

LOCAL GUIDELINES

The local guidelines have been established and set by Sherman ISD.

1. GOAL/PURPOSE OF SHERMAN'S BILINGUAL/ESL PROGRAM

The goal is to “enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language.” (TEA, Chapter 89)

The purpose of the program is to enhance the English language while at the same time respecting the students’ native language and culture.

Research states that a 7-10 year period is needed to master a second language.

2. GRADE LEVELS SERVED BY THE BILINGUAL/ESL PROGRAM

Grades pre-kindergarten through twelfth are served in the ESL program.

Grades pre-kindergarten through sixth are served in the bilingual education program. The law requires the program to be instituted at the lower grades first.

3. CURRICULUM COMPONENTS ESSENTIAL TO THE BILINGUAL PROGRAM

All TEKS for regular education are applicable to bilingual education. Additionally, it is a full-time program of dual language instruction that provides for learning basic skills in the primary language of the bilingual students and provides for carefully structured and sequenced mastery of the English language skills. The program must address the affective, linguistic, and cognitive needs of the LEP student and meet the requirements of the TEA code.

- ◆ In addition, the program should be designed based on each student’s previous learning experiences and cultural background.
- ◆ The program of dual language instruction will include the language arts, math, science, and social studies.
- ◆ In all extracurricular activities and special subjects (art, music, physical education), the bilingual students are to have the opportunity to participate fully with other students.
- ◆ Instructional methodologies designed to meet the LEP student’s special needs must be used.

- ◆ The bilingual program shall have the same basic curricular content as the regular program.
- ◆ Methods, pacing, materials, and/or language of instruction must be modified to assist the LEP student in mastering the TEKS.
- ◆ The bilingual education program shall address the affective, linguistic, and cognitive needs of LEP students as follows:

Affective – LEP students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction in **both** their home language and English which instills confidence, self-assurance, and a positive identity with their cultural heritage.

Linguistic – LEP students shall be provided instruction in the skills of comprehension, speaking, reading, and composition **both** in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required TEKS and higher order thinking skills in all subjects.

Cognitive – LEP students shall be provided instruction in mathematics, science, health, and social studies in **both** their home language and English. The content area instruction in both languages shall be structured to ensure that the students master the required TEKS and higher order thinking skills in all subjects. (Chapter 89)

- ◆ For Spanish speaking LEP students, the most appropriate state adopted Spanish and English texts must be used.
- ◆ Time and treatment given to the two languages shall be based on the student’s level of academic achievement.

4. **STATE ADOPTIONS AND CURRICULUM GUIDES USED IN THE BILINGUAL CLASSROOM**

The Bilingual/ESL Department will provide each bilingual teacher with a Bilingual/ESL Handbook that contains rules, regulations, policies, and Spanish Language Arts curriculum (**Harcourt Adoption, ¡Vamos De Fiesta!**). Teachers should align their instruction with the SISDEKS developed by Sherman ISD in accordance with the Texas Essential Knowledge and Skills established by the Texas Education Agency.

The Textbook Department will provide bilingual teachers in grades K-6 all state adopted materials in English/Spanish with the Teacher Editions and resource materials.

List of Adopted Textbooks for the bilingual classroom:

- ◆ *Matematicas, mi ventaja* – Mathematics, K-6
- ◆ *Harcourt ¡Vamos De Fiesta!* – Basal Readers Spanish, K-5
- ◆ *Scholastic Voz del lector Grade 1 Learning System* – Supplementary Readers Spanish, Grades 1-4
- ◆ *Aventuras a traves del tiempo: Mi mundo* – Social Studies, Grades 1-5

5. CURRICULAR ASPECTS IN THE ESL PROGRAM

Teachers should align their lessons according to the Texas Essential Knowledge and Skills and SISDEKS for each grade level. The program must address the affective, linguistic, and cognitive needs of the LEP student.

- ◆ Intensive instruction in the English language is stressed. It is based on a developmental sequence in listening, speaking, reading, and writing.
- ◆ Each ESL student's cultural background and prior learning experiences are integrated into the student's curriculum.
- ◆ The ESL program shall address the affective and cognitive needs of the LEP student.
- ◆ Methods, pacing, materials, and/or language instruction must be modified to assist the LEP student in mastering the TEKS.
- ◆ Continuous communication concerning the ESL student's program and progress will occur between the ESL teacher and content area teachers.
- ◆ In all extracurricular activities and special subjects (art, music, and physical education), the ESL students are to have the opportunity to participate fully with other students.
- ◆ The most appropriate level of state-adopted ESL curriculum shall be used.

List of Adopted Textbooks for the ESL classroom:

- ◆ *Scott Foresman, ESL* – Grades 1-5
- ◆ *Heinle & Heinle, Making Connections, Levels 1, 2, and 3* – Grades 6-8
- ◆ *Santillana, Bridge to Communication Secondary* – Grades 9-12

6. AMOUNT OF INSTRUCTIONAL TIME FOR BILINGUAL/ESL

- ◆ The bilingual education program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language shall be commensurate with the students' level of proficiency in both languages and their level of academic achievement. The students' level of language proficiency and academic achievement shall be designated by the language proficiency assessment committee. (TEA, Chapter 89.1210(b), Program Content and Design)

- ◆ The amount of instruction provided in English as a second language shall be commensurate with the students' level of English proficiency and his/her level of academic achievement. The students' level of English proficiency and academic achievement shall be designated by the language proficiency assessment committee. In pre-kindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for non-limited English proficient students to total immersion in second language approaches. In high school, the English as a second language program shall be consistent with graduation requirements under Chapter 74 (relating to Curriculum Requirements). The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs. (TEA, Chapter 89.1210(d), Program Content and Design)

7. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

Each campus shall have a LPAC if one LEP student attends that school.

Members

The LPAC membership consists of:

- ◆ **A bilingual or ESL teacher**
- ◆ **An administrator**
- ◆ **A parent of a bilingual/ESL student (may not be employed by the school)**
- ◆ **Special Education and Speech Pathologist as needed**
- ◆ **Other** – anyone else you wish to invite may attend LPAC meetings: Counselor, regular education teacher, parent of the student, etc.

LPAC Training

In order to ensure that everyone who signs the LPAC is aware of what they are signing, a short presentation of the responsibilities as a committee member will be given at the beginning of the year of anytime a new member is present. Each member will sign the LPAC Responsibility Sheet for each school year.

Responsibilities

Members of the LPAC shall maintain confidentiality of all information concerning LEP students. Their responsibilities are:

- a. **Identification** – Review all information on LEP students, such as HLS; Oral IPT results in English and/or Spanish; achievement test results for grades 2-12; and each student's emotional and social attainment.
- b. **Instructional Placement** – Recommend appropriate placement for the LEP student to attain his/her educational goals. The student's language proficiency

level and his/her level of academic achievement shall be designated on the LPAC form.

- c. **Eligibility for TAKS** – Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the eligibility of limited English proficient students in Grades 3-6, Category 1 or Grades 3-8, Category 2 in accordance with subchapter AA of the Texas Education Code (concerning the participation of LEP students in state assessments).

In making this determination, the Language Proficiency Assessment Committee (LPAC) shall consider the following general criteria for each student:

- a. **LEP status, as defined by Texas state law**
- b. **Program participation (state-approved bilingual or English as a second language (ESL) program)**
- c. **Immigrant status, as defined for assessment purposes only**
- d. **Years in U.S. schools**
- e. **RPTE rating**

Specific criteria include:

- ◆ **Schooling outside the U.S.**
- ◆ **Student's progress by spring of current school year**

- d. **Reading Proficiency Test in English (RPTE)** – Review any LEP Special Education student for possible exemption from taking the RPTE.

e. **Reclassification**

- ◆ Review annually each LEP student's progress to determine appropriate placement by noting oral and written test scores, grades, parental opinion, and teacher evaluations.
- ◆ For two years after exiting, monitor the progress of each student who was formerly classified as LEP and recommend future appropriate placement.
- ◆ Determine if a LEP student needs an extended program.
- ◆ When a former or current LEP student does not progress appropriately, the LPAC members may recommend re-entry into ESL or entry into the special education program. The committee should review all pertinent information, such as teachers' evaluations, achievement test, parental opinion, and classroom progress.

f. **Placement**

- ◆ Original placement will be at age appropriate level.
- ◆ A student's enrollment in the bilingual/ESL program does not constitute a reason for/against retaining the student. A LEP student **cannot** be retained because of limited English proficiency alone.

8. REASONS FOR THE LPAC TO MEET

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

- a. **Beginning of school and as needed when new students enroll** – Students must be tested and placed *within 4 weeks* of their initial enrollment in school. The LPAC will meet regarding all new students who might be eligible for bilingual/ESL and any students who have moved. Complete a PEIMS data sheet and return it to the program coordinator **by the end of the 4 week period.**
- b. **End of school** – The LPAC will meet regarding *every* student enrolled in bilingual/ESL and the two year monitored students.
- c. **Exit** – When a student qualifies for exit from the program the committee will meet. Complete a PEIMS data sheet and turn it in to the coordinator.
- d. **Program change** – The LPAC will need to meet to decide if a student needs to be changed from one program to the other; i.e. from bilingual to ESL. If there is to be a change a PEIMS sheet will need to be filled out and sent to the program coordinator.
- e. **Assessment exemptions** – The LPAC will decide on exemptions from any state testing. All decisions must be documented and written documentation placed in the student's folder.

9. PROGRAM PLACEMENT

- ◆ **Did Not Qualify (DNQ)** – Student did not qualify for services based on his/her Oral IPT score for Pre-kindergarten through Grade 1; Oral IPT **and** ITBS (grades 2-8); Oral IPT **and** TAP (grades 9-12). Oral proficiency score would be fluent English speaking (FES) and the achievement test score would be at/above the 40th percentile.
- ◆ **Qualified and Placed** – Student met placement criteria on the Oral IPT with a score at or below designated level indicating limited English proficiency (grades Pre-K-12); or those who score below the 40th percentile on **either** the English reading or English language arts sections of the approved assessment instrument. Student is **designated limited English proficient (LEP) and placed in either bilingual education or English as a second language program.**
- ◆ **Qualify with parent denial** – Student met the placement criteria outlined above, but the parents have chosen to deny services. Parents must submit a letter in writing requesting their child not be served in bilingual/ESL program. The student is still classified as limited English proficient (LEP) and is listed on the PEIMS data report as LEP with parent denial. Submit a PEIMS sheet indicating parent denial of services to the program coordinator once the letter from the parents has been received and placed in the student's folder.

10. PROGRAM DENIAL

- ◆ If the parent does not approve of placement into the bilingual/ESL program, he/she must provide a signed, handwritten statement to be placed in the student's bilingual/ESL folder.
- ◆ Students whose parents have denied services in the past **must be re-offered the program every year** until they no longer qualify. Denial students should be tested in the spring with the other students and a permission form sent home each year, as long as they still qualify for services. If permission is granted, the LPAC will meet. A PEIMS sheet will be filled out and sent to the program coordinator.
- ◆ Document the dates and what forms/contact has been made with the parents.
- ◆ Check assessment scores for all denial students each year. Once they pass ITBS (Grades 1-2) or TAKS reading and writing (when applicable), they are no longer eligible for the program. Enter information on LPAC form with "no longer qualifies."

Note: Although a parent may deny program placement, they cannot deny screening. The law states that the student must be screened for English proficiency.

Note: A fluent English speaking student can be served in the bilingual program if there is space available. However, the student is not coded as LEP or included on the PEIMS report to the state.

11. CONTENTS OF BILINGUAL/ESL FOLDER

The bilingual/ESL folder (green folder) must be kept with a student's cum folder. Each folder must contain the following items:

- ◆ Copy of home language survey (HLS)
- ◆ Parent permission/denial letter
- ◆ LPAC forms
- ◆ All testing
- ◆ Parent notice of exit

A student with HLS other than English/English who is not being served in bilingual/ESL must have a folder with the following:

- ◆ Criteria for non-placement (DNQ)
- ◆ Parent handwritten denial of services letter
- ◆ Copy of home language survey (HLS)

12. GIFTED/TALENTED REFERRALS AND TESTING

This program is available to all students who qualify by means of assessment measure collected from multiple sources. Students who participate in the Challenge program are expected to demonstrate skills in self-directed learning, thinking, research, and communication.

Referral Process:

- ◆ Nominated by parent or teacher
- ◆ Screened by a Challenge teacher
- ◆ Selection committee reviews all subjective and objective data to determine need for services
- ◆ Comprehensive assessment based on achievement tests, ability tests, teacher checklists, Renzulli scale, and any other data that shows academic giftedness

Once a student has been referred by a parent/teacher or community member, a letter is sent home requesting permission to test and inviting parents to attend an informational meeting.

After the identification process is completed, parents are notified of the results of the testing. Parents of students who have been identified as qualifying for services are asked to sign a permission to serve. Parents of students who are not identified are also notified of the results and encouraged to contact the Challenge staff to answer any further questions they may have. A child may be re-screened a year from the date of original screening.

13. **SPECIAL EDUCATION FOR LEP STUDENTS**

Lack of educational opportunity is not a reason for special education intervention. Before a LEP student is tested for Special Education many questions must be answered and situations considered.

- ◆ Has an informal academic assessment been conducted by a teacher/aide who speaks the child's native language? Have criterion-referenced tests been used to pinpoint the student's strengths and weaknesses?
- ◆ Have previous report cards, attendance records, and teacher observations been reviewed?
- ◆ Has the student's most proficient language in both BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency Skills) been established through the administration of IPT Reading and Writing Tests? If the student is Spanish-speaking, have the IPT Reading and Writing Tests in Spanish been administered?
- ◆ Has the school met with the parents to discuss the student's problems and elicited their suggestions to help the student?
- ◆ Have several interventions addressing suspected learning and behavior problems been implemented? How long has bilingual/ESL instruction been provided?
- ◆ Have vision and hearing exams been provided?
- ◆ Has an informal observation been made of the student interacting with other students, teachers, and parents in the school, home, and community in order to identify differences in behavior, language use, and self-confidence?

If a student is identified for special education and the parent wants more help than just bilingual or ESL, they may deny services of these programs. However, the child remains on PEIMS as LEP with parent denial.

If the student needs special education and the parent wants the student served in the bilingual/ESL program also, then the student is coded on PEIMS as being in bilingual or ESL with parent permission.

If the student needs to be placed in a special program, for example, for Autistic children, but still receives bilingual/ESL support, the student is coded as receiving bilingual/ESL services with parent permission.

If the ARD committee decides that the student does not require the services of bilingual/ESL but has not yet met exit criteria, the district must seek parent denial and is coded on PEIMS as LEP with parent denial.