

ENGLISH LEARNERS  
HANDBOOK  
2021-2022



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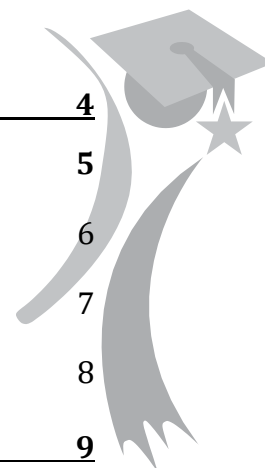
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## GOALS

The goal of Lubbock ISD Bilingual Dual Language education program is to enable English Learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English.

The goal of Lubbock ISD English as a Second Language (ESL) education program is to enable English Learners to become competent in listening, speaking, reading and writing the English language through the integrated use of second language methods.

Dual Language and ESL programs shall be integral parts of the total school program. They shall address the affective, linguistic, and cognitive needs of English language learners.

## PURPOSE

- Identify English Learners based on criteria established by the state
- Assess and place students who speak a language other than English in the appropriate instructional program
- Provide Bilingual and ESL programs, as integral parts of the total educational program
- Ensure that English Learners are afforded full opportunity to master skills and knowledge as outlined in Texas Essential Knowledge and Skills (TEKS)
- Monitor academic achievement of essential knowledge and skills as measured by STAAR and TELPAS
- Provide monitoring of students for five years who have exited the Bilingual or ESL Program to ensure academic success

# BILINGUAL and ESL PROGRAMS-ELEMENTARY

Each school district that has an enrollment of 20 or more English Learners in any language classification in the same grade level district-wide shall offer a bilingual education program.

## Dual Language and ESL Program Models

Dual Language	Bean	PK-5 <sup>th</sup>
	Harwell	PK-5 <sup>th</sup>
	McWhorter	PK-5 <sup>th</sup>
English As a Second Language Newcomers/Beginners	Ramirez	PK-5 <sup>th</sup>
	Honey	
	Centennial	
	Roberts	
English as a Second Language- Content Based or Pull-Out	All Elementary Schools	PK-5 <sup>th</sup> Grade

The Dual Language program is available for students in grades PK-5<sup>th</sup> grade, who are English Learners and are Spanish speaking.

Dual Language immersion/two-way is a biliteracy program model that integrates students proficient in English and Spanish. This model provides instruction in both English and Spanish. Instruction is provided to both native English speakers and native Spanish speakers. The goal of the program is the promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement.

### **ESL Program Model-Elementary**

All English Learners for whom a district is not required to offer a bilingual education program shall be provided English as a Second Language (ESL) Program, regardless of the students' grade levels and home language, and regardless of the number of students

The English as a Second Language (ESL) program is available to students in grades PK-12<sup>th</sup>.

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading and writing in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency. In PK-8<sup>th</sup> grade, instruction in ESL may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods.

# ENGLISH AS A SECOND LANGUAGE-SECONDARY

All English Learners for whom a district is not required to offer a bilingual education program shall be provided English as a Second Language (ESL) Program, regardless of the students' grade levels and home language, and regardless of the number of students.

## English as a Second Language-Secondary

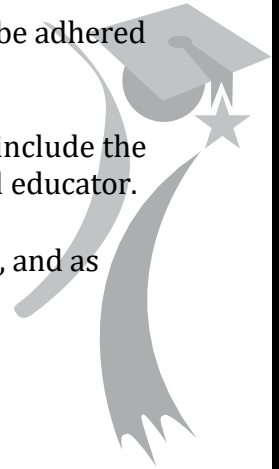
Spanish Enrichment Program <i>(criteria to qualify for participation)</i>	Atkins	6 <sup>th</sup> -8 <sup>th</sup>
English as a Second Language for Newcomers and students identified at Beginning Level	All Secondary Campuses	6 <sup>th</sup> -8 <sup>th</sup>
ESOL I and II for Newcomers and students identified at Beginning Level of Language Acquisition	Coronado Lubbock High Monterey Estacado	9 <sup>th</sup> -12 <sup>th</sup>
English as a Second Language-Pull-Out or Content Based	All MS and HS	6 <sup>th</sup> -12 <sup>th</sup>

The English as a Second Language (ESL) program is available to students in grades PK-12<sup>th</sup>.

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading and writing in the English language. Instruction in ESL shall be commensurate with the student's level of English proficiency. In PK-8<sup>th</sup> grade, instruction in ESL may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods.

## LISD NON-NEGOTIABLES

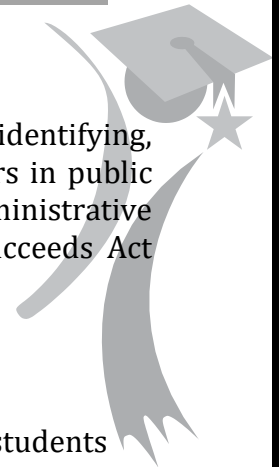
- All procedures and forms, outlined in the Bilingual/ESL Handbook MUST be adhered to.
- All Language Proficiency Assessment Committee (LPAC) meetings MUST include the trained LPAC parent representative, administrator, and an ESL or Bilingual educator.
- LPAC committee meetings are required to meet at least **three** times a year, and as needed.
- Assure that all Bilingual/ESL staff adhere to district LPAC procedures-  
*Attend LPAC trainings at campus*  
*Obtain Signatures from teachers*
- All statutory and legal requirements for the LPAC MUST be adhered to.
- Students identified as LEP/Special Education MUST have representation from both programs at their LPAC and ARD meetings.
- The LISD Timeline for LPAC Duties and Responsibilities, as well as all graduation and instructional requirements MUST be adhered to.
  - **Within 4 calendar weeks of initial enrollment**
    - *Home Language Survey*
    - *Oral Language Proficiency Test administered*
    - *LPAC meeting held*
    - *Parent Permission approval*
- A representative from the Bilingual/ESL Department along with an administrator, and the student's parent must be present at denial conference.



# PROCEDURES AND LEGAL REQUIREMENTS

## Language Proficiency Assessment Committee (LPAC)

The Language Proficiency Assessment Committee is responsible for identifying, processing, annually reviewing, exiting, and monitoring English Learners in public and charter schools. The LPAC follows guidelines found in 19 Texas Administrative Code (TAC) Chapter 89, Subchapter BB and federal Every Student Succeeds Act (ESSA) requirements as they relate to the function of the LPAC.



## Identification of English Learners

Administration of Home Language Survey (HLS) upon enrollment for all students new to Texas.

If the Home Language Survey indicates a language other than English, language testing must be initiated to determine English proficiency.

## Test Required for Identification of English Learners

**PK-KG**-Listening and Speaking components of the state-approved assessment

English Oral Language Proficiency Test (OLPT)- Pre-LAS Links

Primary Language (Spanish) Oral Language Proficiency Test (OLPT) for students in Dual Language programs

**1st Grade**- Listening and Speaking components of the state-approved assessment

English Oral Language Proficiency Test (OLPT)-LAS Links

Primary Language (Spanish) Oral Language Proficiency Test (OLPT) for students in Dual Language programs

**2nd- 12<sup>th</sup>**-Listening, Speaking, Reading and Writing components of the state-approved assessment

English Oral Language Proficiency Test (OLPT)-LAS Links

Primary Language (Spanish) Oral Language Proficiency Test (OLPT) for students in Dual Language programs

## Immigrant Definition

Coded at Campus Level by Data Clerk

Definition for an immigrant:

The **NCLB** definition serves to identify recent immigrants for the Title III program.

The **Student Assessment** definition assists in determining the appropriate evaluation of ELs in Texas.

The **English for Speakers of Other Languages (ESOL)** I and II definition determines eligibility of ELL students who may receive high school credit for these two courses.



## LPAC TIME REQUIREMENTS

Within 4 calendar weeks of initial enrollment, the LPAC should review:



Home Language Survey

OLPT Administered

LPAC Meeting held for Placement

Parental Notification Signature

# LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

## LPAC Key Members

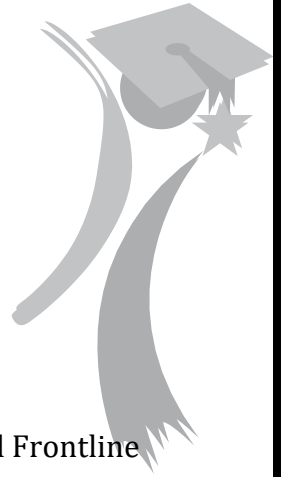
- LPAC Representative/ARD committee (when needed)
- Administrator
- Bilingual/ESL teacher
- Parent Representative

## Training of Key Members

- LPAC Representative attends district training
- LPAC Representative is given access to informational folder on Google and Frontline
- LPAC Representative generate a PEIMS list of ELs enrolled on their campus
- LPAC Representative provides training to all key members and BE/ESL staff.
  - Present Power Point
  - Obtain signatures on confidentiality statement and member roster
  - Provide teachers with training on how to access list on Eduphoria of English Learners they serve
  - Teacher reviews student list and TELPAS results for previous 2 years and signs electronically on Eduphoria
  - Send copy of LPAC member roster and confidentiality agreements to [Cecelia.villegas@lubbockisd.org](mailto:Cecelia.villegas@lubbockisd.org)

## LPAC Initial Meetings

- All required members are given prior notification of meeting
- Members review and discuss student data and information
- Members sign and date all documentation/LPAC forms
- Decisions are included in LPAC minutes
- Committee meeting is adjourned
- Documentation is filed in appropriate student folder/Informational folder



# BILINGUAL/ESL ENTRY PROCESS

## Home Language Survey

- Every student must have a Home Language survey
- Home Language Survey is completed only once for each student, always obtain the **Original** HLS
- Lubbock ISD accepts other Texas school Home Language surveys
- Out of state surveys are not valid
- Students listed as English/English are considered Non-LEP

## Referral

If the Home Language Survey indicates a language other than English the student will need to have an Oral Language Proficiency Test administered.

Send original HLS to the Bilingual/ESL Department in order to add student to the testing log.

If the student enrolling comes from another Texas school district and was already in a Bilingual education or English as a Second Language program, then the registrar or LPAC representative will need to contact the previous school and obtain placement information and type of program in which student was enrolled.

## **Records to request for incoming Texas student:**

Original HLS

Last Language Proficiency Assessment Committee Minutes

Copy of Oral Language Assessment Test including scores and dates

Entry Letter or Parent Denial

## Assessment-Entry into Program

1. Oral Language Proficiency test for our PK-12<sup>th</sup> grade is LAS Links.

OLPT Proficiency Levels to determine eligibility:

### **1=Beginning**

This student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally through the native language, rather than in English

### **2=Early Intermediate**

This student is developing the ability to communicate in English with the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

### **3=Intermediate**

This student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

#### **4=Proficient**

This student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

#### **5=Above Proficient**

This student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Levels 1-3 would indicate Limited English Proficient

Levels 4-5 would indicate English Proficient

Written notice is provided to parents explaining results of the OLPT.

#### **Placement**

LPAC determines eligibility, placement and recommends either a Bilingual or ESL Program. Parents are then notified of placement and must ***sign Parental Notification-Identification and Placement form.***

#### **Coding**

A PEIMS Data Collection Form is submitted to [cecelia.villegas@lubbockisd.org](mailto:cecelia.villegas@lubbockisd.org) at Bilingual/ESL Department.

- Student Name
- Date of Birth
- Grade
- Years in United Schools (PK-Kinder do not count in years of school in US).
- Type of Program placement: Bilingual or ESL
  - District only offers
    - B4=Dual Language immersion/two way
      - English Learners and Non-English Learners in a class together
    - B5=Dual language immersion/one way
      - English Learners in a class together
    - E2=ESL/Content Based
      - ELAR, Math, Science, Social Studies teachers are ESL certified
    - E3 = ESL/Pull Out
      - ONLY ELAR teacher is ESL certified
  - Date of Entry/Date of Denial

**If the parent denies program, a Denial conference must be held with a representative from the Bilingual office.**

# BILINGUAL/ESL RECLASSIFICATION CRITERIA

The district does not RECLASSIFY an identified student from a BE/ESL Program until the end of 2<sup>nd</sup> grade.

## Reclassification Criteria

A student may be reclassified at the end of a school year based on the following items:

A 2<sup>nd</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade student, who has been identified as Limited English proficient, must achieve at the 40<sup>th</sup> percentile or higher on the Language Arts and Reading portions of the Iowa Test of Basic Skills (ITBS), receive Advanced High on all portions of the Texas English Language Proficiency Assessment System (TELPAS), **and** be recommend for reclassification as reflected in a Teacher Evaluation Rubric.

A 3<sup>rd</sup>-10<sup>th</sup> grade student, who has been identified Limited English proficient, must meet the passing standard(Approaches) on English STAAR Reading. They must **also** receive an Advanced High on all portions of the TELPAS **and** be recommended for reclassification on a Teacher Evaluation.

## Parent Notification

A parent must be notified of the **placement** of their student into an English program as well as the **reclassification** of a student. An Exit letter and LPAC documentation must be completed with the information of student status. The Exit letter **must** be signed and returned by the parent.

## Coding

A PEIMS Data Collection form must be completed and submitted to [cecelia.villegas@lubbockisd.org](mailto:cecelia.villegas@lubbockisd.org) at Bilingual Department.

- Student Name
- Date of Birth
- Grade
- Student Needs to be exited
  - Yes/No
  - If yes, student will be a First Year Monitor

**Student then becomes a MONITOR student for four years (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>)**

**Students who are 5<sup>th</sup> year monitors will be coded as former LEP status.**

## RECLASSIFICATION CRITERIA FOR A STUDENT IN SPECIAL EDUCATION

At or near the beginning of the school year, a meeting is to be scheduled between key admission, review, and dismissal (ARD) committee and Language Proficiency Assessment Committee (LPAC) members to discuss whether the student qualifies to possibly become reclassified from the language program.

Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used in the reclassification process. This process ONLY applies when one or more assessments and/or English language assessments are not appropriate for the student for reasons directly associated with the student's disability.

Consideration must be Individualized Education Program (IEP) based and must include documented evidence that because of the nature of the student's disability, the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support in English to address second language acquisition.

Evidence must include both historical formal and informal assessment data and direct teacher input which would take into consideration an Individualized Education Program (IEP) and must include documented evidence that, because of the nature of the student's disability, the student is not expected to be able to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).

This process is to be used to address the needs of an individual student, not groups of students. Very few students qualify to exit using the 19 TAC §§89.1226(h), (l), and (m) criteria.

Specify Assessments and English Language Proficiency Test Standards. If after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below. Caution should be exercised when considering reclassifying a student in Grade 2. It may be premature in these grades to consider reclassify due to developmental factors related to emergent language literacy. Additionally, in early grades it is often difficult to know the effect of the student's disability or long-term prospects for second language acquisition.

# MONITOR STUDENT

If a student meets Reclassification Criteria and is academically successful, the LPAC makes the following recommendations:

- Student is no longer coded LEP in PEIMS
- Student is coded as First Year Monitor (F) or Second Year Monitor (S)
- LPAC will continue to document progress of all First and Second year students
- If student is NOT academically successful, then the LPAC may reclassify the student as LEP
- Must consider:
  - Amount of time enrolled in Bilingual Education or ESL Program
  - Grades for each grading period in core curriculum
  - Performance on State Assessment
  - Number of credits, if applicable (High School only)
- If student has been successful for TWO years, then monitoring is only documented to meet federal requirements.

## **Students with Parent Denials**

All students coded as parent Denials **MUST** participate in ALL parts of TELPAS. Services will continue to be offered every year until student meets Reclassification criteria.

# LPAC DECISION MAKING PROCESS FOR STAAR

## Decision Making Body

- LPAC is responsible for obtaining teacher input and making assessment and linguistic accommodation decisions for ELs.
- For ELs served by special education, members of the ARD committee and LPAC work in conjunction to make these decisions.
- LPAC/ARD committee's guidelines will follow in the making and documenting EL assessment and accommodation decisions. These guidelines will be made available through TEA.
- Linguistic accommodations and assessment decisions are not "automatic", they are made on an individual student basis in accordance with TEA administrative procedures

## Bilingual/ESL State Assessment Process

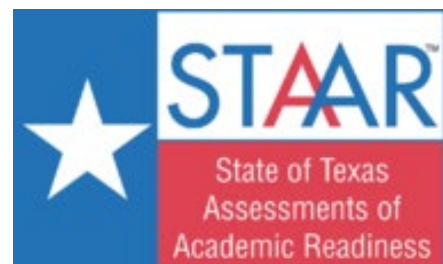
### STAAR

- Grades 3-8: Reading, Writing, Mathematics, Science and Social Studies
- EOC: English I, English II, Algebra I, Biology, and U.S. History
- ELs take STAAR if they are not eligible for STAAR Spanish

### STAAR Spanish

- Available for students in grades 3-5  
Grades 3-5 Reading and Mathematics  
Grade 4 Writing  
Grade 5 Science

LPAC determines if STAAR Spanish test is the most appropriate measure of student's academic progress and may include Non-LEP students and/or students who are not participating in a dual language program.





## **ELs in Special Education**

- LPAC/ARD will determine appropriate assessment for student

The differences between assessments have to do with language accessibility:

- STAAR Spanish uses native language to help students understand test



## BILINGUAL/ESL STAFF MEMBERS

Each content teacher will verify their students who are identified as Bilingual/ESL at the beginning of each year through Eduphoria. It is the responsibility of the teacher and LPAC representative to ensure that the list remains accurate throughout the year.

All teachers shall implement the English Language Proficiency Standards (ELPS) as an integral part of each subject in the required curriculum.

The teacher shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's level of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

### **Statutory Requirements for English Learners**

The LPAC is required to designate the level of academic achievement of each English language learner and designate, subject to parent approval, the initial instructional placement of each limited English proficient student in the required (ESL) program.

The LPAC may recommend appropriate services that may include content courses with ESL support provided by trained teachers, enrollment in English as a Second Language (ESL) courses, additional state elective English courses, and special assistance provided through locally determined programs.

The LPAC is required to monitor the academic progress of ELs who have exited from a bilingual or ESL program within the last two years, to determine whether the students are academically successful.

The LPAC is responsible for determining and documenting in the student's permanent record file if an Asylee/Refugee LEP student is eligible for exemption from the required state assessment.