

Bilingual and English as a Second Language (ESL) Programs

Guidelines and Procedures Handbook

2020-2021



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BIL/ESL Department

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2020-2021 Campus LPAC Facilitators

Campus	Name	Position	Email	Phone Extension
Bay Colony Elementary	Julie O'Gea	LPAC Administrator	jogea@dickinsonisd.org	6212
Calder Road Elementary	Marty McKnight	LPAC Administrator	mmcknight@dickinsonisd.org	7512
Hughes Road Elementary	Julianna Walker	LPAC Administrator	jwalker@dickinsonisd.org	
K.E. Little Elementary	Hayde Lopez	LPAC Administrator	hlopez@dickinsonisd.org	7012
San Leon Elementary	Deanna Goodlet	LPAC Administrator	dgoodlet@dickinsonisd.org	7479
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Lobit Elementary	Martha White	LPAC Administrator	mwhite@dickinsonsid.org	
Barber Middle School	Cristina Cardenas	LPAC Coordinator	ccardenas@dickinsonisd.org	
Barber Middle School		LPAC Administrator		
Dunbar Middle School	Cristina Cardenas	LPAC Coordinator	ccardenas@dickinsonisd.org	
Dunbar Middle School		LPAC Administrator		
Lobit Middle School	Cristina Cardenas	LPAC Coordinator	ccardenas@dickinsonisd.org	
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McAdams Jr High	Jaime Williams	LPAC Administrator	jwilliams@dickinsonisd.org	7127
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Kranz Jr High	Kim Kelley	LPAC Administrator	kkelley@dickinsonisd.org	
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Dickinson High School	Leone Clark	LPAC Administrator	lclark@dickinsonisd.org	6514
Dickinson Continuation Center	Rosa Herrera		This is rarely needed	
Dickinson Alternative Learning Center			These students receive LPAC from home campus.	
Coastal Alternative Program			These students receive LPAC from home district and DISD follows LPAC recommendations	
Esmond Center = TLC4 and TLC5, Residential	Rosa Herrera	Wendy Chide	rherrera@dickinsonisd.org	6096

Program Philosophy

It is the philosophy of Dickinson Independent School District's (DISD) Bilingual (BIL) and English as a Second Language (ESL) program is designed to ensure English Learners graduate as bilingual, bi-literate, and bicultural students with the skills needed to succeed in higher education, the workforce, or the military and maximize their potential in a multicultural, diverse global society.

Program Design

Dickinson ISD is a late exit and dual language full-time program of instruction that focuses on meeting the individual needs of students through a challenging, affective, cognitive, and linguistic curriculum.

Program Goals

The DISD BIL/ESL program will:

- Provide challenging instruction at an appropriate level of difficulty for each student;
- Promote bi-literacy with an ultimate goal that each student will become a confident learner in the English language curriculum;
- Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
- Ensure proficiency in the ELPS domains: Listening; Speaking (including aligned vocabulary development); Reading and Writing;
- Ensure students show progress each year in their development of ELPS and mastery of content TEKS;
- Encourage parental support and involvement;
- Help students understand and appreciate their culture and heritage while accepting the importance of collaboration of different cultures;
- Provide opportunities for social interaction in bilingual and monolingual English language settings;
- Develop high levels of oral and written proficiency in both English and Spanish.
- Demonstrate positive cross-cultural attitudes and behaviors and high-levels of self-esteem.

Continuous Improvement

With the support of our district-wide staff, our parents, and the community, the Dickinson Independent School District's BIL/ESL department will continuously improve the academic and social experiences of all students served through our English Learner (EL) programs, offerings and services.

Bilingual/ESL Policy

All DISD BIL/ESL program teachers, administrators and staff are responsible for reading and adhering to the policies and procedures outlined in the federal and state laws. Specific district guidelines are outlined in this document and in staff development. Contact the Office of Educational Services for clarifications, questions or directions.

Background

TEC 29.051 and Ch. 89 require districts to provide a bilingual program for English Language Learners in elementary grades. DISD offers an English/Spanish bilingual program for all Limited English Proficient (LEP) students in grades PK-6. Students, who speak languages other than English (and/or Spanish) in grades PK-6, shall be offered placement in an ESL class. Secondary (grades 7-12) LEP students are placed in ESL classes. Notification of Enrollment in a Bilingual or ESL placement will be sent to parents upon entry into the program. Parents must approve classroom placement for Bilingual and ESL programs by signing the Notification of Enrollment in a Bilingual or ESL Placement.

Ch. 89 Adaptations for Special Populations	
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students	
89.1201	Policy
89.1205	Required Bilingual Education and English as a Second Language Programs
89.1207	Exceptions and Waivers
89.1210	Program Content and Design
89.1215	Home Language Survey
89.1220	Language Proficiency Assessment Committee
89.1225	Testing and Classification of Students
89.1230	Eligible Students with Disabilities
89.1233	Participation of Non-limited English Proficient Students
89.1235	Facilities
89.1240	Parental Authority and Responsibility
89.1245	Staffing and Staff Development
89.1250	Required Summer School Programs
89.1265	Evaluation

Texas Education Code Subchapter B Bilingual Education and Special Language Programs		
	§ 29.051	State Policy
	§ 29.052	Definitions
	§ 29.053	Establishment of Bilingual Education and Special Language Programs
	§ 29.054	Exception
	§ 29.055	Program Content; Method of Instruction
	§ 29.056	Enrollment of Students in Program
	§ 29.057	Facilities; Classes
	§ 29.058	Enrollment of Students Who Do Not Have Limited English Proficiency
	§ 29.059	Cooperation Among Districts
	§ 29.060	Preschool, Summer School, and Extended Time Programs
	§ 29.061	Bilingual Education and Special Language Program Teachers
	§ 29.062	Compliance
	§ 29.063	Language Proficiency Assessment Committees
	§ 29.064	Appeals

Personnel Roles & Responsibilities for Bilingual/ESL

The educators listed below perform a variety of roles within the ESL program guidelines. Collectively, they are responsible for identifying ELs, coordinating and providing services based on assessed needs, and insuring students' civil rights to education are not compromised.

District Director of At-Risk Programs

As the district-level person responsible for the BIL/ESL programs, oversee the BIL/ ESL programs in collaboration with the Deputy Superintendent of Educational Services, campus principals, LPAC facilitators, and BIL/ESL teachers to:

- Maintain a program that aligns with state and federal regulations;
- Develop and administer a budget to support the program;
- Coordinate the communication and dissemination of information about the BIL/ESL program to campus and district administration, teachers, parents/guardians of ELs, and other interested community members;
- Serve as a resource of professional information and support for BIL/ESL teachers;
- Facilitate inter-department collaboration on issues related to the program;
- Provide support to campuses for improvement of instructional practice and support of ELs;
- Regularly evaluate BIL/ESL programs and develop plans for continued improvement of program services and support.

Campus Principal

As the instructional leader and administrator of the school, the principal plays a key role by ensuring that:

- The Home Language Survey (HLS) is completed during the registration process;
- The BIL/ESL teacher and LPAC Facilitator assigned to the campus are notified that a potential EL has enrolled;
- A full range of appropriate services are provided to identified LEP students: BIL/ESL services, accommodated core classroom instruction, specialty or elective instruction, and special services (e.g., Title I, Gifted and Talented, and/or Special Education) when appropriate;
- All records are carefully maintained;
- The campus LPAC functions in accordance with the state and federal policies regarding the identification, placement, monitoring and support of ELs.

LPAC Administrator

As the administrator over LPAC, this person is responsible for having knowledge of current laws and procedures regarding bilingual/ESL programs and LPACs ensuring that:

- The Home Language Survey is present in the student's folder and that there is only one Texas HLS;
- He/she attends all LPACs;
- All laws and procedures regarding bilingual/ESL students and LPACs are followed;
- The needs of all EL students are being addressed and met.

LPAC Facilitator

The primary role of the campus LPAC Facilitator, is to provide campus leadership in appropriately serving BIL/ESL students as required by the district and state in the following ways:

- Serve as communication link for BIL/ESL teachers and campus/district personnel.
- Assist in parent communication.
- Represent campus at BIL/ESL meetings as assigned by campus administration.
- Assist campus/district administration in validation of PEIMS information for students.
- Coordinate with campus personnel in registration, testing, and identification of BIL/ESL students.
- Ensure that LPACs are conducted in a timely fashion and that LPAC minutes are current and correct.
- Disseminate the correct Limited English Proficient/LPAC required information to the principal, Director of Educational Services, and Data Specialist.
- Monitor BIL/ESL student records assuring they are current and correct.
- Assist campus administration in properly transmitting BIL/ESL records from campus to campus.
- Perform duties as assigned by the principal, his/her designee, Director of At-Risk Programs, or Deputy Superintendent of Curriculum Services.

ESL Teacher (Secondary)

As the educator with specialized training regarding English language acquisition and the social, emotional, and academic needs of ELs, the teacher's role is to:

- Evaluate the student's level of proficiency using state-approved instruments;
- Enter proficiency data into the school's record keeping system;
- Communicate with classroom teachers regarding student linguistic accommodations, assessment standards, performance level descriptors;
- Notify appropriate school personnel when a student's proficiency meets the requirements for exiting the ESL program;
- Monitor and document the progress of M1 and M2 students;
- Deliver instruction based on best-practice for ELs;
- Implement the English Language Proficiency Standards (ELPS) into every lesson, articulating and posting language objectives for students during each class;
- Carefully analyze student TELPAS data to implement appropriate linguistic accommodations based on students' proficiency levels;
- Communicate students' progress to LPAC Facilitator;
- Collaborate with the LPAC Facilitator to develop students' LEP Plan
- Monitor ESL student progress by reviewing grades, reading level, assessment scores and other relevant data and reports regularly;
- Stay abreast of best-practice in delivering high-quality instruction to ELs in the content areas.

Bilingual/ESL Teacher (Elementary-Middle)

The teacher is responsible for the English language acquisition during instruction in the content areas through instructional strategies designed to support ELS. In addition, the classroom teacher:

- Follows the district Bilingual Model along with the district Time and Treatment Plan for bilingual students;
- Ensures that students gain mastery of the English language and exits the program within 3 to 4 years after entering the program;
- Evaluates the student's level of proficiency using state-approved instruments;
- Enters proficiency data into the school's record keeping system;
- Notifies appropriate school personnel when a student's proficiency meets the requirements for exiting the ESL program;
- Monitors and documents the progress of M1 and M2 students;
- Delivers instruction based on best-practice for ELs;
- Implements the English Language Proficiency Standards (ELPS) into every lesson, articulating and posting language objectives for students during each class;
- Carefully analyzes student TELPAS data to implement appropriate linguistic accommodations based on students' proficiency levels;
- Communicates students' progress to LPAC Facilitator;
- Collaborates with the LPAC Facilitator to develop students' LEP Plan
- Monitors ESL student progress by reviewing grades, reading level, assessment scores and other relevant data and reports regularly;
- Stays abreast of best-practice in delivering high-quality instruction to ELs in the content areas.

Registrar

- Administer the Home Language Survey
- Notify appropriate personnel when a Home Language Survey indicates a language spoken other than English
- Request records from previous campus
- Conduct interview with parents and student
- Transmit records between campuses
- Forward records to receiving campuses:
 - Years in US Schools History
 - Signed Parent Permission Letters
 - Summary of Woodcock-Munoz English and Spanish results
 - Summary of ITBS results
 - Original Home Language Survey

Campus Counselor (Secondary)

As a professional within the school who has a specific role to perform, the counselor performs that role, keeping in mind the unique characteristics of ELs that may require a counselor to:

- Interact with ELs in a way that supports the cultural, social, emotional adjustments students are making;
- Confer with the BIL/ESL Teacher when planning a student's middle or high school schedule;
- Collaborate with the BIL/ESL Teacher to help parents and students understand Texas' standards for language acquisition (ELPS);
- Communicate to parents the participation of ELS in Texas' Assessment Program (STAAR/EOC, TELPAS, Woodcock Munoz, or ITBS), and the requirements for graduation.

Parents of ELs

Parents, defined as natural parents or legal guardians, play an important role in the decisions that impact their child's education. They support the efforts of the campus and district in programming and service provision by:

- Completing and signing the Home Language Survey (HLS) for students in Grades PK-8; Providing input to campus LPACs in determining the student's primary language proficiency and English language proficiency;
- Giving written permission for student placement into or exit from a Bilingual or ESL program;
- Supporting the programming decisions for the campus by serving as a member of the LPAC and receiving training to carry out the LPAC functions;
- Monitoring progress of student in BIL/ESL program by regularly reviewing grades, assessment data or other information;
- Communicating regularly with BIL/ESL Teacher and Classroom Teachers about student progress and/or concerns.

EL Programs in DISD

Program Content & Design

- a) DISD adheres to the rules found in §89.1205. Required Bilingual Education and English as a Second Language Programs.
- b) Each school district, which has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level district-wide, shall offer a bilingual education program as described in subsection (b) of this section for the limited English proficient students in prekindergarten through the elementary grades who speak that language. Elementary grades shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.
- c) A district shall provide a bilingual education program by offering a dual language program in prekindergarten through the elementary grades, as described in §89.1210 of this title (relating to Program Content and Design).
- d) Districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section.
- e) All limited English proficient students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection of this section, regardless of the students' grade levels and home language, and regardless of the number of such students.
- f) A district shall provide an English as a second language program by offering an English as a second language program as described in §89.1210 of this title (relating to Program Content and Design).
- g) School districts may join with other school districts to provide bilingual education or English as a second language programs.

Dual Language One-Way Program

DISD's Dual Language One-Way Program offers native Spanish speaking students the opportunity to continue learning in their native language while acquiring English. This includes listening, speaking, reading, writing, and content area skills in both languages. The structure of the Dual Language bilingual program for grades pre-kindergarten through 6 will depend on the program model. The goals of the program are as follows:

- Provide access to the state curriculum
- Provide full closure of the academic achievement gap between native English Speakers and ELS
- Become bilingual, bi-literate, and bicultural
- Instill self-assurance, confidence and cultural pride in students; and
- Compete with a global society
- Meet or exceed all academic standards in both languages
- Develop high levels of oral and written proficiency in both English and Spanish
- Demonstrate positive cross-cultural and behaviors as well as high levels of self-confidence

The structure of the Dual Language bilingual program for Grade K through Grade 5 will depend on the program model adopted by the school.

Dual Language Time and Content Allocation:

90/10: Students who participate in the 90/10 program model will receive 90% of their instruction in Spanish and 10% in English. The percentage of instruction in Spanish will gradually decrease while the percentage of instruction in English will increase to 80/20 in Grade 1 and Grade 2. In Grade 3, the percentage of instruction will become 50/50 and will remain as such for Grades 4, 5 and 6.

All students will receive initial literacy in Spanish. Key vocabulary terms and concepts will be taught through cross-linguistic connections to facilitate language transfer. Concepts and terms will not be simply retaught and/or translated the same way in which they were first taught. The strategic use of language by the students and teacher increases the development of full proficiency in both languages.

50/50: Students who participate in the 50/50 program model will receive 50% of their instruction in Spanish and 50% in English in all grade levels, K to Grade 6. All students will receive initial literacy in Spanish and English. Key vocabulary terms and concepts will be taught through cross linguistic connections to facilitate language transfer. Concepts and terms will not be simply retaught and/or translated the same way they were first taught. The strategic use of language by the students and teacher increases the development of full proficiency in both languages.

Dual Language One-Way Instruction Model:

Students in the One-Way Dual Language Program receive grade-level instruction in the core content areas using the Dickinson Independent School District's curriculum for mathematics, science, social studies, and language arts/reading.

- The One-Way Dual Language Program serves Spanish-speakers identified as English Learners.
- Teachers foster primary language literacy as well as second language literacy by assisting students in the development of their second language through content area instruction and through instruction in second language development using English as a Second Language (ESL) strategies.
- First and second language instruction will take place in the classroom.
- The importance of language separation is understood.
- Music, Art, and Physical Education are taught in English. Concepts will be taught in one language at a time to ensure depth of understanding within the concept and the language of instruction.
- One-Way Dual language students will receive the same content curriculum as English only students.

Time and Content Allocation

DUAL LANGUAGE MODEL Pre-K - Grade 6

Grade/ Percent	Spanish	English
Pre-K 90/10	Language Arts (Reading/Writing) Social Studies Mathematics	Science
K 90/10	Language Arts (Reading/Writing) Social Studies Mathematics	Science
1 80/20	Language Arts (Reading/Writing) Social Studies	Science Mathematics
2 80/20	Language Arts (Reading/Writing) Social Studies	Science Mathematics
3 50/50	Language Arts (Reading/Writing) Social Studies	Science Mathematics
4 50/50	Language Arts (Reading/Writing) Social Studies	Science Mathematics
5 50/50	Language Arts (Reading/Writing) Social Studies	Science Mathematics
6 50/50	Language Arts (Reading/Writing) Social Studies	Science Mathematics

Each DL classroom is to maintain the language of instruction of that classroom (no concurrent translating) and show evidence of the following during the instructional process and/or in the classroom environment:

Content and Language Objectives

- Content and language objectives should be posted and stated before, during, and after the lesson.
- Content objectives include the verbs of the TEKS/Guidelines.
- Language objectives should describe how students will demonstrate learning through language domains (L, S, R, W).
- Both academic and procedural vocabulary should be included in objectives and students should anchor to the objectives.

Science and Math Word Bank

- Word banks are different from word walls. A word bank should be evident in your classroom for science. The word bank highlights vocabulary words for each unit. Many teachers have found ways to take pictures or create smaller versions of the individual unit word banks and keep them available for student use so they can change the actual wall after each unit.

Word bank components:

- Spanish words are in red
- English words are in blue
- Pictorial support for each word
- Cognates

Mark the Language

- The language poster indicator will be posted visible to students.
- Physical response signal, switching the brain, to indicate language of instruction.

Bilingual pairs

- Students should be grouped in bilingual pairs or partners for all subject area instruction.
- Students more dominant in English are paired with students more dominant in Spanish, which facilitates content and language development.
- Pairs should be fluid, not static, as students grow and develop new strengths.
- **Role of the student:** The dominant speaker in each language becomes a language model for their partner. Students should know the purpose of the pairs and be trained to ask their partner for help as needed. For example, a dominant English speaker needs to know she can ask her dominant Spanish speaking partner how to say a particular word in Spanish. Students should know where to look to find their bilingual partner for each activity.
- **Role of the teacher:** Bilingual pairs should be posted in a place where students can always see who they are partnering with for each part of the day. Partner students differently as needed for each task, based on the level of complexity of the task and each student's strengths and weaknesses.

Preview/View/Review (PVR)

PREVIEW (Spanish)

- What key concepts and/or academic vocabulary you will cover.
- How the anchor chart will look like.
- What TPR, realia, story or visual support you will use with the key concepts and/or vocabulary.
- Which essential question to ask the students.
- Which activity you will use to introduce key vocabulary

VIEW (English)

This is the lesson and delivered in the L2 language. Teacher needs to use sheltered instruction approach

- Immediately discuss in L2 the anchor chart with the key concepts and/or academic vocabulary previously discussed in the L1 native language.
- Supports students to use the language of instruction by listening, speaking, reading and writing (you may restate, probe, use sentence stems, TPR, etc.)
- Provide lesson using a sheltered approach (use visuals, hand on activities, partners, etc).

REVIEW (Spanish)

This is the reflection or check for understanding, and it is done in the L1 native language.

- If to use the anchor chart that was created with key concepts and/or academic vocabulary you will cover.
- If to use another activity (sorting, oral respond, TPR, formative assessment, etc.)
- Where to display work or anchor chart for future reference.

Sight word walls in Spanish and English

- Each classroom should have a sight/frequently used word wall in the language of instruction for Language Arts.
- Additionally, in the 1WDL program you should also have 2 sight word walls, one in **English** and one in **Spanish**.
- The **English** sight word wall supports your students during the portion of the instructional day by giving them a resource for how to spell frequently used words.
- **Spelling patterns** and conventions should be discussed before the word is added to the

The following DISD campuses provide bilingual programs:

Campus	PK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Bay Colony Elementary School	X	X	X	X	X	X		
Calder Road Elementary School								
Hughes Road Elementary								
K.E. Little Elementary School	X	X	X	X	X	X		
San Leon Elementary School	X	X	X	X	X	X		
Silbernagel Elementary School	X	X	X	X	X	X		
Lobit Elementary School	X	X	X	X	X			
Barber Middle School							X	X
Dunbar Middle School							X	X
Lobit Middle School								

(see Appendix A: DISD's Bilingual Early Exit Transition Model Time and Treatment)

ESL Program

The DISD ESL program develops English speakers of other languages into fluent listeners, speakers, readers, and writers of English. Classes are taught in English. Language acquisition is acquired through the use of ESL methodology and sheltered instruction strategies. Elementary campuses with Spanish and non-Spanish speakers of languages other than English offer ESL when there are fewer than 20 speakers of the language, in the grade level, district wide. All secondary campuses offer ESL to Limited English Proficient (LEP) students. English Language Proficiency Standards (ELPS) are integrated into all lessons. Students in the program are provided intensive instruction in second-language acquisition.

The following DISD campuses provide ESL programs:

Campus	PK-4	Gr 5-6	Gr 7-8	Gr 9-12
Bay Colony Elementary School	X			
Calder Road Elementary School	X			
Hughes Road Elementary	X			
K.E. Little Elementary School	X			
San Leon Elementary School	X			
Silbernagel Elementary School	X			
Lobit Elementary School	X			
Barber Middle School		X		
Dunbar Middle School		X		
Lobit Middle School		X		
McAdams Junior High			X	
Kranz Junior High			X	
Dickinson High School				X

Exceptions to the Required Bilingual Program

TEC 29.054/Commissioner's Rule Chapter 89.1205

Elementary schools that are unable to offer bilingual education with a bilingual certified teacher (or one on permit) to all their EL speakers of Spanish must request an "Exception from the Required Bilingual Education Program" from the Commissioner of Education for the classes in which the bilingual program is not offered. The exceptions shall be requested for teachers of EL students whose home language is Spanish who are not enrolled in a Spanish/English bilingual program BUT are enrolled in an ESL program. Through the exception, the school seeks permission to temporarily offer a district approved alternative language support program. Schools requesting exceptions shall offer an ESL program with teachers who are ESL endorsed or certified.

Exceptions shall be requested on an individual school basis and are valid for only one school year. TEA's approval of an exception is based upon the school's efforts to provide certified staff for the required bilingual program, to reduce the number of exceptions requested over a period of time and the quality/description of the school's proposed alternative/ESL program. Required documentation for the exception must include the following:

- Reasons the school is unable to offer the bilingual program with supporting documentation.
- Description of the proposed alternative language support program.
- Assurance that available teachers with bilingual certification in the school will be assigned to grade levels beginning at PK, followed successively by subsequent grade levels.
- Description of the training that the school will provide to improve the skills of the staff assigned to the proposed program.
- Description of the actions the school will take to ensure that the required bilingual program will be provided the subsequent year, including its documented plans for recruiting an adequate number of teachers to eliminate the need for subsequent exceptions.

Waiver of ESL Certification

Schools that are unable to provide at least ESL instruction with ESL endorsed teachers (or teachers on permit) must request a "Waiver of ESL Certification" (89.2) from the Commissioner of Education for the teachers to whom those students are assigned for English/Language Arts.

The certification waiver shall be requested for teachers of the following students:

- Middle school EL students who are not enrolled in ESL program/classes.
- Spanish speaking Elementary EL students who are not receiving any type of bilingual program or the alternative language support (ESL) program with appropriately certified teachers.
- Elementary EL students who are speakers of other languages (i.e. French, Vietnamese, etc.) who are not receiving the required ESL program with ESL endorsed teachers.

Waivers of ESL certification requirements shall be requested on an individual school basis and shall be valid for only the school year for which they were requested. TEA approval of certification waivers shall be based upon the school's efforts to provide certified staff for the

required program, the school's degree of reduction of the number of certification waivers requested over a two year period, and upon the quality of the school's proposed ESL program.

Required documentation for the waiver includes the following:

- Reasons the school is unable to offer the ESL program with documentation.
- Description of the proposed ESL program.
- Assurance that ESL certified teachers available in the school will be assigned to the lowest grade levels beginning at PK, followed successively by subsequent grade levels.
- Description of the training that the school will provide to improve the skills of the staff assigned to the proposed ESL program.
- Description of the actions the school will take to ensure that the bilingual program (elementary) or ESL program (secondary) will be provided the subsequent year, including its plans for recruiting an adequate number of teachers to eliminate the need for subsequent waivers.
- The name of the teacher(s) not on permit who are assigned to implement the ESL program and estimated date for the completion of the ESL endorsement for each teacher under waiver.

Schools must make every effort including team teaching or other creative scheduling to provide bilingual or ESL education to all EL students in order to avoid the request for "Waivers of ESL Staffing/Certification." All documentation on waivers must be made available for internal or external audits.

Overview of the LPAC Process

The LPAC Framework integrates State and Title III of Public Law 107-110 (*Elementary and Secondary Education Act*) requirements regarding the identification and placement, parent approval, annual review, and assessment of ELs as they attain language and academic proficiency. To adhere to these requirements, the LPAC Framework delineates the steps that must be followed:

Identification

The LPAC must assess students using instruments approved by TEA whose Home Language Survey (HLS) indicates that the student has a language other than English and who may be determined to have a limited English proficiency.

Processing

When a student enrolls in school and indicates a language other than English on the Home Language Survey (HLS), the LPAC's time requirements begin. Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency, assessment results and academic status to make placement recommendations.

Placement

The LPAC must discuss all student data and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program. Parental permission must be acquired within the 20-day period. The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

Monitoring

The LPAC must review progress and performance of ELs in their intensive language instruction program and make recommendations for interventions. In addition, the committee must review student progress and assessment data and make a recommendation for exit as well as provide follow-up of all students exited from the BIL/ESL program as they transition into an all-English program. (*See Appendix B: Flowchart for LPAC Process*)

LPAC Membership

DISD will follow the state plan outlined in §89.1220 in operation of campus Language Proficiency Assessment Committees. The policy and procedures for the operation, selection, appointment and training of the members of the committee are listed in this document.

Committee Membership

The Bilingual LPAC is composed of a campus administrator, professional Bilingual educator, a professional transitional Bilingual teacher and a parent of a current LEP student participating in the program who is not otherwise employed by the district.

The ESL LPAC is composed of one administrator, one ESL certified teacher and a parent of a current LEP student participating in the program who is not otherwise employed by the district.

All DISD LPAC members, *including parents*, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. All members should have confidentiality oaths signed and secured in Frontline with all LPAC meeting minutes.

Membership Guidelines

- The trained LPAC parent serves as the representative parent for all LEP students. Anyone that is a designated LPAC member at these meetings must be trained in order to follow the process accordingly.
- Each trained member shall also sign an oath of confidentiality.
- Assessment and other information that is shared and analyzed for all students must be considered with respect to each student and his/her family's right to confidentiality. 19 TAC §89.1220
- All required members are given prior notification of meeting and must be present at all LPAC meetings.
- The LPAC Facilitator leads the meeting and follows the appropriate agenda based on type of LPAC meeting.
- Members review and discuss **all** student data and information as directed by the LPAC Facilitator.
- Members make appropriate decisions required for the specific LPAC meeting agenda.
- Meeting documentation is signed by all members; all LPAC forms are secured in Frontline.
- Decisions are included in LPAC minutes which are kept with the campus LPAC administrator and within the Frontline system. An electronic copy of the LPAC Minutes Report (found in Frontline) is emailed to district PEIMS office along with completed LEP Data Entry Sheets for new students or students with any program/placement changes. (LPAC EOY Agenda/Meeting Summary Export - EOY LPAC.csv)

- All members must be present at all LPAC committee meetings. All LPAC committee members must sign documents for student entry and exit of program.

Duties & Responsibilities

The Language Proficiency Assessment Committee's (LPAC) responsibilities follow a cycle throughout the year. The responsibilities include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.

When a student enrolls in school and indicates a language other than English on the Home Language Survey, the LPAC's time requirements begin. Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency and academic status, and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program. Parental permission must be acquired within the 20-day period. The LPAC must also recommend instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time.

The LPAC also facilitates the participation of limited English proficient students in other special programs for which they are eligible, ensures parent notification of student progress and LPAC decisions made on behalf of the child, and continuously monitors assessment results, interventions, and program appropriateness. The LPAC shall:

- Assign a language proficiency level in accordance to §89.1210
- Designate the level of academic achievement of each limited English proficient student, instructional methodologies and/or interventions
- Determine linguistics accommodations for assessment
- Provide program information and coordination with content teachers
- Facilitate and encourage the participation of limited English proficient students in other special programs (i.e. GT, AP courses, CTE)
- Secure Parental Approval and send notifications
- Classify students as non-LEP/English proficient in accordance with the criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), and recommend their exit from the bilingual education or English as a second language program

DISD's Educational Services Department will provide an annual LPAC training review to campus membership at the beginning of the school year and at midyear (for assessment) for returning LPAC members. Trainings will be listed in Euphoria/Workshop. In the case of new LPAC campus facilitators new to the LPAC process, individual campus training will be provided at the beginning of the school year. *(See Appendix C: LPAC Procedures at a Glance)*

Beginning of the Year LPAC (BOY)

Upon initial enrollment- within the student's first four weeks (20 school days) the LPAC shall give written notice to the student's parent advising that the student has been classified as limited English proficient and request approval to place the student in the required bilingual education or English as a second language program. The notice shall include information about the benefits of the bilingual education or English as a second language program for which the student has been recommended and that it is an integral part of the school program.

Mid-Year LPAC (MOY)

The Mid Year LPAC meeting is conducted in early spring, usually in February or early March. During this meeting all LEP students are discussed on an individual basis including those in a program and those who have denied services, as applicable. Decisions for testing purposes are made during this time in regards to state assessments and applicable or eligible linguistic accommodations that have been implemented in the classroom throughout the year. The individuals represent the required membership of the LPAC from a Bilingual campus.

Assessment Guidelines

LPAC responsibilities relating to assessment include but are not limited to: determining appropriate local and state assessments and maintain proper documentation prior to the administration of the state criterion-referenced test each year, and determining the appropriate assessment option for each limited English proficient student as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments).

The assessment options shall be:

- a) The administration of the English version criterion-referenced test;
- b) The administration of the Spanish version criterion-referenced test; or
- c) For certain identified asylee/or refugee students, exemption from the criterion-referenced test.

In determining the appropriate assessment options and linguistic accommodations, the LPAC shall consider the following criteria for each student:

- Academic program participation (bilingual education or English as a second language) and primary language of instruction;
- Language proficiency, including literacy, in English and/or Spanish;
- Linguistic accommodations used regularly and effectively in content classes;
- Number of years enrolled in U.S. schools;
- Previous testing history (STAAR, TELPAS, EOCs, ITBS, STAR, WM)
- Level achieved on the state English language proficiency assessment in reading;
- Consecutive years of residence and schooling outside of the 50 U.S. states; Documentation of significant interruption to formal education (SIFE).
- Refugee/asylee status

In addition to making accommodation decisions about assessment, MOY LPAC is also responsible for the review of students who have exited the formal BIL/ESL program but are being monitored as they transition to an all-English academic setting (1st, 2nd, and 3rd year Monitoring or M1, M2, M3). The LPAC must also make decisions about interventions and progress as well as notifications to parents about student success.

End of the Year LPAC (EOY)

During this end of year (EOY) meeting all LEP students are discussed on an individual basis including those in a program and those who have denied services, and those who are being

monitored as applicable. Decisions are made during this time in regards to placement decisions for the following year. The individuals represent the required membership of the LPAC from a Bilingual campus.

BIL/ESL Exit Criteria

At the end of the school year, a district may transfer (exit, reclassify, transition) an English language learner (EL) out of a bilingual or ESL program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. If the LPAC determines that a student meets criteria to exit from the BIL/ESL program and enter the first year of monitoring (M1) during transition to an all-English placement, the committee must ensure the following criteria are consider and met: satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. [19TAC§89.1225(h)] The chart below illustrates the assessment criteria in DISD:

Area	Assessment Criteria for Exit	1 / 2	3	4	5/6	7	8	9 /10	11/12
Listening/ Speaking	TELPAS (AH) or LAS LINKS (4+)	X	X	X	X	X	X	X	X
English Reading	ITBS Reading (≥40 th percentile)	X							X
English Reading	STAAR Reading or EOC (met standard)		X	X	X	X	X	X	
English Writing	TELPAS (AH) or Woodcock Munoz (4+)	X	X		X		X		X
English Writing	STAAR Writing or EOC (met standard)			X		X		X	
Subjective Teacher Evaluatio n	Assessments, anecdotal notes, portfolios, etc.	X	X	X	X	X	X	X	X

(see Appendix G: BIL/ESL Program Exit Criteria)

When it has been determined that a student meets exit criteria and the LPAC determines that the student will be able to participate equally in a regular all-English instructional program, the LPAC Facilitator must do the following:

- Notify parents of EXIT and obtain parent acknowledgment (signed and dated in Frontline);
- Work with counselors to provide all-English instruction for following school year;
- Monitor progress for four years (M1, M2, M3, and M4). Data is received from classroom teachers;
- Document changes in Frontline and print copy for LEP Folder for PEIMS submission;
- Print copy of LPAC Minutes Summary and submit electronic copy to district PEIMS office and to the Directors of Elementary and Secondary Programs.

BIL/ESL Program Services Continuation

When it has been determined that a student does not meet exit criteria and the LPAC determines that the student needs to continue participation in a bilingual or ESL program, the LPAC Facilitator must do the following:

- Notify parents of program continuation (print form from Frontline)
- Determine bilingual services for the next year
- Determine ESL level for next year; work with counselors to provide proper course scheduling
- Document changes in Frontline
- Submit electronic copy of LPAC Minutes Summary and submit electronic copy to district PEIMS office and to the Director of At-Risk Programs.

Special or as needed LPAC (AYL)

The need for an LPAC meeting can happen anytime throughout the year when a new student enrolls to the campus who meets criteria for possible identification (see Identification of EL Students). It may also be necessary to hold an LPAC outside of the standard meeting windows if there is a need for program placement changes or if a parent denies services that were previously received. Like with any LPAC meeting, the committee will discuss student's academic, social or linguistic progress and the nature of the called LPAC, it will make recommendations regarding placement or change of placement and will seek parent permission as required.

When special meetings are conducted, it is also necessary to print a summary of the LPAC Meeting Minutes from Frontline and send an electronic copy to the Director of At-Risk.

Parent Permission/Denial

Pending parent approval of a limited English proficient student's entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the district shall place the student in the recommended program, but may count only limited English proficient students with parental approval for bilingual education allotment.

Identification of LEP Students

DISD identifies English Language Learners who are limited English speakers in accordance with the state requirements. The process for identification begins with a Home Language Survey (HLS). In order to assure that all students with limited English proficiency (LEP) are equitably and appropriately identified, all campus enrollment forms must include a complete HLS. If the completed survey indicates a language other than English may be spoken, specific testing and evaluations will follow. *(see Appendix H: DISD Home Language Survey)*

New DISD Students Not Previously Identified BIL/ESL

1. Campus personnel will administer an initial screening using the Woodcock Munoz Language Survey assessment to determine the student's level of English language proficiency. Students in grades 2-12 will also be given a norm-referenced assessment (Iowa Test of Basic Skills) to determine academic proficiencies. To qualify for BIL/ESL services, students must meet the following criteria:

Assessment	Identification Criteria for Entrance	Pre-k to 1st	2 nd to 12 th
OLPT LAS LINKS English Form A and Spanish	Below Level 4 Tests 1 Speaking and 2 Listening or Tests 5 Listening and 6 Speaking	X	X
Norm-Referenced Standardized Achievement Tests in English ITBS	Below 40 th Percentile on Reading and/or Language Arts		X

2. Based on the results of the screening assessments, the LPAC committee will determine if a student is:
 - Fully proficient in English (level 4); or
 - Limited English Proficient (below level 4)
3. Students identified as Limited English Proficient (LEP) are eligible for Bilingual or ESL services. The LPAC identifies and places student within the first 4 weeks (20 school days) of enrollment. Necessary signed documents must be placed in the student's LEP Folder and scanned into the student's Frontline database. *(see Appendix I: Documentation Protocol: Newly Identified Students).*
4. The LPAC Facilitator must send parents a formal Notification of Placement (form in Frontline). Parental consent is not required to begin provision of ESL or Bilingual services. Parental permission is required within 20 days of the student entering the school. Every effort must be made to secure parental permission to participate in the BIL/ESL program recommendations within the required time frame.
5. Parents may also refuse Bilingual or ESL services. If this occurs, students are removed from placement and reassigned to an appropriate regular academic environment.

6. If parent refuses/denies program placement, a conference will be set in the parent's native language to discuss program placement, benefits and all pertinent information regarding placement decisions.
7. If a student is tested and does not qualify for bilingual or ESL services, keep all testing documentation in the student's permanent records as documentation that the HLS was followed up on with testing the student's language.

Current DISD BIL/ESL Students (Intra-District Transfers)

Students already enrolled in a DISD BIL/ESL program and transferring to a new DISD campus will not need initial testing. The information regarding current testing and placement should be found within the student's EL folder and within the student's database in Frontline. Campus personnel should use the information found in Skyward until proper file documentation is sent from previous campus. If files or documentation are not received within 5 days, receiving campus personnel are responsible for making arrangements to collect documentation and files. *(see Appendix I: Cumulative Folder Documentation Checklist)*

New DISD Students (Previously Identified BIL/ESL)

All documentation regarding prior BIL/ESL program participation brought with parent at time of registration should be reviewed and considered for appropriate initial student placement until the Beginning of the Year (BOY) LPAC determination. It is the responsibility of the receiving campus to request all EL records from the prior campus. Once received, campus personnel are to secure, maintain and/or create necessary file documentation and records, and to scan necessary documentation into the student's database in Frontline. *(see Appendix I: Cumulative Folder Documentation Checklist)* Within 20 days of the student's enrollment, the LPAC Facilitator will notify the parent in writing of the student's eligibility to receive ESL services.

Home Language Survey

Dickinson ISD requires that the Home Language Survey (HLS) be completed for each student that enrolls for the first time. The HLS shall be administered to each student new to the district, and to students previously enrolled who were not surveyed in the past. The student's original HLS shall be kept in each student's EL folder inside the permanent record folder. The original HLS must also be scanned into the student's Frontline database. Only one Texas Original Home Language Survey should be included in students' records. *(See Appendix H: DISD Home Language Survey)*

The HLS must be signed and dated by the student's parent or guardian for students in grades prekindergarten through Grade 8, or by the student or parent in Grades 9-12. The Home Language Survey shall be administered in English and Spanish; for students of other language groups, the HLS shall be translated into the home language whenever possible. If the response on the HLS indicates that a language other than English is used, then the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students).

Exit/Reclassification of EL Students

The LPAC must formally exit students from the program when they have met exit criteria. Notification of Exit letter must be sent to the student's parent or guardian. The notification forms shall be signed by a parent and returned to the school and filed in the student's LEP documentation folder and entered into Frontline LPAC. (The LPAC exit date, exit letter date, EL status code of "M" (monitored), and program placement code shall be entered into *Skyward*.)

Monitoring EL Students after Exit

The LPAC committee is also responsible for monitoring exited or reclassified non LEP students for the four years that follow the year that they exit the Bilingual or ESL program. TEC §29.0561 Monitoring shall consist of a review of grades, academic progress, benchmark scores, state assessment scores and pertinent records. Monitoring should be documented every grading period.

Monitoring Transition (M1 – M5)

The campus LPAC must monitor and regularly assess the progress of all ELs, including those who have opted out of Bilingual/ESL programs, in both English language proficiency (ELP) and content knowledge. For students who have exited the Bilingual/ESL program, monitoring occurs for 4 full years after exit (M1 - M4). Monitoring includes reviewing the performance and progress of students every 9 weeks in grade-level core content areas and could also include periodic benchmarks to monitor EL student progress over time. If students are not making progress, teachers are to provide additional support for ELs to reach English proficiency and gain grade-level content knowledge. At the secondary level, LPACs must monitor to ensure that the campus is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Campus LPACs, LPAC Facilitators and BIL/ESL teachers must use a multi-tiered system of support to ensure EL students in M1 – M4 are provided adequate intervention if progress is not being met at any given checkpoint. The LPAC must make recommendations for interventions that will provide the best support for struggling ELs in an all-English setting. Use of RtI as a multi-tiered support is also recommended.

Coordination with Other Programs

The language proficiency assessment committee (LPAC) process does not work in isolation. The continuous focus on the student often necessitates coordination and collaboration between and among other programs that also work with the English Language Learner (EL). The decisions of the LPAC will have an impact on the overall instructional program for the individual EL.

It is important that the LPAC receive all of the necessary information relating to the student's needs, the student's performance, language, and cultural background, and the student's participation in special programs. Collaboration among instructional personnel who have been trained to identify the needs of ELs and who must implement timely interventions is essential in

maintaining coherent instructional program that will lead to the improvement of student performance.

Some of the programs that are available to the EL may include:

- Summer School
- Gifted and Talented
- Before and After School Tutorials
- At-Risk Programs
- Extra-Curricular (clubs, UIL, etc)
- Community-Based Programs
- Career and Technical Education (CTE)
- Special Education
- Dyslexia
- Section 504
- Extended School Year
- Newcomer/Immigrant Programs

Written documentation becomes invaluable for collaborating and coordinating programs for the EL. Information provided to PEIMS must be correct and timely. Parent input and notification is necessary at every phase of the LPAC process. The Title III program requires that parents become critical partners in the placement and monitoring of the student's instructional program. The LPAC is not a referring agent, but it can serve to identify available programs for the student as it deliberates throughout the year.

PEIMS Documentation & Responsibilities

The collection of Public Education Information Management System (PEIMS) data is required of all school districts and charter schools [local education agencies (LEAs)] by TEC §42.006. Within the BIL/EL Program there are several points throughout the LPAC process where careful PEIMS data submission is required from each campus. The following is required after each LPAC meeting:

Beginning of the Year LPAC (BOY):

1. Send an electronic copy of the **“LPAC Placement/Initial Agenda/Meeting Summary”** report from Frontline to the district PEIMS office. Be sure to review for accuracy and completion of information prior to submission.
2. Send an electronic copy to the Director of At-Risk Programs.
3. Batch-print a completed LPAC: PEIMS Coding Form (located in Frontline LPAC Reports) for all students who have a change of placement or are recommended for initial placement at the BOY LPAC. Email reports to the district PEIMS office within 2 business days of the date of LPAC. ***Note: Parent denials will update LPAC recommendations and a new LPAC: PEIMS Coding Form will need to be generated and entered by the LPAC Administrator.***

Middle of the Year LPAC (MOY):

1. Send an electronic copy of the **“LPAC State Assessment Agenda/Meeting Summary”** report from Frontline to the directors of elementary and secondary programs. Be sure to review for accuracy and completion of information prior to submission.

End of the Year LPAC (EOY):

1. Send an electronic copy of the **“LPAC Minutes EOY Review grades K-2 or 3-12”** report from Frontline to the district PEIMS office. Be sure to review for accuracy and completion of information prior to submission.
2. Send an electronic copy to the Director of At-Risk Programs.
3. It is not necessary to complete an LEP Data Entry form for exiting students as this information will be on the electronic LPAC Minutes EOY Review.

Special or As Needed LPAC (AYL):

1. Send an electronic copy of the **“LPAC Placement/Initial Agenda/Meeting Summary”** report from Frontline to the district PEIMS office. Be sure to review for accuracy and completion of information prior to submission.
2. Send an electronic copy to the Director of At-Risk Programs.
3. Complete an LEP Data Entry Form for each student who has a change of placement or is recommended for initial placement at the BOY LPAC. Submit these through email to the district PEIMS office within 2 business days of the date of LPAC.

Instruction for the English Language Learner

Second language acquisition instruction for English language learners must be focused, targeted, and systematic in order for students to be successful. In Texas, the Texas Essential Knowledge and Skills (TEKS) are the set of standards for all grade levels and courses. These standards are published in the Texas Administrative Code (TAC), Title 19, Part II, Chapters 110-188, 126-128, and 130. In addition, specific standards and guidelines for students are set in the English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCRS), and Pre-kindergarten Guidelines.

ELs are required to demonstrate mastery of the TEKS annually, just as their native English-speaking peers do. Teachers are required to provide linguistically accommodated instruction to ELs using sheltered instruction practices to ensure mastery of the grade level or course TEKS. If an EL has a gap in prior schooling or lacks background knowledge for the TEKS, supplemental content instruction or accelerated English language instruction is provided.

English Language Proficiency Standards (ELPS)

The English Language Proficiency Standards (ELPS) are cross-curricular student expectations for English language development. To ensure ELs are successful at understanding content, it is important for teachers to have clear objective aligned to the TEKS. These objectives are referred to in sheltered classes as **content objectives**. To ensure that ELs advance in language proficiency, specific language goals are also set by the teacher in every lesson. These language goals align with the ELPS and they are called **language objectives**. In DISD, the expectation is that language objectives are used to integrate the ELPS and ensure that sheltered instruction teachers focus on developing language within the context of math, science, social studies and language arts classes. The ELPS are divided into the following four subsections:

Introduction

This subsection indicates that the ELPS are part of the required curriculum and that ELs must read, write, listen, and speak with increased complexity with both social and academic language proficiency.

District Responsibilities

This subsection indicates that districts must identify a student's proficiency levels and provide linguistically accommodated content instruction and content-based language instruction that is focused, targeted and systematic for beginning and intermediate ELs (grade 3 or higher).

Cross-Curricular Student Expectations

This subsection of the ELPS outlines the expectations for student performance in learning strategies, listening, speaking, reading and writing.

Proficiency Level Descriptors (PLDs)

This section contains the level of proficiency and their descriptors by language domain aligned to the Texas English Language Proficiency Assessment System (TELPAS) as Beginning, Intermediate, Advanced or Advanced High. Understanding a student's PLD in each of the four domains is central to implementation of effective linguistic accommodations in the classroom.

TELPAS/ELPS Connection

The Texas English Language Proficiency Assessment System (TELPAS) was created to meet the federal requirement that all states develop an annual measure of English language proficiency tied to a set of state-adopted standards. TELPAS assesses the progress ELs make in acquiring social and academic English language proficiency (ELPS) across four domains: listening, speaking, reading and writing. The levels of proficiency are identified as beginning, intermediate, advanced and advanced high. In essence, TELPAS assesses the ELPS in the same way that STAAR assesses the TEKS.

Teacher Responsibilities with TELPAS

A teacher of BIL/ESL students will often serve as a TELPAS rater for the campus. As a rater, teachers will assign students a holistic English language proficiency rating in each domain assessed. Ratings will be based on student work and teacher observations of the students during a variety of academic tasks and interactions. In grades 2–12, the writing ratings will be based on collections of student writing. Teachers of BIL/EL students will often collaborate with other teachers in determining students' ratings of either beginning, intermediate, advanced, or advanced high proficiency.

The TELPAS Proficiency Level Descriptors (PLDs) outline the major attributes of each language proficiency level. The PLDs form the rubrics that teachers will use to holistically rate each student's English language development in the rated domains. The TELPAS holistic rating process calls for teachers to consider both the social and academic language proficiency of students. Second language learners who can engage in routine, casual interactions have not necessarily developed the command of English needed for the ongoing learning of new and often complex academic concepts. The TELPAS English language proficiency continuum will

focus attention on both a student's ability to use English to interact with others and to use English as a medium for learning.

It is critical for teachers of BIL/EL students to observe them over time during formal and informal academic tasks and interactions, and to strategically evaluate their command of the English language and the types of linguistic accommodations and adaptations they need to understand and use English in class and learn the Texas Essential Knowledge and Skills (TEKS). The focus should be on a student's ability to use English to participate in grade-level learning.

Reading (K–1 Only)

The reading rating in grades K-1 only will be based on observations of the student's reading during language and literacy instruction and in other academic settings. The rater should also consider informal and spontaneous reading that occurs naturally, such as when a student reads bulletin boards, labels, and other environmental print around the classroom and school.

Writing (K–1)

The writing rating in grades K-1 only will be based on observations of the student's writing during language and literacy instruction and in other academic settings. The rater should reflect on how well each student writes in English during activities such as:

- Journal writing for personal reflections
- Shared writing for literacy and content-area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Publishing and presenting
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Cooperative group work
- First drafts
- Revising and editing skill application

Writing (Grades 2–12)

For Grades 2–12, the writing rating will be based on the student's writing collection, which should be representative of the writing the student does during language and literacy instruction and in a variety of academic content areas. The rater-training materials and TELPAS administration manual contain specific guidance about assembling writing collections that are fully representative of students' abilities to write during content-area instruction.

Sheltered Instruction

Sheltered instruction is a way to use second language acquisition strategies while teaching in the content area. It is a means for making grade-level academic content (reading, math, science and social studies) more accessible for English learners while at the same time building their English language development. *Navigating the ELPS, Seven Steps to a Language-Rich Interactive Classroom*, and *Sheltered Instruction Plus* are tools that for measuring the quality of academic instruction and a way of providing academic subject matter assistance.

The eight components of Sheltered Instruction Plus provide the blueprint for effective lessons for classrooms serving EL students. In addition, Sheltered Instruction Plus is a scientifically validated approach to teaching English Language Learners, and is effective with ALL students

and not just with those acquiring English. The eight components of Sheltered Instruction Plus are used consistently each day and are as follows:

- Standards
- District Initiatives (Building Academic Vocabulary)
- Differentiated Instruction
- Cooperative Learning
- Reading Strategies
- Writers Workshop
- Technology

It is the expectation of Dickinson ISD that all administrators, content teachers, and instructional support staff be trained in *Navigating the ELPS, Seven Steps to a Language-Rich Interactive Classroom*, and *Sheltered Instruction Plus (offered to teachers of grades 4-12)*. Teachers in DISD will be knowledgeable of the Performance Level Descriptors for all EL students and prepare lessons that include content and language objectives aligned to student needs. In addition, teachers will prepare lessons that target academic language and concept development and will implement all components of *Seven Steps to a Language-Rich Interactive Classroom*:

1. Language and Strategies to use when students don't know what to say
2. Speak in Complete Sentences
3. Randomize and Rotate who is called upon
4. Response Signals
5. Focus on Vocabulary to build background
6. Structured Reading Activities
7. Structured Conversations and Writing Activities

Required Summer School

TEC 29.060/Chapter 89, Sub Chapter BB: 89.1250

The TEC 29.060 requires summer school programs for EL students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. This rule applies to EL students currently enrolled and receiving EL services in PK and K as well as students identified as EL who are not currently enrolled, but will be entering K or 1st grade in the fall. Enrollment of eligible new students shall be based on budget availability, with priority services provided to currently eligible enrolled students. Commissioner's Rules, Chapter 89.1250, stipulate criteria for monitoring and evaluating implementation compliance. Commissioner's Rule stipulates the following:

Purpose

- The purpose of the summer program shall be to provide special instruction for EL students to prepare them to be successful in K and 1st grade.
- Instruction shall focus on language development and grade appropriate TEKS.
- The program shall address the affective, linguistic, and cognitive needs of the EL student in accordance with Chapter 89.1210.

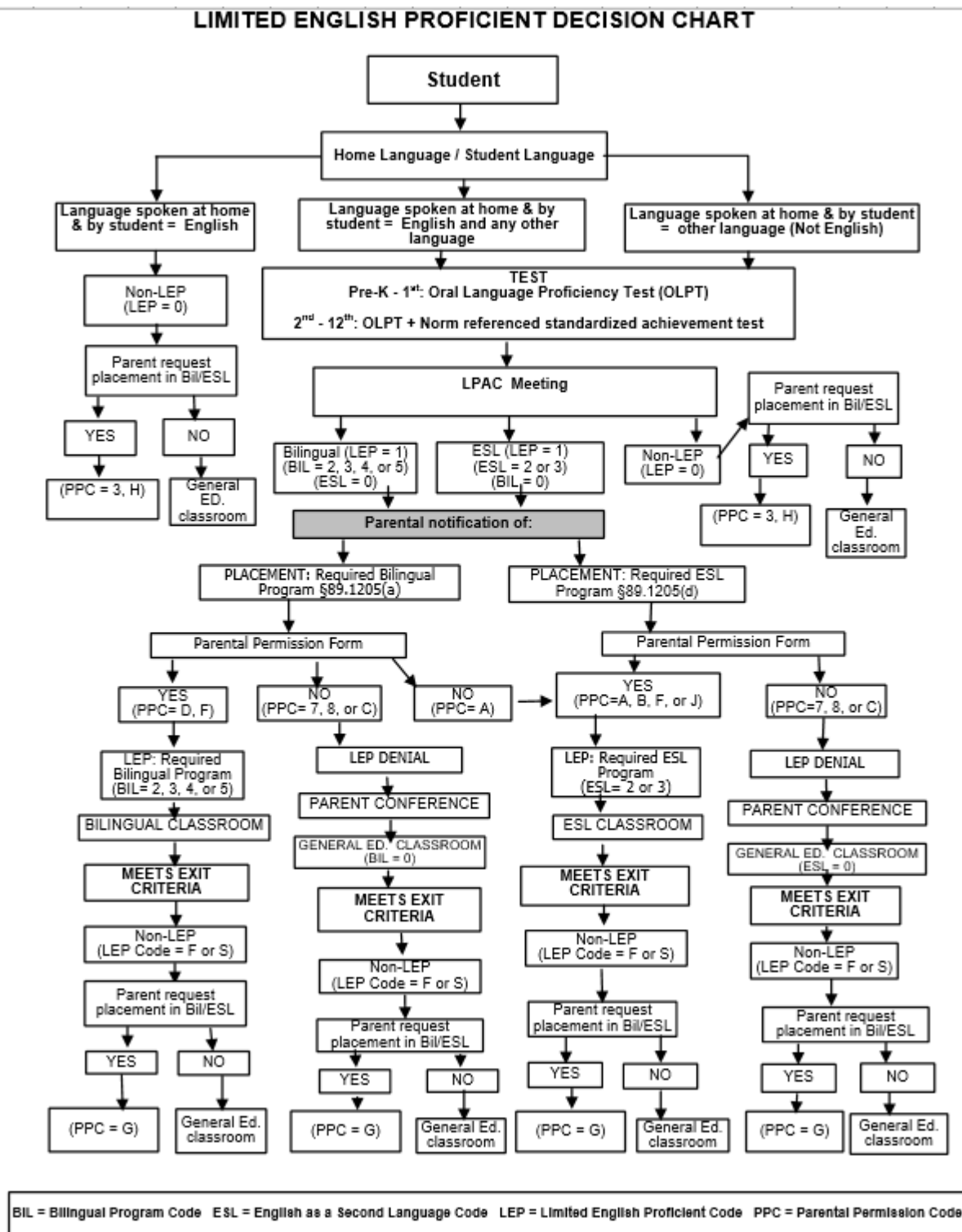
Establishment

- The program must be offered.

- The program shall be a bilingual program for Spanish speaking students identified as EL and an ESL program for speakers of other languages, as per TEC 29.053.
- To be eligible for enrollment, a student must be eligible for admission to K to 1st grade at the beginning of the next school year and must be identified as LEP.

Appendices

Flowchart for the LPAC Process



LPAC Procedures at a Glance

LPAC Committee Main Functions and Responsibilities

LPAC Membership	Ensuring Academic Success for LEP Students
<ul style="list-style-type: none">● Must be formed at beginning of academic year● All members must be trained every academic year● Must include the following members:<ul style="list-style-type: none">○ Administrator○ Bilingual Teacher OR○ ESL Teacher○ Parent of a LEP Student (not employed by DISD)	BOY Initial/Placement <ul style="list-style-type: none">● Ensure all initial assessments are given (W/M, ITBS) as required● Review data on all ELs● Use data to make appropriate placement recommendations● Spanish-speaking ELs must be offered Bilingual Program Placement (elementary)● Obtain parent permission or denial letter (signed and dated)● Document all decisions in Frontline for LPAC and place required copies in LPAC (BLUE) Folders
LPAC Committee Meetings	MOY Review/Assessment <ul style="list-style-type: none">● Review/LPAC all ELS● Review progress of <i>monitored</i> students (M1-M4) & determine interventions● Determine exemptions from STAAR● Determine form of spring assessment and/or <i>language</i> of spring assessment● Determine linguistic accommodations
All members must be present when making academic decisions such as: <ul style="list-style-type: none">● Initial identification/placement● Spring Assessment, EOY LPAC● Promotion recommendation to GPC (Grade Placement Committee)● LPAC Representative must serve as advocate for ELs at ARD meetings● Exit/Reclassification (at EOY)● Comply with the critical 4-week (20 day) identification/placement requirement <p>Refer to Documentation Protocol to verify accuracy of LEP data in Frontline.</p>	EOY Review <ul style="list-style-type: none">● Review all data and determine EXIT qualification <u>If student meets EXIT Criteria:</u> <ul style="list-style-type: none">● Notify parents and obtain EXIT Letter (sign and dated)● Assign All-English placement for next year● Monitor progress for 4 years● Document all decisions in Frontline and in blue EL Folder (as required) <u>If student is still LEP:</u> <ul style="list-style-type: none">● Assign program for next year● Determine ESL Level for next year● Document all decisions in Frontline and in blue EL Folder (as required)
Documentation	
All Frontline documentation must agree with documentation from EL Folder (Blue). Please see Documentation Protocols for specific instructions on electronic vs. paper documents required.	
The new STAAR assessments require LPAC committees and members to be well-versed in the demands of the new assessments and the rules governing the assessment of LEP students. Careful documentation is critical to decisions regarding exceptions, accommodations and assessment forms.	

Appendix B

EL Instructional Accommodations

Name: _____

ELL INSTRUCTIONAL ACCOMMODATIONS

Beginning of Year (BOY)

Date: ____/____/____

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

Middle of Year (MOY)

Date: ____/____/____

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

End of Year (EOY)

Date: ____/____/____

- ☐ peer and native language support
- ☐ gestures for added emphasis
- ☐ simple conversations (words/phrases)
- ☐ visuals and/or verbal cues to reinforce spoken or written words
- ☐ pre-teach vocabulary
- ☐ short sentences and single words
- ☐ provide phrases or simple sentence frames
- ☐ rephrase, repeat, or slow down
- ☐ wait time
- ☐ extra time for complex material and/or assignments
- ☐ non-participation in simple conversations
- ☐ word bank of key vocabulary
- ☐ model pronunciation
- ☐ tiered sentence stems
- ☐ organize reading in chunks
- ☐ adapted text(s)
- ☐ clarification of word(s) or phrase(s)
- ☐ oral translation
- ☐ bilingual dictionary or glossary
- ☐ clarify directions
- ☐ translate word(s), phrase(s), or sentence(s)
- ☐ read and model think aloud
- ☐ drawing or pictorial representation
- ☐ writing on familiar, concrete topics
- ☐ scaffold writing assignments

Prior Year TELPAS:

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH



TEXAS EDUCATION AGENCY

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Appendix C

English Proficiency Exit Criteria Chart

2017–2018 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) an ELL out of a bilingual or ESL education program for the first time or a subsequent time if the student meets the criteria for exit as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is the student meeting the passing standard.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading ³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR ⁴	STAAR ⁴
English Writing ³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²		
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc. TELPAS at Advanced High on Writing or Woodcock-Munoz Lang Survey Revised level 4 or above on Test 4 TELPAS or Woodcock-Munoz TELPAS or Woodcock-Munoz									

¹ 19 TAC §89.1225(h)

² In the 2017–2018 *List of Approved Tests for Assessment of English Language Learners* available on the following web page: <http://tea.texas.gov/bilingual/esl/education/>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) graduation requirement under state policy.

Note: ELL students may be exited only after the end of first grade based on 19 TAC §89.1225(i).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing considered for exit at the end of the school year.

Appendix D

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	LEP/EL Indicator	Parent Permission	Bilingual Program Code (See Program Name Key on Page 4)	ESL Program Code (See Program Name Key on Page 4)	Alternative Language Program Code	Bilingual/ESL Funding Code and BEA Funding Weight
English Proficient (EP) students who have never been identified as Limited English Proficient (LEP)/English Learner (EL)							
EP student participating in bilingual program; Student's bilingual program is NOT under a Bilingual Education Exception	All participating years	0	3	2: TEE 3: TLE 4: DL12 5: DL11	0	00	N/A (0): TEE, TLE, or DL11 D2 (0.05): DL12
EP student participating in bilingual program; Student's bilingual program is under a Bilingual Education Exception	All participating years	0	3	0	0	01	N/A (0)
EP student participating in ESL program; Student's ESL program is NOT under an ESL Waiver	All participating years	0	H	0	2: CB 3: PO	00	N/A (0)
EP student participating in ESL program; Student's ESL program is under an ESL Waiver	All participating years	0	H	0	0	02	N/A (0)
LEP/EL student with parental denial of all language programs							
LEP/EL student with parental denial	All years classified as LEP/EL	1	C	0	0	00	N/A (0)
LEP/EL student with parental denial; Student meets reclassification as EP	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	5		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
LEP/EL student with parental denial of bilingual programs but has accepted ESL program services							
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student's ESL program is NOT under an ESL Waiver	All years classified as LEP/EL	1	A	0	2: CB 3: PO	00	BE (0.10)
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student's ESL program is under an ESL Waiver	All years classified as LEP/EL	1	J	0	0	02	BE (0.10)

Student Description	Timing	LEP/EL Indicator	Parent Permission	Bilingual Program Code (See Program Name Key on Page 4)	ESL Program Code (See Program Name Key on Page 4)	Alternative Language Program Code	Bilingual/ESL Funding Code and BEA Funding Weight
Continued: LEP/EL student served in a bilingual program with parent permission							
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and exits bilingual program participation	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	5		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and continues bilingual program services with parent permission; Student's bilingual program is NOT under a Bilingual Education Exception	Year 1 of monitoring	F	G	2: TEE 3: TLE 4: DLI/2 5: DLI/1	0	00	BE (0): TEE or TLE D1 (0): DLI/1 D2 (0.05): DLI/2
	Year 2 of monitoring	5	G	2: TEE 3: TLE 4: DLI/2 5: DLI/1	0	00	BE (0): TEE or TLE D1 (0): DLI/1 D2 (0.05): DLI/2
	Year 3 of monitoring	3	G	2: TEE 3: TLE 4: DLI/2 5: DLI/1	0	00	BE (0): TEE or TLE D1 (0): DLI/1 D2 (0.05): DLI/2
	Year 4 of monitoring	4	G	2: TEE 3: TLE 4: DLI/2 5: DLI/1	0	00	BE (0): TEE or TLE D1 (0): DLI/1 D2 (0.05): DLI/2
	Years 5+ after monitoring is complete	5	G	2: TEE 3: TLE 4: DLI/2 5: DLI/1	0	00	BE (0): TEE or TLE D1 (0): DLI/1 D2 (0.05): DLI/2
LEP/EL student with parental permission for bilingual program services; Student meets reclassification as EP and continues bilingual program services with parent permission; Student's bilingual program is under a Bilingual Education Exception	Year 1 of monitoring	F	G	0	0	01	BE (0)
	Year 2 of monitoring	5	G	0	0	01	BE (0)
	Year 3 of monitoring	3	G	0	0	01	BE (0)
	Year 4 of monitoring	4	G	0	0	01	BE (0)
	Years 5+ after monitoring is complete	5	G	0	0	01	BE (0)

Student Description	Timing	LEP/EL Indicator	Parent Permission	Bilingual Program Code (See Program Name Key on Page 4)	ESL Program Code (See Program Name Key on Page 4)	Alternative Language Program Code	Bilingual/ESL Funding Code and BEA Funding Weight
Continued: LEP/EL student with parental denial of bilingual programs but has accepted ESL program services							
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and exits ESL program participation	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	5		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: CB 3: PO	00	BE (0)
	Year 2 of monitoring	5	G	0	2: CB 3: PO	00	BE (0)
	Year 3 of monitoring	3	G	0	2: CB 3: PO	00	BE (0)
	Year 4 of monitoring	4	G	0	2: CB 3: PO	00	BE (0)
	Years 5+ after monitoring is complete	5	G	0	2: CB 3: PO	00	BE (0)
LEP/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is under an ESL Waiver	Year 1 of monitoring	F	G	0	0	02	BE (0)
	Year 2 of monitoring	5	G	0	0	02	BE (0)
	Year 3 of monitoring	3	G	0	0	02	BE (0)
	Year 4 of monitoring	4	G	0	0	02	BE (0)
	Years 5+ after monitoring is complete	5	G	0	0	02	BE (0)
LEP/EL student served in a bilingual program with parent permission							
LEP/EL student with parental permission for bilingual program services; Student's bilingual program is NOT under a Bilingual Education Exception	All years classified as LEP/EL	1	D	2: TEE 3: TLE 4: DL12 5: DL11	0	00	BE (0.10): TEE or TLE D1 (0.15): DL11 D2 (0.15): DL12
LEP/EL student with parental permission for bilingual program services; Student's bilingual program is under a Bilingual Education Exception	All years classified as LEP/EL	1	E	0	0	01	BE (0.10)

Student Description	Timing	LEP/EL Indicator	Parent Permission	Bilingual Program Code (See Program Name Key on Page 4)	ESL Program Code (See Program Name Key on Page 4)	Alternative Language Program Code	Bilingual/ESL Funding Code and BEA Funding Weight
LEP/EL student served in an ESL program with parent permission							
LEP/EL student with parental permission for ESL program services; Student's ESL program is NOT under an ESL Waiver	All years classified as LEP/EL	1	K	0	2: CB 3: PO	00	BE (0.10)
LEP/EL student with parental permission for ESL program services; Student's ESL program is under an ESL Waiver	All years classified as LEP/EL	1	J	0	0	02	BE (0.10)
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and exits ESL program participation	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	5		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: CB 3: PO	00	BE (0)
	Year 2 of monitoring	5	G	0	2: CB 3: PO	00	BE (0)
	Year 3 of monitoring	3	G	0	2: CB 3: PO	00	BE (0)
	Year 4 of monitoring	4	G	0	2: CB 3: PO	00	BE (0)
	Years 5+ after monitoring is complete	5	G	0	2: CB 3: PO	00	BE (0)
LEP/EL student with parental permission for ESL program services; Student meets reclassification as EP and continues ESL program services with parent permission; Student's ESL program is under an ESL Waiver	Year 1 of monitoring	F	G	0	0	02	BE (0)
	Year 2 of monitoring	5	G	0	0	02	BE (0)
	Year 3 of monitoring	3	G	0	0	02	BE (0)
	Year 4 of monitoring	4	G	0	0	02	BE (0)
	Years 5+ after monitoring is complete	5	G	0	0	02	BE (0)

Program Name Key

TEE: Bilingual Transitional Early Exit

DLI2: Dual Language Immersion Two Way

CB: ESL Content-Based

TLE: Bilingual Transitional Late Exit

DLI1: Dual Language Immersion One Way

PO: ESL Pull-Out

Appendix E

Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each EL has been enrolled in a U.S. school. This information, which is reported to TEA through the Texas English Language Proficiency Assessment System (TELPAS), is used for TELPAS reporting and STAAR assessment decisions, and for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided form titled *Student History Worksheet* or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student.assessment/ell/lpac/>.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained, which must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus coordinator is responsible for submitting this information through the TELPAS Assessment Management System during the TELPAS window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for first grade ELs should never be higher than "1st school year" unless the student was retained in grade 1.

Beginning with the 2013–2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day 1 only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in U.S. school calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the calculation of years in U.S. schools regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools based within the 50 states and Washington, D.C. are to be considered U.S. schools.

Example 1:

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early March 2015. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for 7 days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2014–2015 school year and was not un-enrolled for a time period of 10 or more school days. Therefore, the LPAC at Campus B must count the 2014–2015 school year as year one in U.S. schools for that student. The following 2015–2016 school year, the student is considered to be year two.

Example 2:

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2015. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2014–2015 school year as year one in U.S. schools. The following 2015–2016 school year, the student is still considered to be in his or her first year in U.S. schools.

School Year 2015–2016 TELPAS Years in U.S. Schools Data Collection

Document for Each EL as Applicable:	Data Definitions
1st school year	Has been enrolled in U.S. schools for all or part(s) of 1 school year
2nd school year	Has been enrolled in U.S. schools for all or part(s) of 2 school years
3rd school year	Has been enrolled in U.S. schools for all or part(s) of 3 school years
4th school year	Has been enrolled in U.S. schools for all or part(s) of 4 school years
5th school year	Has been enrolled in U.S. schools for all or part(s) of 5 school years
6th school year or more	Has been enrolled in U.S. schools for all or part(s) of 6 or more school years

Appendix F

English Language Learner (EL) Cumulative Folder Documentation Checklist Dickinson Independent School District

Student Name:	Date of Birth:
----------------------	-----------------------

Initial Documentation		
√	Form	Date
<input type="checkbox"/>	Original Home Language Survey	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) English	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) Spanish	
<input type="checkbox"/>	Agency Approved Norm-Referenced Test(s)	
<input type="checkbox"/>	LPAC Initial Placement/Recommendation	
<input type="checkbox"/>	Notification of Placement	
<input type="checkbox"/>	Parental Approval –Identification & Placement TEC 29.056 (same date as program placement)	
<input type="checkbox"/>	Parent Denial	

Annual Documentation								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
Oral Language Proficiency Test (OLPT) English								
Oral Language Proficiency Test (OLPT) Primary Language								
Agency Approved Norm-Referenced Test(s)								
State Assessment Results								
TELPAS Individual Student Profile								
Other (district policy)								
Notification of Exit								
Parent Approval								