

Philosophy

West Hardin CCISD is committed to educating English Language Learners and promoting individual achievement in accordance with the state standards.

Our Bilingual/ESL program will enable English Language Learners to acquire the necessary academic skills to be successful in the mainstream program.

West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program

Goals

The goal of the bilingual and ESL programs is to provide a high quality education for culturally and linguistically diverse students in a way that:

- provides instruction to support the English Language Learner in the most appropriate program format in accordance with TEA guidelines;
- provides instruction in all content areas that reflects Texas Essential Knowledge and Skills and WHCCISD benchmark targets;
- promotes acceptance of bilingual/ESL instruction as an integral part of the whole school program;
- develops behavior patterns which will make each student a responsible member of society;
- promotes understanding of and respect for diversity by students, parents, staff, and community;
- enhances the student's self-esteem and the positive climate of the school;
- evaluates data and makes adjustments to continually improve student learning at both campus and district levels;
- develops higher teacher competencies through indepth training of all staff on cultural and linguistic diversity, variety of strategies/methodology, appropriate accommodations for successful transition, and second language acquisition;
- addresses increasing staffing shortages with appropriate instructional arrangements; and
- communicates intent and successes of bilingual/ESL programs to students, parents, district, and community.

West Hardin County Consolidated Independent School District
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The District provides for the three instructional components required by 19 TAC Chapter 89, Subchapter A, *State Plan for Educating Limited English Proficient Students*.

Chapter 89 Domains

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

Linguistic—Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home languages and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

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

Purpose of Program Guide

The Bilingual/ESL Program Guide provides information about these special programs to campus personnel. Testing guidelines, entry/exit procedures, the appeals process, district letters and forms, Language Proficiency Assessment Committee (LPAC) responsibilities and district-wide program goals are included.

The guidelines established in this document were prepared to provide eligible students a smooth and successful transition between classes, grade levels, and other school systems.

Program Purpose and Goals

Bilingual education and English as a second language (ESL) programs in the West Hardin Independent School District shall be taught to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language.

The goals of the program are:

- to mainstream LEP students into the all-English curriculum by using Spanish as the foundation for English language acquisition;
- to enable LEP students to master grade-appropriate skills and knowledge in Spanish while they are learning to speak and comprehend English through the use of transitional bilingual education;
- to enable LEP students to transfer cognitive skills from Spanish to English and apply these skills and other academic proficiencies to English; and
- to ensure that LEP students attain high levels of academic achievement and progress in academic subjects at the same pace as their native English-speaking counterparts.

**West Hardin County Consolidated Independent School District
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Expectations for the Attainment of English

English language learners are expected to achieve a minimum of one language level growth each school year. The State of Texas and NCLB expect that by the fourth year, ELLs will be prepared to take the English state assessments and meet the minimum passing standard. This achievement will allow for the students to be exited from LEP status. English language learners, who are at risk of not making the expected progress, need to be provided with all appropriate interventions.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
B	I	A	AH	Exit									
	B	I	A	AH	Exit								
		B	I	A	AH	Exit							
			B	I	A	AH	Exit						
				B	I	A	AH	Exit					
					B	I	A	AH	Exit				
						B	I	A	AH	Exit			
							B	I	A	AH	Exit		
								B	I	A	AH	Exit	
									B	I	A	AH	Exit
										B	I	A	AH/E

B – Beginning, I – Intermediate, A – Advanced, AH – Advanced High,
Exit (E) – Exit or Post-Transitional Level

English Reading Pacing Chart

English as a Second Language (ESL) Elementary

At the prekindergarten to fifth grade levels, West Hardin supports two program types for ESL students. These programs are ESL Pull Out and Inclusion in regular classrooms with ESL certified teachers. Each program offers intensive English instruction in listening, speaking, reading, and writing. Each program will begin on the level of the child and move that child to grade level proficiency as soon as possible.

ESL Pull Out

This program is for the advanced ESL student who is almost on grade level. Students will be pulled out for a minimum of 45 minutes per day and taught using ESL methodologies. The ESL Pull Out teacher and the mainstream teacher will work closely together to meet the individualized needs of ESL students.

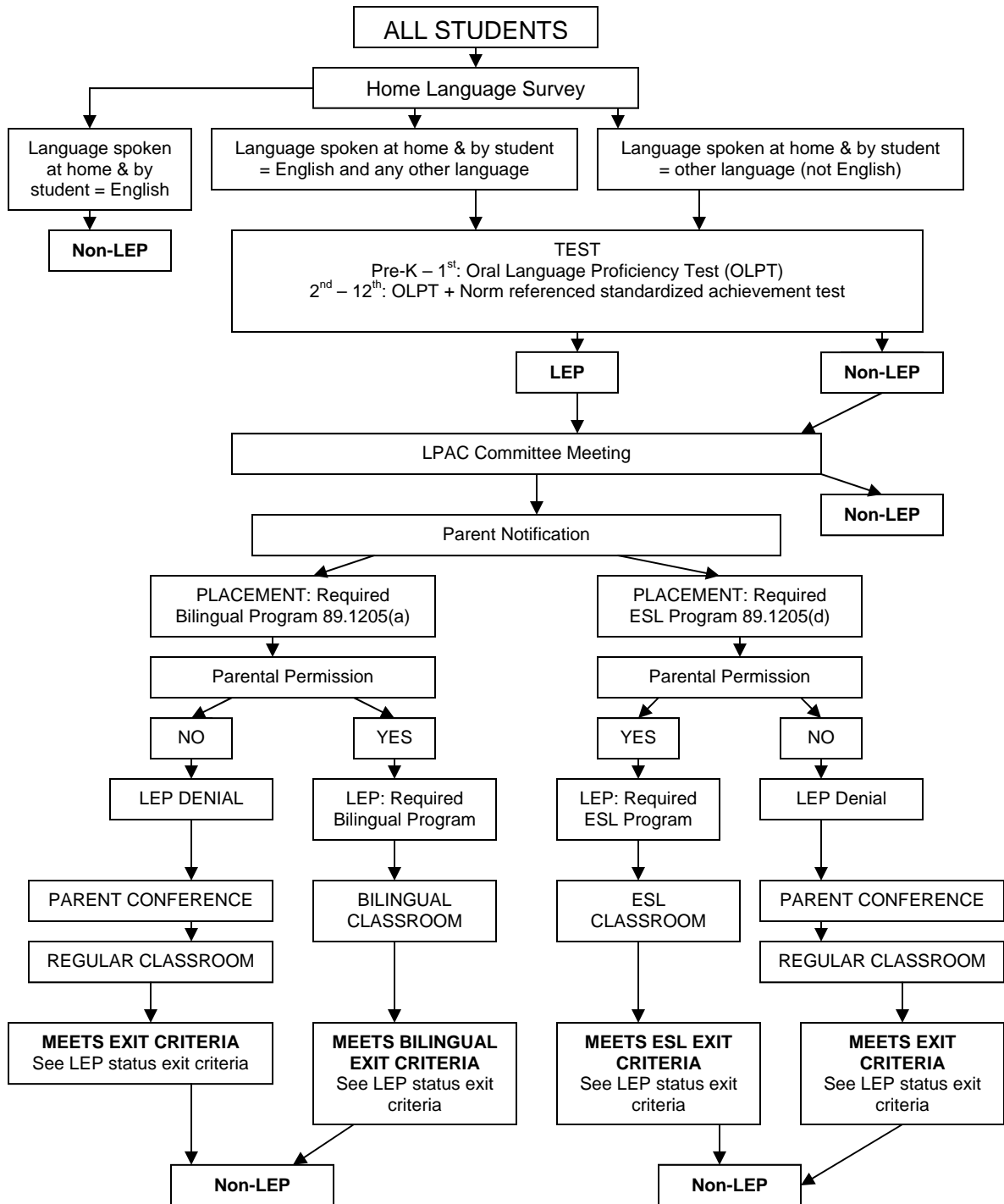
Special Education

Bilingual and ESL students may be served in special education to meet individual student needs. The Admission, Review, and Dismissal (ARD) committee will make determination of best placement of bilingual and ESL students who qualify for special education services. The ARD committee **must** have a professional member of the LPAC as a member of the committee. This holds true for students who are served, identified, waived, or monitored. The LPAC representative must be assured that the best service and placement of the student is discussed and documented in the ARD minutes. Students can be dually served in Special Education and the multilingual program, if that is in the best interest of the student.

Some possible recommendations are:

- Only special education services are provided. The student would be waived or identified and not served through the multilingual services.
- Student can be served through content mastery.
- Student can be served through inclusion.
- Student can be served through special education and pulled out for ESL services.

West Hardin County Consolidated Independent School District Bilingual/ESL Education Program



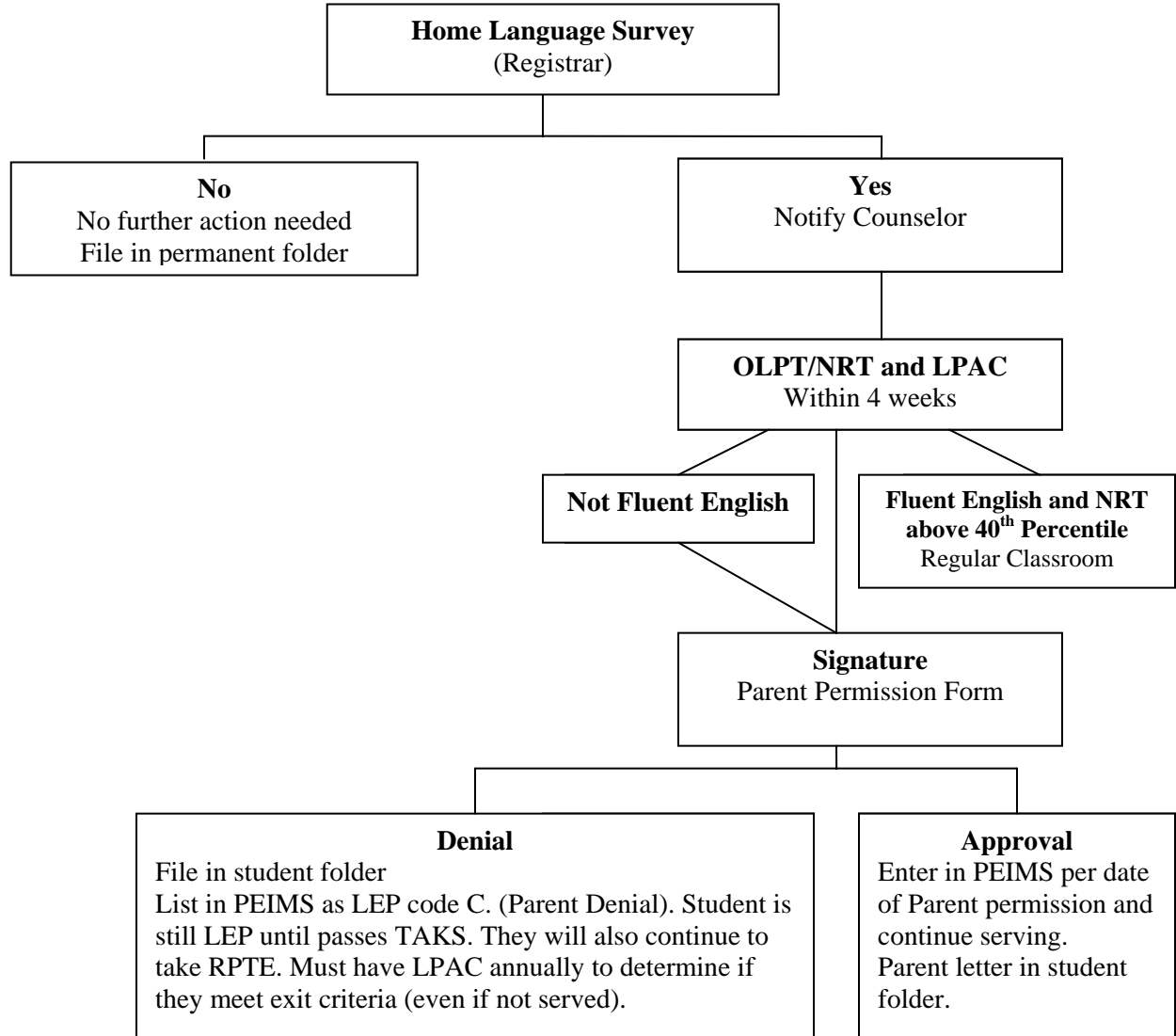
West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program

New Student Entry Checklist

- *Home Language Survey* (Form 3) is administered at the time of registration. **This form is completed one time only, not annually.** For transfer students, both in an out of district, effort needs to be made to locate the original survey.
- If any language other than English is identified as the primary language, the secretary/registrar/clerk notifies the bilingual designee.
- Oral Language Proficiency Test is administered according to the guidelines within four (4) weeks of registration. Student may be placed in bilingual or ESL prior to LPAC if OLPT determines the student is LEP.
 - All students administered oral language proficiency tests in both English and Spanish
 - Grades 2-12 also administer a Norm-Referenced test unless their English ability is so limited the test would be deemed invalid.
 - A score below four on *Woodcock-Munoz* or a score below the 40th percentile qualifies a child to receive services.
- Testing and LPAC meetings are held within twenty (20) days of the student's enrollment. (Proficiency level determined and academic placement made.)
- Summary report of LPAC meeting completed for records. Campus counselor keeps original. Copy sent to the Curriculum Director (WHCCISD Form 7).
- Parent permission is obtained and program information is provided to parents for all students in the program (WHCCISD Form 5).
- Complete student folder as follows: (WHCCISD Form 2)
 - Results of the Home Language Survey
 - Oral Proficiency test with designation of student's level
 - NRT Grades 2-12 when applicable
 - Recommendation of program placement and TAKS status
 - Parent approval or denial for placement into the program
 - PEIMS entry data by assigned personnel based on parent permission date
 - PEIMS withdrawal date by assigned personnel
 - Date of entry into and placement within the program recorded
 - Date of exit from program and of parent notification

**West Hardin County Consolidated Independent School District
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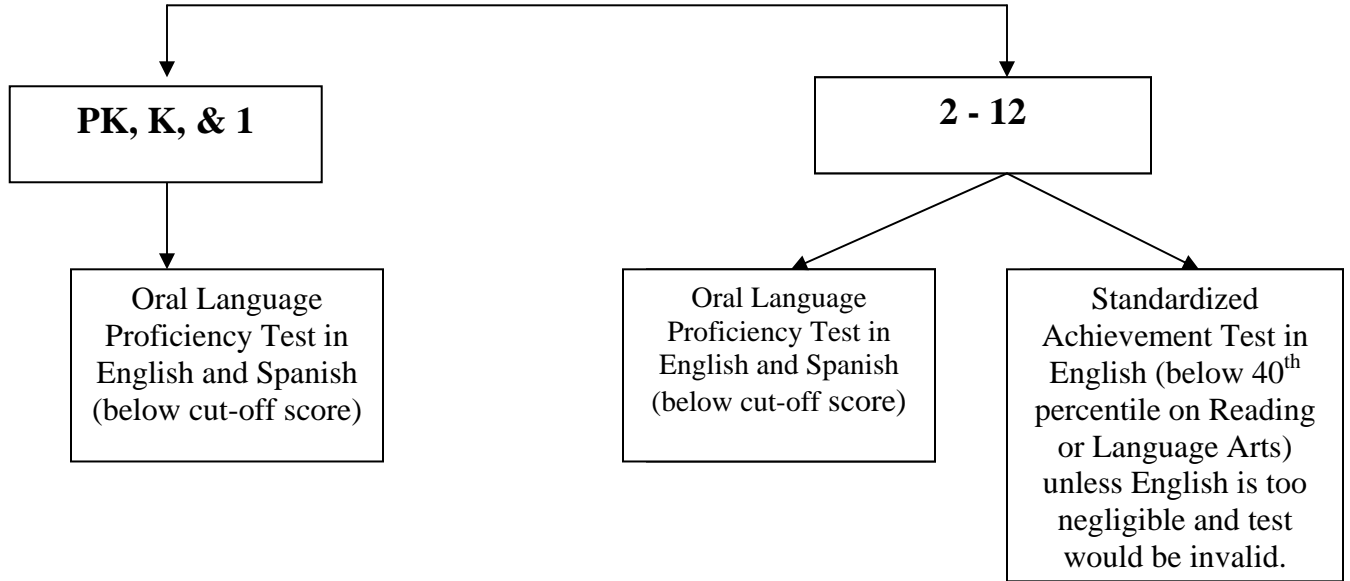
Entry Procedure



Student Identification

- Upon entry, each student who has a language other than English listed on the *Home Language Survey* shall be placed in the appropriate program and administered the District approved test(s) by trained professional or paraprofessional staff members.
- Within four (4) weeks of their initial enrollment in the District, students shall be identified as limited English Proficient (LEP) and enrolled into the required bilingual education or ESL program.
- If the student is in prekindergarten, kindergarten or first grade, the *Oral Language Proficiency Test (OLPT)* is administered in English and the student's home language where applicable. If the student tests below the cut-off score (determined by the instrument), the student is considered LEP.
- If the student is in second through twelfth grade, an Oral Language Proficiency Test is administered in English and a standardized achievement test is administered within 20 days. If the student scores below the cut-off score on an OLPT and/or scores below the 40th percentile on either the reading or the language arts section of the achievement test, the student is considered LEP.
- Spanish speaking students who do not demonstrate proficiency in English will also be administered an OLPT in Spanish.
- Testing procedures shall differentiate between language proficiency and handicapping condition to ensure that students are not denied services in a special language program because of handicapping condition.
- Students have the opportunity to test for the gifted and talented program in grades K-12. Tests specific to identifying this population are the *Nagleri Non-Verbal Abilities Test*, the *Bilingual Verbal Abilities Test*, and the *Apprenda Achievement Test*. Identified students are served in the program area in which they qualify.

LEP Qualifications Chart



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Student Placement

- Upon their initial enrollment, the LPAC shall review all pertinent information on all LEP students and determine the need for services.
- The LPAC shall designate the initial instructional placement of each LEP student.
- The school shall secure parental approval for the recommended student placement. (WHCCISD Form 5)
- The student may be placed in a bilingual education or ESL program as soon as the student is identified as LEP (through the Home Language Survey and OLPT).
- Documentation of LPAC recommendation, test scores, and Home Language Survey shall be placed in the student's maroon LEP folder.
- Once documentation is complete, including parent permission, the campus registrar or designee shall be notified and will then enter PEIMS data information. The date for entering into the Bilingual or ESL program for funding shall be the date that all the above has been completed.
- If a parental denial is received, the District must discontinue serving the student and remove the student from PEIMS as a bilingual or ESL student on the day that parent denial is received. Student will be listed in PEIMS as LEP with Parent Denial (code C).

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Exit Criteria

- A student may NOT be exited from the bilingual education or ESL program in grades prekindergarten through first grade. 19 TAC 89.1225(j)
- To exit a student:
 - (1) must have developed oral and written language proficiency and specific language skills in both the student's primary language and English;

AND

- (2) may meet state English performance standards on the reading and writing portions (when available) of the state-criterion referenced test at grade level (TAKS);

OR

may score at or above the 40th percentile on both the English reading and English language arts sections of the *Norm Referenced Test* when TAKS is not available.

- Other considerations for exiting a student shall include:
 - teacher evaluation
 - parental evaluation
 - TELPAS Writing score Advanced High (not grades 4,7,10 and 11).

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Student Progress

- Each student's progress will be reviewed annually based on any or all of the following: (WHCCISD Form 1)
 - Administration of another form of an OLPT in English and Spanish until fluent
 - Performance on the reading and language arts section of a Norm-Referenced Test
 - Grades
 - State required criterion-referenced test in grades where it is given
 - TELPAS

- The LPAC shall monitor the academic progress of each student who has exited from a bilingual or ESL program within the past two (2) years to determine whether the student is academically successful. To determine if the student is academically successful, the following criteria shall be used at the end of the school year:
 - The student meets state performance standards in English on the state criterion-referenced test.
 - The student has passing grades in all subjects and courses taken.

Those students who are not academically successful shall be classified as LEP, and shall be recommended for participation (or re-admittance) in a bilingual education, ESL, or other special program, which addresses their needs.

- Monitoring for students who have exited the program will be done through the counseling office each grading period. Documentation of monitoring for each student will include but is not limited to: (WHCCISD Form 10)
 - Student progress reports
 - Student report cards
 - Feedback from classroom teachers
 - Parent conferences
 - Student attendance records
 - Student conferences
 - TAKS

Transfer Students

Students who transfer in from another school district who were previously served in a bilingual or ESL program will be tentatively placed to continue services comparable to what they were receiving. Upon receipt of the records from the sending district, the LPAC on the receiving campus should evaluate the records and determine whether further testing is needed. If it is determined that further identification procedures are needed, then the district should follow the local identification procedures as they would do for any newcomer.

If documentation from the sending district is not received in a timely manner (1-2 weeks), the receiving district must go through the standard identification and assessment procedures in order for the student to be coded LEP, ESL, and/or bilingual.

It is the responsibility of the receiving district to secure the original documentation, if at all possible, especially the original Home Language Survey.

Student Graduation Information

Awarding of Credit for ESL Courses, Grades 9-12

Four credits of English language arts are required to meet high school graduation requirements. Two of the four credits of English language arts required for graduation may be English for Speakers of Other Languages I and II. After earning two credits for English for Speakers of Other Languages, the student must complete English III and IV to fulfill the four-credit requirement.

Example:

- Grade 9 English for Speakers of Other Languages I (PEIMS 03200600)
- Grade 10 English for Speakers of Other Languages II (PEIMS 03200700)
- Grade 11 English III
- Grade 12 English IV

Eligibility for English for Speakers of Other Languages

Only immigrants with limited English proficiency are eligible to enroll in English for Speakers of Other Languages. Eligibility is determined by the LPAC.

Assessment and Placement of Students

The LPAC is responsible for assessing student needs and recommending placement of students in English language arts classes. The LPAC may also recommend instructional modifications as needed. The counselors and teachers of English for Speakers of Other Languages may make recommendations to the LPAC.

Instructional Modifications

After completing English for Speakers of Other Languages I and II, students may require modifications in English III, English IV and English electives as described in the Texas Essential Knowledge and Skills, §128. Modifications may be provided by the regular English teacher (after appropriate training) or by the ESL teacher in the regular English classroom.

Limited English Proficient Students (LEP)

LEP students may be served in the regular English I, II, III, and IV by the regular English teacher without the ESL endorsement. With appropriate training, the regular English teacher can provide sheltered English strategies and modifications described in the Texas Essential Knowledge and Skills, §12.

West Hardin County Consolidated Independent School District
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Language Proficiency Assessment Committee (LPAC)

The district shall establish procedures for the selection, appointment, and training of LPAC members. At the beginning of the school year, it is each campus' responsibility to select and appoint the members of the LPAC committee. This committee is composed of but not limited to:

- a campus administrator or designee
- a certified teacher assigned to the bilingual education program, if applicable
- a certified teacher assigned to the ESL instruction
- a parent of a bilingual/ESL student that is not an employee of the District
- a counselor

Training of LPAC committee members shall occur in the fall semester of each year. The committee members shall receive current bilingual and ESL policy and procedures as well as specific training on the responsibilities and duties of the LPAC committee. LPAC committees can be shared by more than one campus.

Responsibilities include:

- identifying language proficiency;
- identifying level of academic achievement;
- recommending initial placement in a bilingual/ESL program with parental approval;
- determining state criterion referenced eligibility;
- facilitating the participation of LEP students in special program (special education, career and technology);
- recommending LEP students for continuation, exit, or reclassification;
- monitoring exited students for two years;
- reviewing and updating the necessary paperwork and documentation in the bilingual/ESL folders required by law; and
- reviewing annual progress.

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Responsibilities of LPAC

Prior to LPAC Meeting

- Teacher prepares LPAC forms prior to LPAC meeting and gives to counselor.
- Prepare LPAC Meeting Documentation form with names of students to be discussed.
- Prepare copy of most recent grade report.
- Gather records of testing data: oral proficiency test, norm-referenced test scores, RPTE and/or state criterion referenced scores.
- Have correct forms (Permission, Waiver, Exit, or Change of Placement) signed by parents or ready to be signed.
- Complete testing for all students considered for entry, exit, reclassification.

After LPAC Meeting

- Counselor records LPAC decisions on report form in front of LPAC folder.
- Send a copy of the LPAC Meeting Documentation form whether you placed anyone or not to the Director for Special Programs.
- File completed LEP folders in cumulative folders.
- Complete an LPAC Summary Report and submit to Central Office.

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Counselor Check List

Beginning of Year

- Make a list of all bilingual students on your campus who are new to the District, including Prekindergarten.
- Review student folders for appropriate documentation.
- Test and have the teachers complete the summary sheet and the LPAC forms within 20 school days of the enrollment date.
- Convene an LPAC within 20 school days of the enrollment date.
- Send a copy of the summary sheet to the Curriculum Director.
- Give a list of monitored students to the teacher of LEP students with instructions to notify the counselor of any academic concerns.
- Review the grades of the monitored students each grading period. If student is successful academically, no other action is needed.
- If the student is struggling academically, convene an LPAC to discuss the student's placement

By the 3rd Week of January

- Pull the previous year's summary report and all summary reports for students who entered during the current school year.
- Meet with teachers to see if the previous LPAC assessment decision is still appropriate.
- Convene an LPAC if an assessment change needs to be considered. (WHCCISD Form 8)
- Get a list of LEP students for TELPAS administration.

End of Year

- Administer achievement test to students as appropriate.
- Hold LPAC meetings for all students, including those with monitored and denial status.
- Send LPAC summary to Curriculum Director

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End-of-Year Checklist

- Assemble the following data for student monitoring as applicable.
 - ✓ OLPT scores
 - ✓ State criterion-referenced test or alternative testing results
 - ✓ Report Card
 - ✓ Any other applicable data that shows the student's academic progress
 - ✓ TELPAS Grades K-12
 - ✓ Norm-referenced Achievement Test

- Schedule LPAC meeting.

- Review all Bilingual/ESL student progress, including those on monitor status.

- LPAC recommends placement
 - ✓ PK/K cannot be exited
 - ✓ Document whether the student is to take the state criterion-referenced test the following school year and designate the language for the test.

- Exit students who meet the criteria
 - ✓ Send parents written notification (WHCCISD Form 6) in their primary language and English for signature.

- File the returned exit notification letter with parent's signature in the student's LEP folder. (File a copy of the letter sent, if not returned by the parents.)

- Update student roster with status changes for the following year. Note students that are on "Monitor" status and include the number of years monitored.

- Write summary report. (WHCCISD Form 7)
 - ✓ Counselor is responsible for summary report.
 - ✓ Send copy to campus principal and other counselor(s) as applicable.
 - ✓ Send copy to the Curriculum Director.

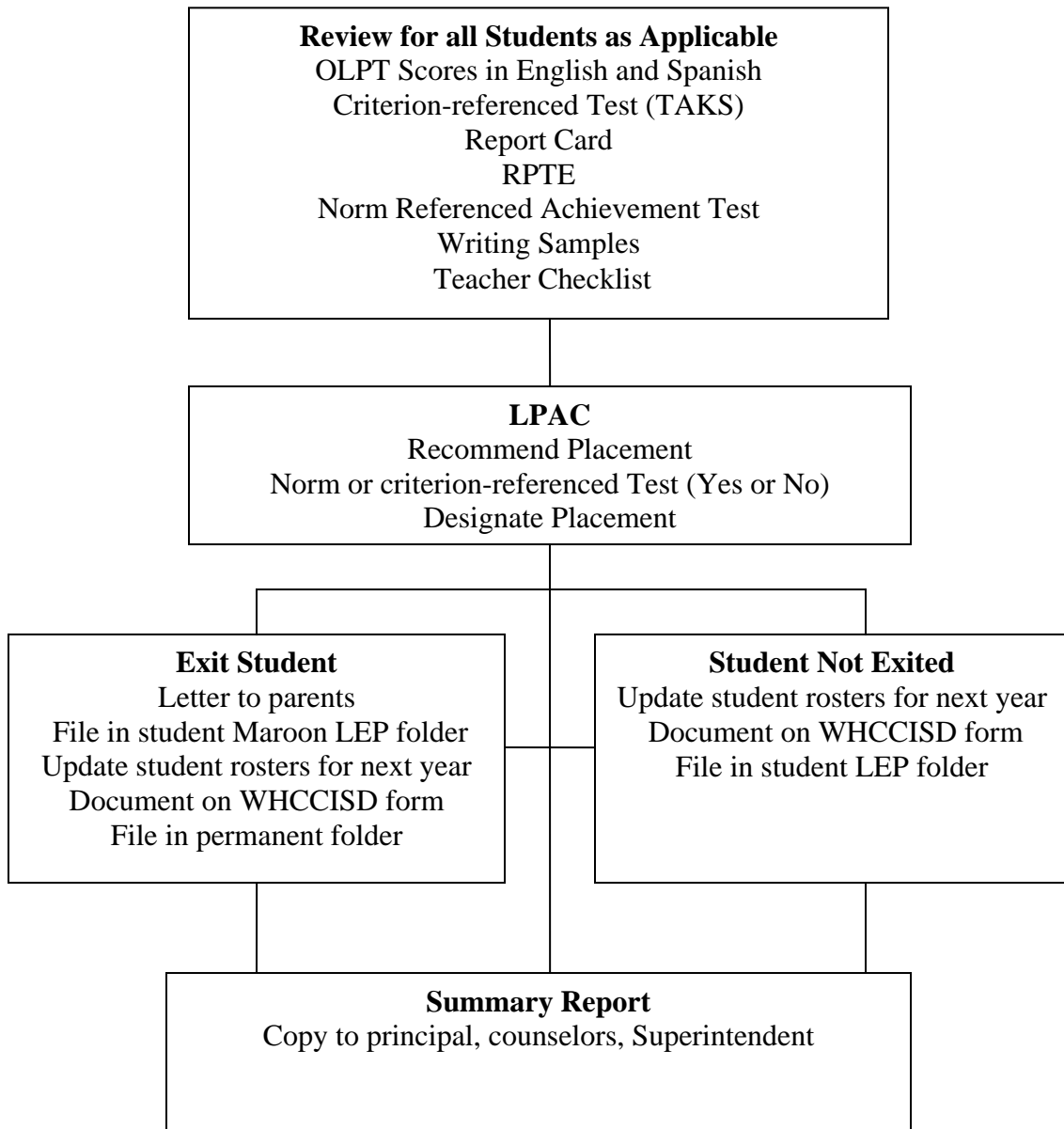
- Document all information on HISD Form 2 and place in student's LEP folder.

- Complete Notification of Monitoring on WHCCISD Form 15.

- File all tests in student's LEP folder.

**West Hardin County Consolidated Independent School District
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**End-of-Year Procedure
Chart**



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Annual Review Responsibilities

An annual review must be completed for each LEP student at the end of the school year to determine the progress of that student and future placement. Annual reviews must be completed for the following students:

- All Bilingual/ESL-served students
- Monitored students
- LEP Denials

All LPAC members, including the bilingual/ESL teacher, must be present at the annual review of his/her students.

The following considerations should be made during annual review time for all served bilingual/ESL students:

- Current year placement
- All scores and assessments
- TAKS (Spanish and/or English)
- TELPAS
- OLPT-Woodcock-Munoz English and Spanish
- Grades
- Determination if exit criteria have been met
- Pass reading section of TAKS
- Above 40th percentile on NRT when TAKS not available
- Pass writing portion of TAKS (Grades 4,7,10 & 11) or TELPAS Writing Section. Score Advanced or Advanced High (Grades 2, 3, 5, 6, 8 & 9)
- OLPT fluent English speaking-Level 4 or 5 Woodcock-Munoz
- Parent notification of exit of students who meet criteria
- Signature of parent on exit notification on file in student's folder
- Teacher recommendations and observations
- Placement recommendation for next year (Bilingual, ESL, Mainstream, Special Education, Gifted and Talented, etc.)
- Level of English language proficiency (pre-literate, beginning, intermediate, advanced) in English and Spanish for grades PK-6, in English for grades 7-12.

The following considerations should be made during annual review time for all monitored students:

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- Academic performance and achievement (grades). Please be aware of the following when looking at monitored students:
 - If a student is passing all subjects, mark satisfactory in both semesters on the annual review.
 - If a student is not passing all subjects, mark unsatisfactory in the appropriate semester and document in the *Comments* section the reason that the student is not passing that subject(s). This means talking with the teacher about the student's performance.
 - If it is determined that the student is having problems in this class due to language difficulties, the LPAC will determine if placement back into the bilingual/ESL program is appropriate. Parent notification is required.
 - Students are monitored for two consecutive years. Student is no longer LEP when he/she has passed TAKS.

The following considerations should be made during annual review time for all identified and not-served students:

- ARD recommendations for special education students (LPAC member must be a part of the ARD committee).
- Recommended placement of LPAC for following year (mainstream, special education, bilingual/ESL).
- Scores on assessments including SDAA and norm-referenced test

The following considerations should be made during annual review time for all dually-served special education students.

- ARD recommendations for student (LPAC member must be a part of the ARD committee).
- Recommended placement of LPAC for following year (mainstream, special education, bilingual/ESL).
- Scores on assessments including SDAA and norm-referenced test, if applicable
- Teacher observations and recommendations.

Annual reviews are to be completed before the end of the school year so parent notifications can be signed.

Parental Rights and Responsibilities for Entering/Denying the Bilingual/ESL Program

- The parents shall be provided information describing the bilingual education or ESL program to ensure that the parents understand the purposes and content of the program.
- The parents shall be notified in English and the primary language (if available) that their child has been classified as limited English proficient and recommended for placement in the required bilingual education or ESL program.
- The entry or placement of a student in the bilingual education or ESL program must be approved in writing (and dated) by the student's parent. The parent's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets exit criteria or the parent requests a change in program placement. (WHCCISD Form 5)
- The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual or ESL program and acquire approval as required under Texas Education Code, Section 29.056(a).
- The parent of a student enrolled in a district that is required to offer bilingual or ESL programs may appeal to the Commissioner of Education if the district fails to comply with the law or rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).

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Appeals

The student's parent(s) or guardian(s) must approve a student's entry into the program or placement within the program. The student's parent(s) or guardian(s) may appeal the decision under the *Texas Education Code 29.064*:

A parent of a student enrolled in a school district offering bilingual education or special language programs may appeal to the commissioner if the district fails to comply with the requirements established by law or by the agency as authorized by this subchapter. If the parents disagree with the placement of the student in the program, the parent may appeal that decision to the Board of Trustees. Appeals shall be conducted in accordance with procedures adopted by the commissioner.

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Testing LEP Students

Important Points from Assessment Rules

The LPAC shall select the appropriate assessment for each LEP student as outlined by TEA. The criteria for the selection of tests shall be documented in the student's permanent record file.

- In grades 3-6, the LEP student shall take the TAKS test in English or Spanish based on which assessment is the most appropriate measure of the student's academic progress.
- In grades 7-8, the LEP student shall take the TAKS test in English.
- **Immigrant** students (in grades 3-8) may be granted LEP exemptions during their first three years in U.S. schools, *if necessary*.
- In grades 3-6, the LPAC shall determine whether a LEP student (immigrant/not immigrant) is administered TAKS in English or in Spanish. A LEP student may be administered a Spanish version of TAKS for a maximum of three years.
- If the LEP student in grades 3-6 is an **immigrant** (or the student has resided outside the U.S. [at least] for two consecutive years,) the number of LEP *exemptions* and administrations of the assessment in *Spanish* must not exceed three.
- LEP students in high school that are recent immigrants may postpone only one time the initial administration of the exit-level test. The term "recent immigrant" is defined as an immigrant who first enrolls in U.S. schools not more than 12 months before the administration of the test from which the postponement is sought.
- The TELPAS is administered to all K-12 LEP students.

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Reasons for Exemptions

Section 101.1003 of the commissioner's rules requires LPACs to document the reason for each exemption authorized in Section 101.1007. The following reasons for exemption are based on the commissioner's rules and the administrative procedures of this manual. When a student receives an exemption, the LPAC must reference the appropriate reason below and keep the documentation in the student's permanent record file.

Categories 1 and 2, Year 1

Reason a: The student meets all general and specific exemption criteria for students in their first school year of enrollment in the U.S. Given the student's foundation of learning upon entry to U.S. school, it is not yet reasonable to expect the student to meet the TEKS requirements as measured on TAKS.

Category 1, Year 2

Reason b: The student meets all general and specific exemption criteria for students in their second school year of enrollment in the U.S. Given the student's extensive absence of schooling outside the U.S. and resulting limitations in academic achievement and/or literacy, it is not yet reasonable to expect the student to meet the TEKS requirements as measured on TAKS.

Category 2, year 2

Reason d: The student meets all general and specific exemption criteria for students in their second school year of enrollment in the U.S. Given the student's foundation of learning upon entry to U.S. schools, it is not yet reasonable to expect the student to have acquired the academic language proficiency necessary for TAKS in English to provide a valid, reliable measure of the student's academic progress.

Category 1, Year 3

Reason c: The student meets all general and specific exemption criteria for students in their third school year of enrollment in the U.S. Given the student's extensive absence of schooling outside the U.S. and resulting limitations in academic achievement and/or literacy, it is not yet reasonable to expect the student to meet the TEKS requirement as measured on TAKS.

Category 2, Year 3

Reason e: The student meets all general and specific exemption criteria for students in their third school year of enrollment in the U.S. Given the student's foundation of learning upon entry to U.S. schools, it is not yet reasonable to expect the student to have acquired the academic language proficiency necessary for TAKS in English to provide a valid, reliable measure of the student's academic progress.

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Criteria for Determination of Appropriate Assessment

It is important that the LPAC review all available information for each student to ensure that the most appropriate assessment has been recommended. The following criteria should be reviewed to determine which assessment options are most appropriate for each English proficient student:

- literacy in English and/or other language;
- oral language proficiency in English and/or other language;
- academic program participation (bilingual or ESL), language of instruction, and planned language of assessment;
- number of years continuously enrolled in school;
- previous testing history; and
- level of academic achievement.

Spanish TAKS

Spanish TAKS is not considered an exemption. Students taking TAKS in Spanish are being assessed in the same manner as students taking TAKS in English.

The Spanish TAKS results for Grades 3-6 reading, mathematics and the writing sections will be included in the Academic Excellence Indicator System (AEIS) reports used to determine accountability ratings.

Students Meeting Exit Criteria

Students may exit from bilingual/ESL programs if they pass the reading portion of the grade appropriate English TAKS test and the writing portion of the grade appropriate English TAKS test (at available grades), and meet the other exit requirements in TAC 89.1225(h). LEP students taking the English TAKS for program exit may not be coded as exempt, and the test scores for all LEP students taking English TAKS will be aggregated into district and campus summary reports. **The released TAKS tests may not be used for program exit.** When writing is not available, TELPAS writing results may be used (with advanced or advanced high rating).

Students may also exit from bilingual/ESL programs by scoring at or above the 40th percentile on the English reading and language portions of a state-approved norm-referenced measure when TAKS is not available.

Parent Denials of Participation in Bilingual or ESL Programs

Students who do not participate in a bilingual or ESL program because of a parental denial cannot qualify for a LEP exemption. School districts may not exempt students from TAKS on the basis of limited English proficiency unless the

West Hardin County Consolidated Independent School District Bilingual/ESL Education Program

district's LPAC committee has determined that the student qualifies for a bilingual or ESL program and the district has received parental consent to place the student in the program.

TELPAS: Texas English Language Proficiency Assessment System

The Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocol (TOP) together comprise the Texas English Language Proficiency Assessment System (TELPAS). These tests are administered in the spring of each year to all Limited English Proficient (LEP) students; even those who are identified and not being served due to parent denials.

Reading Proficiency Test in English (RPTE)

The RPTE is based on the TEKS (Texas Essential Knowledge and Skills) for ESL and will assess the range of reading proficiency levels exhibited by second language learners. All identified LEP students in grades 3-12 will annually be administered the RPTE until they are exited from the program. Students will be scored with a ranking of beginning, intermediate, advanced or advanced high.

Texas Observation Protocol (TOP)

Under NCLB guidelines, states' English language proficiency assessments must assess student annually in kindergarten through twelfth grade in four language domains: listening, speaking, reading and writing. TOP assesses the following language domains:

Grades K – 2: listening, speaking, reading, writing

Grades 3-12: listening, speaking, writing

The domain of reading in Grades 3-12 is assessed through RPTE. Together, RPTE and TOP provide performance data used to fulfill NCLB reporting requirements.

AMAOs: Annual Measurable Achievement Objectives

These are requirements from the No Child Left Behind Act of 2001 for accountability measures related to English language proficiency for school districts receiving Title III federal funds. Districts receiving Title III funds must meet annual performance targets for three AMAOs.

AMAO 1

- Measures the percent of LEP students who make progress in learning English

AMAO 2

- Measures the percent of LEP students who attain English language proficiency

AMAO 3

- Measures the adequate yearly progress (AYP) of LEP students

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Testing Schedule

Test	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Woodcock Munoz														
TAKS											X	X	X	X
RPTE*														
MET 8														

X – applicable until exit-level test is passed

* – until student is exited from program

Modifications for LEP Students

State Mandates for Modifications for Bilingual/ESL Students

“The district shall modify the instruction, pacing, and materials to ensure that LEP students have a full opportunity to master the essential knowledge and skills of their required curriculum.”

—Subchapter BB of the Commissioner’s Rules
Concerning State Plan for Educating Limited English
Proficient Students. 89.1210.

In compliance with state mandated guidelines, general education teachers in WHCCISD will provide modifications, as appropriate, for each LEP student who receives instruction in general education classrooms and/or settings.

Teaching Adaptations and Modifications

It is very important for teachers of LEP students to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the academic English language that is unique to each subject area. The students may have difficulty in mastering the content area more because of the language demands than the difficulty of the content.

Several things that the teacher should keep in mind when a LEP student is in his/her class include:

- The student may be unable to use English as medium of thought.
- The student may require extra response time due to conceptual processing in English.
- The student may be unable to understand the content-area vocabulary or syntax.
- The student may not have knowledge of the content area required to obtain correct responses.
- Understand that there will be a silent period when the student will be absorbing language but might be very inhibited about trying to speak.
- Language errors will occur and over-correction may not help.
- Oral language precedes reading and writing. A student who can hold a social conversation may not understand academic lessons.
- Materials may need to be adapted as well as lectures and vocabulary.
- Students may need reassurance that their language is acceptable and important.
- Students may work better in cooperative or flexible groups than independently.
- Collaboration with colleagues and ESL teachers is crucial to the success of LEP students. Share what works with others.

Tips for Helping the LEP Student

- Outline key points and major details for each day's lesson.
- List key vocabulary.
- Simplify English structure and vocabulary, NOT concepts. Speak slowly, clearly, and repeat.
- Provide both verbal and non-verbal activities and cues in each lesson. Use body language and put your words in context.
- Teach students how to use the text.
- Simplify the language on tests and other work.
- Limit the amount of time spent on lectures.
- Limit vocabulary used in presentation.
- Simplify reading material and shorten assignments. Use pre-reading strategies to get the students interested in the material.
- Use cooperative and flexible grouping as often as possible.
- Provide both oral and written instructions for each day's lessons.
- Keep classroom language constant.
- Smile.
- Pronounce names as correctly as you can.
- Make your classroom print-rich. Label important resources in the room.
- Be aware of cultural differences that might make a difference.
- Be realistic in your expectations, be sensitive, and be patient.
- Remember: The LEP student's only limitation is linguistic. This limitation is temporary. Cognitively, the student is as unlimited as any other in your class.

Use Form 12 to help you in modifying and adapting your instruction to meet the needs of the LEP students in your class.

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

LPAC Recommendation

Date _____ Entry date ____/____/____
 Student Name _____ Entry Grade ____
 Grade _____ Years in Program _____

OLPT _____ English _____
 Date _____ Spanish _____

Current Placement	TAAS/TAKS/SDAA	Norm Referenced	RPTE	Grades
_____ Bilingual	Reading _____ E/S	Reading _____	_____ Beginner	Reading _____ Language _____
_____ ESL	Math _____ E/S	Language _____	_____ Intermed.	Math _____ Science _____
_____ Reg. Ed	Writing _____ E/S		_____ Advanced	Soc. St. _____

LPAC Decision

Program Recommendation	TAKS Recommendation
_____ Bilingual _____ ESL _____ Reg. Ed.	Spanish _____ English _____ Exempt _____ Alternative Assess. _____

Teacher Recommendation

LPAC Comments

 Administrator

 Bilingual Teacher

 Counselor

 LPAC Parent

 Other

 Other

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Student Folder

Home Language Survey (Date) _____ PEIMS Entry Date _____

PEIMS Withdrawal Date _____

	Years in Program	1	2	3	4	5	6	7
	School Year							
	Grade							
	Placement							
OLPT	English							
OLPT	Spanish							
CRT	Reading							
CRT	Math							
CRT	Writing							
	RPTE							
NRT	Language							
NRT	Reading							
NRT	Math							
*	Reading							
*	Math							
*	Writing							
*	Science							
*	Social Studies							
	Parent Denial							
	Exit							
	Monitor							

OLPT Oral Language Proficiency Test
 CRT Criterion Referenced Test-TAAS/TAKS

NRT Norm Referenced Test
 * Yearly grade average

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Home Language Survey

Student Name _____ <small>(Last) (First) (Middle)</small>
Date of Birth _____ Date _____
1. What language is spoken in your home most of the time? _____
2. What language does your child speak most of the time? _____
Parent Signature _____

Cuestionario del Idioma Nativo del Hogar

Nombre del alumno/a _____
Fecha de nacimiento _____ Fecha _____
1. ¿Cuál idioma se habla en su hogar la mayoría del tiempo? _____
2. ¿Cuál idioma habla su niño/a la mayoría del tiempo? _____
Firma del padre _____

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Consent/Denial Form

Your child has qualified for placement in the WHCCISD Bilingual/ESL Program based on state requirements and would benefit from placement in this program.

- I, hereby, give my consent for _____ to be placed in the West Hardin ISD Bilingual Education/ESL Program.

- I deny consent for _____ to be placed in the West Hardin ISD Bilingual Education/ESL Program.

Parent or Guardian Signature

Date

Please return this form to the School Office.

Forma de Consentimiento/ la Negación

Su niño ha calificado para la colocación en el WHCCISD Bilingüe/el Programa de ESL basado en requisitos de estado y beneficiaría de la colocación en este programa.

- Doy permiso para que mi hijo/hija _____ sea colocado(a) en el Programa Bilingüe/ESL.

- No doy permiso para que mi hijo/hija _____ sea colocado(a) en el Programa Bilingüe/ESL.

Firma del padre o tutor

Fecha

Favor de regresar esta forma a la oficina escolar.

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Notification of Program Exit

Student _____ Grade _____

According to state guidelines, the Language Proficiency Assessment Committee has approved the dismissal of your child from the West Hardin County Consolidated Independent School District Bilingual/ESL Education Program. Based on his/her academic success and progress in the English language, your child should now be able to participate in regular educational classes. We will continue to monitor the progress of your child to ensure that his/her academic needs are being met.

Please sign in the appropriate space and return this notification to the school office immediately.

School Counselor

Date

Parent Signature

I have been informed by the Language Proficiency Assessment Committee (LPAC) that my child, _____, was recommended for placement in a regular classroom.

Please return this form to your child's School Office.

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Notificación de Salida del Programa

Estudiante _____ Grado _____

El Comité de Evaluación a la Competencia del Idioma (LPAC) ha aprobado dejar salir a su hijo/a del programa de educación bilingüe/ESL. Basándose en el éxito del progreso de él/ella en el idioma de ingles, su niño/a podrá participar ahora en las clases regulares. Nosotros continuaremos vigilando el progreso de su niño/a para asegurar que las necesidades académicas serán cumplidas.

Por favor, firme en el espacio apropiado y regrese esta notificación a la oficina escolar inmediatamente.

Consejero/a de la escuela

Fecha

Firma del Padre

El Comité de Evaluación a la Competencia del Idioma (LPAC) me ha informado que mi hijo/a, _____, ha sido recomendado para asistir las clases regulares.

Firma del Padre

Fecha

Por favor, regrese esta forma a la oficina escolar de su niño/a.

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

**West Hardin County Consolidated Independent School District
LPAC Summary Report**

Campus

Grade

Date

Student	ID Number	Current Information											LPAC Recommendation				
		Language Proficiency Test		Grades		RPTE/NRT		TAKS/SDAA					Continue Service	Exit	Other (TAKS)	Eng/Span Altern Exempt	
		SP	EN	LA	MATH	LA	Math	SS	Sci	R	W	M					

Administrator _____

Bilingual/ESL Teacher _____

Counselor _____

Teacher _____

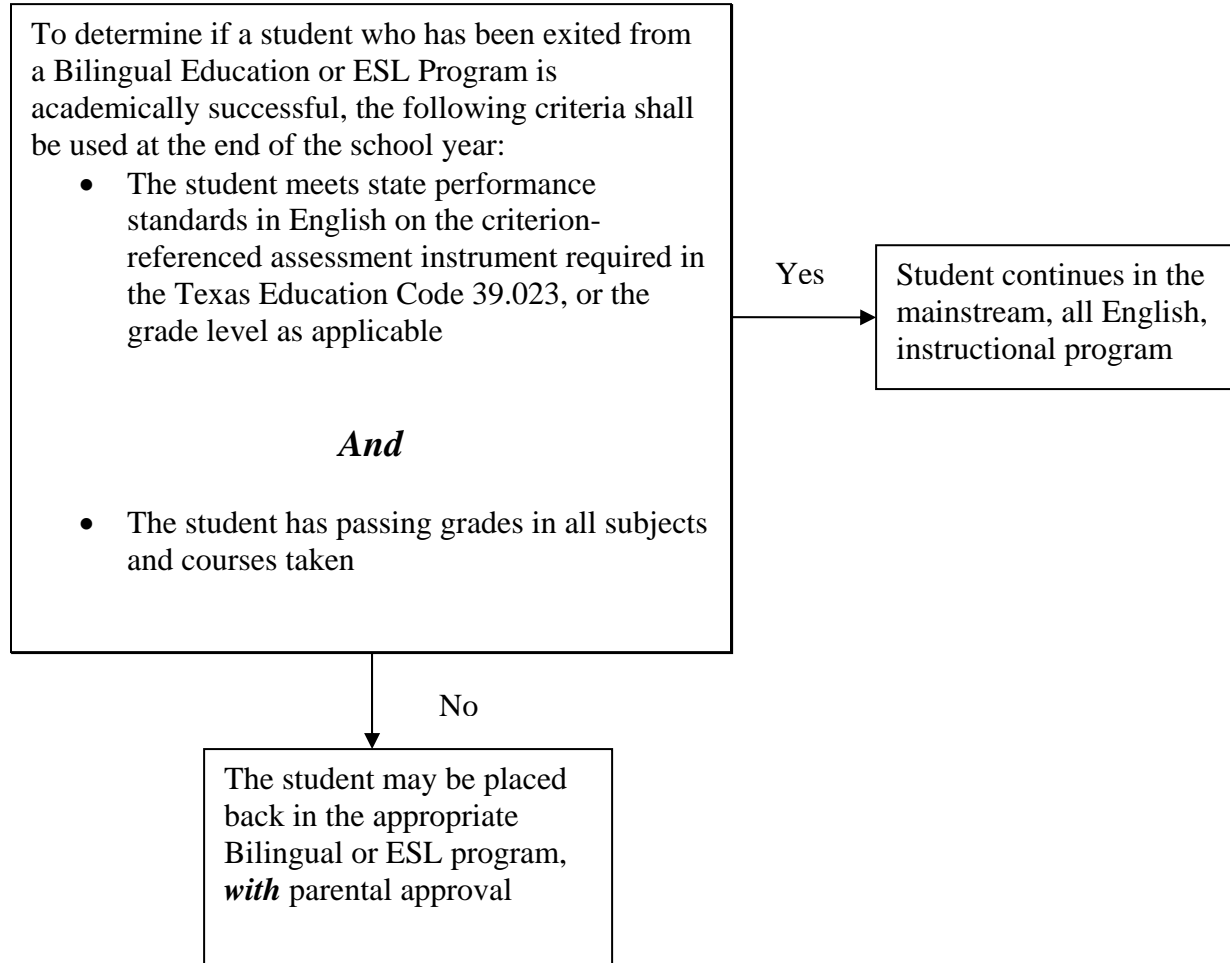
Parent _____

Submit copy to West Hardin ISD Superintendent for CIP

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Exited Student Monitoring Chart

Monitored students need to be evaluated regularly throughout the year and their academic performance should be reviewed to avert retention and provide appropriate interventions as needed.



**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Enrollment Date: _____ LPAC Date: _____ Placement Date: _____	MONITORING OF EXITED STUDENTS Bilingual Education/ESL Program West Hardin ISD	HLS Date: _____ Permission/Denial Date: _____ Exit/Reclassification Date: _____
---	--	---

Student Name: _____ Student ID: _____
 DOB: _____ Grade: _____ Campus: _____

Texas Assessment of Knowledge and Skills (TAKS) Performance

First Year of Monitoring (1 st academic Year after exit data) SS=Scaled Score	TAKS Date: Reading SS _____ Met Standard: Y/N	TAKS Date: Writing SS _____ Met Standard: Y/N	TAKS Date: ELA SS _____ Met Standard: Y/N
Second Year of Monitoring (2 nd Academic year after exit date) SS=Scaled Score	TAKS Date: Reading SS _____ Met Standard: Y/N	TAKS Date: Writing SS _____ Met Standard: Y/N	TAKS Date: ELA SS _____ Met Standard: Y/N

First Year Monitoring Year _____	Subject	End of Yr. Grades	LPAC SIGNATURES: (all members must be LPAC trained) _____ * Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional/Regular Education Teacher _____ Campus Administrator _____ * Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other Content		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to cognitive academic language) <input type="checkbox"/> Continue in regular program Additional interventions (cognitive, linguistic, affective):			

Second Year Monitoring Year _____	Subject	End of Yr. Grades	LPAC SIGNATURES: (all members must be LPAC trained) _____ * Parent of Participating LEP Student _____ Bilingual Education Teacher _____ * English as a Second Language Teacher _____ Transitional/Regular Education Teacher _____ Campus Administrator _____ * Indicates required ESL Program LPAC Membership
	English/Lang. Arts		
	Math		
	Science		
	Social Studies		
	Other Content		
LPAC Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when LPAC determines that student's lack of success is due to cognitive academic language) <input type="checkbox"/> Continue in regular program Additional interventions (cognitive, linguistic, affective):			

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Parental Report on Student Progress

Campus Name _____ Date _____

To the Parents/Guardians of _____

State and Federal law requires that we inform you of the progress of you son/daughter in the Bilingual or ESL program. We have reviewed the following language and academic data to determine the best future placement for your son/daughter.

English Oral Language Proficiency Test **(OLPT, PK-12)** Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Spanish Oral Language Proficiency Test (OLPT)* Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Norm-referenced Standardized Achievement Test ** (Grades 2-12) Name: _____
Results: _____
<i>*required for placement in the Bilingual program ** required for placement in the Bilingual and the ESL programs. Tests taken for placement and exit are from the state approved list of tests found on the TEA Bilingual Unit website.</i>

Other language/academic test(s) reviewed (optional):

Name of Test _____ Date: _____ Results/Reading: _____

Name of Test _____ Date: _____ Results/Writing: _____

Texas English Language Proficiency Assessment System (TELPAS) <i>Please circle level attained or attach Confidential Student Report.</i>
B – Beginning I – Intermediate A – Advanced AH – Advanced High
<u>Listening</u> B I A AH <u>Speaking</u> B I A AH <u>Writing</u> B I A AH
<u>Reading</u> B I A AH (Grades K-2 use TELPAS; Grades 3-12 use RPTE/TAKS)

TAKS (Grades 3-12) or **TAAS Exit** if applicable:

Language of Test: English: _____ Date: _____ Spanish: _____ Date: _____

Did student meet the state standard? **YES** or **NO**

Results: Reading _____ Writing _____ Math _____ Social Studies _____ Science _____

English Language Arts (ELA) _____

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

Additional comments on student's language acquisition/academic progress (compare to data on previous page):

Students can exit the program when they are able to meet the exit criteria set by the state for bilingual and ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for TAKS in English reading and writing (when available) as required in the Texas Education Code (TEC) at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including TAKS/TAAS scores, subjective teacher evaluation, and parental evaluation.

Consequently, it has been recommended that your son/daughter:

- _____ Continue in the Bilingual Program
- _____ Continue in the English as a Second Language (ESL) Program
- _____ Re-enter into the Bilingual Program
- _____ Re-enter into the ESL Program
- _____ Exit the Bilingual Program – Exit criteria have been met.
- _____ Exit the ESL Program – Exit criteria have been met.
- _____ Continue monitoring for 1 additional school year – exited student
- _____ Monitor for 2 additional school years after exiting to ensure success in school
- _____ Program denied by parent/guardian; continue monitoring academic progress of student

If you have any questions regarding this placement decision, please contact

_____ At our office at _____
Name Phone

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

**Language English as a Second Language
Suggested Modifications Checklist**

Name of Student

Date

- _____ Review, practice, and check for understanding.
- _____ Present material orally and in written form.
- _____ Use concise and clear directions.
- _____ Allow for peer tutoring or group work.
- _____ Read test orally by teacher or paraprofessional.
- _____ Explain or reword test questions.
- _____ Provide visual model and manipulatives.
- _____ Modify or shortened assignments.
- _____ Utilize hands-on activities and projects.
- _____ Use cooperative and flexible grouping techniques.
- _____ Grade on effort, participation, and improvements.
- _____ Provide second try or grading twice.
- _____ Allow breaks in testing time.
- _____ Allow extended time on classwork, assignments, and projects.
- _____ Simplify vocabulary.
- _____ Allow for oral interpretation (student's own words) of written responses.
- _____ Tape record reading assignments whenever possible.
- _____ Assist with organizational skills.
- _____ Prepare graphic organizers.
- _____ Relate instruction to prior learning, student's background, and to real life.
- _____ Use computer programs with audio.
- _____ Provide summaries or outlines.
- _____ Find a text written at a lower reading level.
- _____ Provide highlighted material.
- _____ Allow extra time for reading.
- _____ Use peer helpers or peer tutors.
- _____ Change seating assignment.
- _____ Vary activities often.

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

LPAC Confidentiality Statement

I, _____, serve as a member of the West Hardin County Consolidated Independent School District Proficiency Assessment Committee (LPAC) as provided by the Texas Education Code Ann. 21.452(b).

I hereby certify that I have been informed that any educational records examined by me in connection with the performance of my duties as a member of the LPAC are confidential records as defined by the Family Educational Rights and Privacy Act and the contents are not to be released except in compliance with the terms of that statute.

20U.S.C.,1232g;45CFR,99.11 etseq.

Signature

Date

Yo, el suscrito, _____, actuo como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) del distrito escolar de West Hardin de acuerdo con el Código de Educación de Texas, Ann. 21.462(b).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine en relación a mis responsabilidades como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) es archivo confidencial, según lo estipulado por la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no será divulgado excepto en acuerdo con los términos de dicha ley.

20U.S.C.,1232g;45CFR,99.11 etseq.

Firma

Fecha

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

**Language Proficiency Assessment Committee
Verification Statement**

Date

Having been duly trained, as required by law, we the undersigned constitute the official LPAC for _____ School, and in so doing agree to provide the required services for the bilingual/ESL program on this campus.

_____ is the contact LPAC professional.

Principal

Counselor

ESL Teacher (as applicable)

Other (Please specify.)

Other (Please specify.)

Other (Please specify.)

**West Hardin County Consolidated Independent School District
Bilingual/ESL Education Program**

**Notification of Monitoring Status Form
Spring 2006**

**Students entering year 1 of the monitoring process in the
Fall of 2006**

Student Name	ID Number	2005-06 Grade Level	ESL/Bilingual Exit Date

**Students entering year 2 of the monitoring process in the
Fall of 2006**

Student Name	ID Number	2005-06 Grade Level	ESL/Bilingual Exit Date

Counselor: _____

Date: _____