SST (Student Study Team) should proceed with caution when considering a Full Individual Evaluation for a student who is not a native English speaker. In the case of a non-English speaker, it is the responsibility of the SST to determine the student's proficient language. *A student may not be served in special education if his/her deficiencies are directly attributed to a lack of command of the English language.*

Second language acquisition is a complex phenomenon, a lifelong process. Consider that it is unlikely that a student who has been in an English speaking environment for less than three years would meet SLD eligibility criteria. When learning a second language, a 'silent phase' usually occurs for approximately six months. The student may not respond because he/she is listening. Language mixing is quite common as a natural stage in the developmental process of language acquisition. English speakers are not standing still waiting for LEP students to catch up. The older the child, the more difficult it is to catch up. While he/she is spending the mental energy learning English, classmates are advancing academically. Conversational ability or Basic Interpersonal Communication Skills (BICS) (develops in 2-5 years). This is only a small portion of the language skills needed to be successful in school. It takes language skills needed to be successful in school. It takes a minimum of 7-10 years to acquire academic language, Cognitive Academic Language Proficiency Skills (CALPS). In the case of a speech referral, there is no problem when considering stuttering, voice, or articulation. However, if the problem appears to be language based, assessment should be deferred the same as for SLD. It is not unusual for LEP students to do better in math, because of limited English proficiency; they may have difficulty with word problems.

LEP students who have recently arrived may not have attended school for several years. Lack of educational opportunity is not a reason for special education intervention.

Personnel

Methods of Ensuring Fluency of Bilingual Professional Employees

1. State Educator certification
2. Interview

English

Other Languages Used for Instruction

Oral Fluency	Written Fluency	Oral Fluency	Written Fluency
<ul style="list-style-type: none"> • Job Interview • (Questions in both English and other language) • Classroom walk-through observations, etc. 	<ul style="list-style-type: none"> • Written portion of teacher job application • Samples of written correspondence or other writing, etc. 	<ul style="list-style-type: none"> • Job Interview • (Questions in both English and other language) • Classroom walk-through observations, etc. • Parent-teacher conference observations, etc. 	<ul style="list-style-type: none"> • Writing samples • Samples of letters or correspondence the teacher has translated (for class/school, newsletter, parent letter, etc.)

Wharton ISD will make every effort to hire bilingual paraprofessionals for the BE/ESL program.

Wharton ISD will make every effort to train at least one bilingual interpreter for each district campus.