



BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM HANDBOOK



Mission

The mission of the Abilene Independent School District Bilingual and English as a Second Language Program Handbook is to provide a guide for success in the delivery of effective services to English Learners (ELs) as required in the Texas Education Code and Texas Administrative Code.

Objectives

- To recognize that proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools. Our Bilingual Education Program is a one-way dual language model where our students are taught in their primary language. The goal of our program is for students to become bilingual and biliterate.
- To enable ELs to become proficient in English listening, speaking, reading, and writing within 2 to 5 years through the integrated use of second language methods as specified in the state's English Language Proficiency Standards (ELPS).
- To emphasize mastery of English and/or Spanish skills, as well as math, science and social studies as specified in the Texas Essential Knowledge and Skills (TEKS) such that ELs may be successful on STAAR assessments in English or Spanish in 4 years or less.

Introduction

The Abilene Independent School District is a diverse community serving many English Learners. Abilene is home of an International Rescue Committee (IRC) which is a refugee resettlement program. The IRC brings a diverse group of students with several different languages. We have over 30 different languages represented within our school system.

TABLE OF CONTENTS

CHAPTER 1: Identification of English Learners (ELs)

Home Language Survey	5
Assessment of English Literacy Proficiency	6
Language Proficiency Assessment Committee	7
EL Classification Criteria	8
Parent Notification and Program Placement	9

CHAPTER 2: Instructional Programs for ELs in Abilene ISD

Bilingual Education Program Content & Design	11
English as a Second Language Program Content & Design	13
Bilingual/ESL Program Monitoring	15

CHAPTER 3: Assessment, Reclassification, & Monitoring of Student Progress

Spring TELPAS Requirements & Considerations	17
EL STAAR Requirements & Considerations	18
Annual Review of ELs and Monitored Students	19
Reclassifying, Exiting, or Transitioning ELs	20
Monitoring Reclassified Students	21

CHAPTER 4: Program Evaluation and Staffing

Annual BE & ESL Program Evaluation	23
Staffing and Administrator Credentials	24
Staffing and Teacher Credentials	25
Teacher Assistant Credentials	26

CHAPTER 5: Special Programs for ELs

EL and Response to Intervention (RTI)	28
EL Evaluation for Special Education	30
EL Placement and Instruction in Special Ed Programs	31
EL Assessment and Placement for GT Programs	32
EL Instruction in GT Programs	33
AISD Summer School Programs for ELs	34

CHAPTER 6: Funding for Bilingual Education and ESL Staff and Services

Local EL Funds	36
Title III Purchasing Procedures	37
Stipends/Reimbursements Related to BE or ESL Services	38

CHAPTER 7: EL Parent and Community Engagement

Communication & Advocacy Concerning ELs	40
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CHAPTER 1: Identification of English Learners (ELs)

TOPIC	HOME LANGUAGE SURVEY (HLS)
TASK	To identify students with a primary or home language other than English
GRADE (S)	PK-12
TIMELINE	Within 4 weeks of a student’s initial enrollment in school
PERSON(S) RESPONSIBLE	Principal, Office personnel
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed and parental permission received within 4 weeks of the student’s enrollment in the school district.</p> <p>The home language survey (HLS) is the first step in the screening process to identify students who might be eligible for the bilingual or ESL program</p> <p>The first time a student enrolls in a Texas public school, the parent is required to complete an HLS which consists of two questions:</p> <ol style="list-style-type: none"> 1. What language is spoken in the child’s home most of the time? 2. What language does the child speak most of the time? <p>If the response to EITHER OF THE TWO QUESTIONS on the HLS is a language other than English, the student must be tested for language proficiency in accordance with TAC 89.1225.</p> <p>Only one survey is completed for each student. That survey follows the student for the rest of the student’s school history. If a student transfers from another Texas school district, the receiving district must request the original HLS from the previous district.</p> <p>The initial Home Language Survey is a required part of the student’s cumulative folder, and it must be completed within ten (10) days of the student’s initial enrollment in a Texas public school. To be valid, the HLS must be dated and signed by the student’s parent or guardian for each student in PK through grade 12.</p> <p>The receiving campus office personnel should notify the District Bilingual/ESL Program Officer of the recent enrollee for further directions.</p>
FORM	Home Language Survey
LAW or REGULATION	TAC 89.1215

TOPIC	ASSESSMENT OF LANGUAGE PROFICIENCY										
TASK	To determine the student’s language proficiency										
GRADE(S)	PK-12										
TIMELINE	Within 4 weeks of a student’s initial enrollment in school										
PERSON(S) RESPONSIBLE	Bilingual/ESL District Office Personnel										
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying student for the Bilingual or ESL program.</p> <p>Trained test administrators must administer the state approved LAS Battery of Assessments to all new students who have a primary language other than English identified as the answer to either of the two questions on their initial home language survey.</p> <p>These students’ language proficiency must be assessed in the following languages:</p> <ul style="list-style-type: none"> • Administer the English test to all new students PK-12 • Administer the Spanish tests to all student in grades PK-5 with Spanish as their home language. <p>Four different levels of the LAS are administered, depending on the grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Grade Level</th> <th style="background-color: #0056b3; color: white;">Approved Assessment(s) for Identification</th> </tr> </thead> <tbody> <tr> <td>PreK, Kindergarten</td> <td> <ul style="list-style-type: none"> • preLAS English Form C • preLAS Espanol Form C • Paper only </td> </tr> <tr> <td>1st Grade</td> <td> <ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking & Listening) • LAS Links Espanol Form A (Administer: Hablando, Escuchando) • Online or Paper </td> </tr> <tr> <td>2nd-12th Grade</td> <td> <ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking, Listening, Reading and Writing) • Online or Paper </td> </tr> <tr> <td>2nd-5th Grade</td> <td> <ul style="list-style-type: none"> • LAS Links Espanol Form A (Administer: Hablando, Escuchando) • Online or Paper </td> </tr> </tbody> </table> <p>Test administrators must be fluent in the language of the test which they are administering. Administration of these tests will be done by our district personnel in the Bilingual/ESL Office located at One AISD Center.</p>	Grade Level	Approved Assessment(s) for Identification	PreK, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Espanol Form C • Paper only 	1 st Grade	<ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking & Listening) • LAS Links Espanol Form A (Administer: Hablando, Escuchando) • Online or Paper 	2 nd -12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking, Listening, Reading and Writing) • Online or Paper 	2 nd -5 th Grade	<ul style="list-style-type: none"> • LAS Links Espanol Form A (Administer: Hablando, Escuchando) • Online or Paper
Grade Level	Approved Assessment(s) for Identification										
PreK, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • preLAS Espanol Form C • Paper only 										
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2 nd -12 th Grade	<ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking, Listening, Reading and Writing) • Online or Paper 										
2 nd -5 th Grade	<ul style="list-style-type: none"> • LAS Links Espanol Form A (Administer: Hablando, Escuchando) • Online or Paper 										
FORM	LAS exam										
LAW or REGULATION	TAC 89.1225 (a-c)										

TOPIC	LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)
TASK	To create a committee to review all pertinent information on all English language learners.
GRADE(S)	PK-12
TIMELINE	Within 10 days of the beginning of the school year
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC)</p> <p>Required Campus LPAC Membership:</p> <ul style="list-style-type: none"> • Campus Administrator • A professional bilingual educator (at bilingual campuses) • A professional ESL educator • Parent of a current English language learner (may not be a district employee) <p>**An ARD representative must be present at all LPAC meetings regarding ELs receiving special education services, and an LPAC representative must be present in all ARDs regarding ELs.</p> <p>Role of the LPAC Committee upon initial enrollment and at the end of each school year:</p> <ol style="list-style-type: none"> 1. Identify ELs and designate the language proficiency level of all students 2. Designate the level of academic achievement of each EL using <ul style="list-style-type: none"> • STAAR scores • Reading assessments • Report card grades • Teacher input 3. Designate program placement (subject to parent approval) <ul style="list-style-type: none"> • Bilingual • ESL 4. Facilitate participation of ELs in other special programs and hold LPAC meetings <ul style="list-style-type: none"> • Upon initial enrollment-within 4 weeks of the student’s enrollment • In the spring to determine appropriate assessments and/or language of testing • At the end of the year for annual review and for the following year’s placement • Every grading period to discuss and monitor student progress (as needed)
FORM	LPAC Roster Form

TOPIC	EL CLASSIFICATION CRITERIA
TASK	To determine students' eligibility for EL classification
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment
PERSON(S) RESPONSIBLE	Bilingual/ ESL District Office Personnel
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed, and parental permission received within 4 weeks of the student's enrollment in the school district.</p> <p>For entry into a bilingual education or English as a second language program, the following criteria will be followed:</p> <ol style="list-style-type: none"> 1. In PK-K grade: The student scored as a non-English or limited English proficient speaker on the preLAS Battery of Assessments. 2. In grades 1st-12: The student scored as a non-English or limited English proficient speaker on the LAS Battery of Assessments. 3. The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom the tests and score cut points on the state-approved test list would be inappropriate as part of the individualized education program (IEP). <p>All students in grades PK-5 who meet the criteria above to be identified as an EL and have Spanish as their home language must be recommended for bilingual program placement.</p> <p>EL students whose home language is not Spanish are to be recommended for ESL program placement.</p>
FORM	Initial LPAC Form, Parent Permission Form & LAS Battery Results
LAW or REGULATION	TAC 89.1225 (d-g)

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT
TASK	To place students designated as ELs in an English learner program of instruction
GRADE(S)	PK-12
TIMELINE	No later than the 10 th day after the date of student’s classification
PERSON(S) RESPONSIBLE	Bilingual/ ESL District Office Personnel
PROCEDURE	<p>The LPAC determines EL status and appropriate program placement for ELs.</p> <p>The LPAC must give written notice to the student’s parent advising that the student has been classified as an EL and requesting approval to place the student in the recommended bilingual or ESL program within 4 weeks of student enrollment.</p> <ul style="list-style-type: none"> • Parents must sign and date the “Parent Notification-Identification and Placement” form. • The date on the parent notification form must be on or after the LPAC date • Send the parent notification form home in the parent’s native language when possible • If a parent denies the placement recommended by the LPAC, a conference with an administrator to explain the benefits of the program must be held and documented. <p>Pending parent approval, AISD shall place the student in the recommended program. Only Bilingual ELs with parent approval will be coded for the bilingual education allotment.</p> <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EL will be removed from any EL program and placed in a mainstream program. However, the student will continue to be an EL until he/she meets the requirements for reclassification.</p> <p>ELs with parent approval for placement in the Bilingual Education (BE) program shall be placed with a bilingual certified teacher for all core subjects upon enrollment.</p> <p>ELs with parent approval for placement in the English as a Second Language (ESL) program shall be placed with an ESL certified teacher for English Lang Arts & Reading upon enrollment.</p> <p>By Federal and State law, all EL students must be placed in a BE or ESL program unless the parent requests otherwise. Schools are monitored for placement and corrective action will be used to ensure compliance.</p> <p>With the approval of the school district and a student’s parents, a student who is not an EL may also participate in the BE program. The number of participating students who are not ELs may not exceed 40 percent of the number of students enrolled in the program.</p>
FORM	Parent Permission Form & Initial LPAC Form
LAW or REGULATION	TAC 89.1220 (m) & 89.1240 & 89.1233 & TEC Sec. 29.056 (d)

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELs IN ABILENE ISD

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN
TASK	To implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English and Spanish
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Abilene ISD is required to provide each English learner in grades PK-5 whose native language is Spanish the opportunity to participate in a bilingual education program.</p> <p>Standards of Instruction: The curriculum for ELs in the bilingual education program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English and Spanish as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Students participating in the bilingual education program may demonstrate their mastery of the TEKS in Spanish and English for each content area.</p> <p>Students in the bilingual program shall receive instruction in all core subjects from bilingual-certified teachers who utilize both the students’ home language and English for instruction. The amount of instruction in each language within the bilingual education program should be commensurate with the students’ level of proficiency in each language and their level of academic achievement.</p> <p>Abilene ISD shall modify the instruction, pacing, materials, and the language of instruction (for those in the bilingual program) to ensure that ELs have a full opportunity to master the Texas Essential Knowledge and Skills (TEKS) at their grade level.</p> <p>In Abilene ISD, the bilingual education program is a one-way Dual-Language Program model and follow the Gomez and Gomez Model for Dual Language learners.</p> <ul style="list-style-type: none"> • PK-1 follow the Gomez Dual Language One-Way Dual Language model where the instructional day is in Spanish for (Language Arts, Reading Science & Social Studies) and in English for (Math). • Grades 2nd-5th follow the Gomez One-Way Dual Language model where instruction is in Spanish for (Language Arts, Reading, Science and Social Studies) and in English for (Language Arts, Reading and Math). <p>In AISD, non-academic subjects such as art, music, and physical education are taught in English</p>
LAW or REGULATION	TAC 89.1210 (a-d)

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN (continued)
TASK	To implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English and Spanish
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Abilene ISD is required to provide each English learner in grades PK-5 whose native language is Spanish the opportunity to participate in a bilingual education program. AISD’s dual language participants may be given high school Spanish credit (LOTE credit) if students meet the following requirements:</p> <ol style="list-style-type: none"> 1. The student must have participated in a dual language immersion program for at least five consecutive school years. 2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessment of Academic Readiness (STAAR) in English or Spanish, as applicable. (In AISD, scores in STAAR Reading are assessed) 3. The student must achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages. (Scores from TELPAS and/or Woodcock-Munoz are used to assess their proficiency) <p><i>**In 2019-2020 school year, STAAR and TELPAS assessments were not given to students because of the COVID pandemic. For the 2020-2021 school year only, data reviewed to assess the level of proficiency was the 4th grade STAAR results and the Woodcock-Munoz assessment.</i></p>
LAW or REGULATION	TAC 89.1210 (a-d), TEC 28.0051, TAC 74.12(b)(5)(f)

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT AND DESIGN
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Abilene ISD is required to provide an English as a second language (ESL) program to every English language learner who is not required to be in the bilingual education program. Additionally, students in the bilingual program must have ESL instruction time as well.</p> <p>Standards of Instruction: The curriculum for ELs in the ESL program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Abilene ISD teachers shall modify the instruction, pacing, and materials to ensure that ELs have a full opportunity to master the TEKS, at their grade level.</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of ELs.</p> <p>Abilene ISD English as a Second Language Program Models:</p> <ul style="list-style-type: none"> • In PK-2, a content-based program model may be implemented in all AISD elementary schools. This is an English program that serves students identified as ELs by providing a full-time ESL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates ESL instruction with subject matter instruction that focuses not only on learning a second language but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. • In grades 3-12, a pull-out program model is implemented in all AISD secondary schools. This is an English program that serves students identified as ELs by providing an ESL-certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary (push-in) delivery model. <p>Newcomer Centers: Students who enter Abilene ISD (grades K-8) as a refugee or asylee and are in the first year in the United States are served at our Newcomer Centers. Students may be served a second year on a case-by-case basis as their needs require. These students are served through a pull-out program model.</p>

	<p>Abilene ISD English as a Second Language (ESL) Program Instructional Approach: Abilene ISD ESL teachers shall implement the Sheltered Instruction (SI) approach for teaching ESL. SI is an approach where subject matter instruction is organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material. SI instruction from the teacher is in English; however, no limitations are placed on native language support from students, teachers, or support staff.</p> <p>Teachers of ELs shall be responsible for:</p> <ul style="list-style-type: none"> • Knowing the English proficiency levels of the ELs listed on their rosters • Adjusting instruction to students’ levels of language development • Implementing the ELPs in their instruction
<p>LAW or REGULATION</p>	<p>TAC 89.1210 (e-j)</p>

TOPIC	BILINGUAL/ ESL PROGRAM MONITORING
TASK	To monitor the progress of English Learners throughout the school year
GRADE(S)	K-12
TIMELINE	Six Weeks
PERSON(S) RESPONSIBLE	Bilingual/ESL Program Officer & Bilingual Specialist
PROCEDURE	<p>Abilene ISD will monitor the English Learner’s progress by evaluating their progress after each grading period. Once the grades have been entered by the classroom teachers, the following will occur:</p> <ol style="list-style-type: none"> 1. District staff will run a report from Frontline which gives information of specific English Learners who failed any course that six weeks. 2. A google form is sent to the teacher of the failed course to receive input on the reason for that failure. 3. Information from the google form feeds into a google spreadsheet showing information received. 4. Bilingual/ESL District staff will review the data to look for trends with specific students and teachers. 5. Any items of concern will be communicated to the campus administrator.
FORM	ESL Grading Documentation Google Form
LAW or REGULATION	

CHAPTER 3: ASSESSMENT, RECLASSIFICATION, & MONITORING OF STUDENT PROGRESS

TOPIC	SPRING TELPAS REQUIREMENT & CONSIDERATIONS
TASK	To determine the TELPAS assessment domains, all ELs must participate in the spring to evaluate their English acquisition
GRADE(S)	K-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	Personnel assigned by Principal
PROCEDURE	<p>Texas English Language Proficiency Assessment System (TELPAS): The TELPAS or TELPAS Alt is administered to all English Learners in Grades K-12, including ELs with parental denials until they are reclassified as English Proficient in PEIMS. In rare cases, the ARD committee in collaboration with the LPAC may determine that an EL receiving Special Education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s disability.</p> <p>Participation Considerations for Reading in Grades 2-12 Because the span of reading ability is so broad and the purpose is to measure annual growth in English acquisition, TELPAS Reading should be appropriate for most ELs who receive special education services. Exceptions include:</p> <ul style="list-style-type: none"> • students who need an assessment in Braille (Braille versions are not available), and • students unable to read even simple words and phrases because of a significant cognitive disability. <p>Participation Considerations for Holistically Rated Assessments K–12 Teachers rate ELs in accordance with how well the students understand and use the English required by the TEKS at their grade level. ELs receiving Sped services should be evaluated relative to how well they are able to understand and use English to access the general curriculum at their enrolled grade level in accordance with their IEP. With rare exceptions, students should be able to be rated in each holistically rated domain. If the LPAC and ARD committees collaboratively decide that assessment in a domain is inappropriate because of the severity of a student’s disability, the reason for not assessing the student must be well-supported and documented in the student’s IEP by the ARD and in the student’s cumulative file by the LPAC. Participation must be considered on a domain-by-domain basis.</p> <p>Accommodation Decisions For TELPAS the allowable accommodations address needs related to the EL’s disability. Linguistic accommodations, which address second language acquisition needs, are not permitted during TELPAS because second language acquisition is what is being assessed.</p>
LAW or REGULATION	TAC Section 101.1003

TOPIC	EL STAAR REQUIREMENTS & CONSIDERATIONS
TASK	To determine the STAAR assessments ELs must participate in, the language of their assessments, and the appropriate linguistic accommodations for each English learner
GRADE(S)	3-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	LPAC
PROCEDURE	<p>State of Texas Assessments of Academic Readiness (STAAR) program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. For grades 3–8, this includes assessments of mathematics, reading, writing, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra I, Biology, English I, English II, and U.S. History.</p> <p>LPACs must make and document test participation decisions in accordance with STAAR program requirements and in making these decisions, keep the following in mind:</p> <ul style="list-style-type: none"> • LPACs are responsible for obtaining the necessary information from the student’s teachers. Test participation decisions must be made on an individual student basis. • STAAR Spanish is only available to ELs in grades 3-5. In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, it may be appropriate for an EL in an ESL program. Examples: <ul style="list-style-type: none"> ○ a Spanish speaker who has recently moved to the U.S. ○ an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program ○ a student in an ESL program who receives substantial support in Spanish • LPACs are required to determine and document the number of school years in which ELs have been enrolled in U.S. schools. This information is used in TELPAS reporting, STAAR assessment decisions and accountability and PBM measures. It is vital that LPACs follow state policies and procedures to determine and annually document this important data element. • In the case of an EL who receives Sped services, the LPAC is responsible for working with the student’s ARD committee to make and document assessment decisions. The decision may be made by key members of each committee if necessary. • See the STAAR Decision-Making Guide for information about ELs who qualify as unschooled asylees or refugees. <p>LPACs are responsible for</p> <ul style="list-style-type: none"> • making linguistic accommodation decisions for ELs in accordance with the TEA policies in the STAAR Decision-Making Guide and • maintaining required documentation of the decisions.
FORM	Decision Making Assessment Form
LAW or REGULATION	TAC Section 101.1003

TOPIC	ANNUAL REVIEW OF ELS & MONITORED STUDENTS
TASK	To review all pertinent information on all ELS and monitored students to evaluate their language proficiency and academic achievement levels and determine program placement for the following year.
GRADE(S)	PK-12
TIMELINE	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Principal/Bilingual & ESL District Staff / LPAC
PROCEDURE	<p>At the end of the year, the LPAC is required by law to review the progress of every student:</p> <ul style="list-style-type: none"> • Identified as LEP in PEIMS, being served in a bilingual or ESL program • Identified in PEIMS as a LEP parent denial (PD), denying any BE or ESL services • Identified in PEIMS as Non-LEP, but is in their first or second year as a monitored student (M1 and M2) <p>The LPAC shall review all pertinent information on these students and shall:</p> <ol style="list-style-type: none"> 1. Designate the language proficiency of each EL, using Spring TELPAS scores 2. Designate the level of academic achievement of each EL and M1 and M2, using spring STAAR results for grades 3-12. 3. Designate the placement of each EL and M1 and M2 for the next year: BE, ESL, Parent Denials (PD), M1, or M2 4. Facilitate the participation of each EL in other special programs for which they are eligible provided by the school district with either state or federal funds 5. Classify students as English proficient per state criteria and recommend that ELs exit from the BE or ESL program or that PDs be reclassified as non-LEP <p>ELs: LPACs should recommend appropriate instructional and supplemental support services for those ELs not making satisfactory academic progress. A plan of intensive instruction must be documented and placed in the student cumulative file.</p> <p>RECLASSIFIED STUDENTS: LPACs shall review the progress of reclassified fluent English proficient students during the two years after they have been reclassified, monitored and recommend either 1) appropriate instructional services for those who are not performing satisfactorily based on their state test or classroom performance or 2) re-entry into a BE or ESL program.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an EL program for those students who were reclassified as fluent English proficient and who are not performing satisfactorily and for whom the LPAC has deemed re-entry the most appropriate recommendation.</p> <p>The LPAC shall report to the parents the progress of their child regarding participation in the program offered to ELs in English and the home language if possible.</p>
LAW or REGULATION	TAC 89.1220 (g) & 89.1265 (c)

TOPIC	RECLASSIFYING, EXITING, OR TRANSITIONING ELS
TASK	To determine if an EL has developed English language skills necessary to succeed without second language support services.
GRADE(S)	1-12
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Principal/Bilingual & ESL District Staff/LPAC Committee
PROCEDURE	<p>An EL student shall be assessed annually and shall be reclassified as English proficient at the end of the school year in which the student would be able to participate equally in a general education, all-English instructional program. This determination shall be based on the following:</p> <ol style="list-style-type: none"> 1. The student has developed oral proficiency in English. --To meet this oral language criterion in AISD, all ELs grades PK-12 must score at the Advanced High level on TELPAS Listening and Speaking 2. The student has developed reading proficiency in English. -To meet this criterion in AISD, ELs in grades 1-2 and 11-12 must score at or above the 40th percentile on the reading and language sections of the Iowa. <p>-ELs in grades 3-8 must meet or exceed the satisfactory performance level on the STAAR reading test without any linguistic accommodations -and ELs in grade 9 must meet satisfactory performance level on the STAAR English I EOC without any linguistic accommodations -and ELs in grade in grade 10 must meet satisfactory performance level on the STAAR English II EOC without any linguistic accommodations</p> <p>Students in Pre-K and K may not be reclassified, or exited, from BE or ESL. The LPAC shall notify the student’s parents. For reclassified students, the parents must sign and date the Reclassification/Program Exit Form, and the district must maintain this document in the student’s LPAC folder within the student’s cumulative folder.</p> <p>The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard for exiting ELs who receive both special education and special language services.</p>
FORMS	Reclassification/Program Exit Form
LAW or REGULATION	TAC 89.1225 (h-k) & 89.1240 (b)

TOPIC	MONITORING RECLASSIFIED STUDENTS
TASK	To determine that an EL has been correctly reclassified as fluent English proficient and to monitor the progress of “former ELs”.
GRADE(S)	3-12
TIMELINE	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Principal/ Bilingual & ESL District Staff
PROCEDURE	<p>A reclassified, or exited, student must be monitored every 6 weeks for two consecutive years after exiting the program.</p> <p>Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EL.</p> <p>When an LPAC is held for a monitored student in year one or two, included will be the homeroom or English Language Arts teacher to evaluate discipline and classroom progress. In addition, for a special education student, a representative from the special education department should be invited.</p> <p>RECLASSIFIED STUDENTS: LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:</p> <ul style="list-style-type: none"> • The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level. • The student does not have passing grades in all subjects and courses taken. <p>For such students, a plan of intensive instruction provided by the school must be documented and placed in the student cumulative file.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an English Language program for those students who were reclassified as English proficient and who are not performing satisfactorily. However, the district will not receive program funding for such students.</p>
LAW or REGULATION	TAC 89.1225 (j)

CHAPTER 4: PROGRAM EVALUATION AND STAFFING

TOPIC	ANNUAL BE & ESL PROGRAM EVALUATION
TASK	To determine program impact and student outcomes in all subject areas
GRADE(S)	3-12
TIMELINE	At the end of each school year
PERSON(S) RESPONSIBLE	Bilingual & ESL District Staff
PROCEDURE	<p>Student Performance: As required by law, AISD conducts periodic assessment in the languages of instruction to determine program impact and student outcomes in all subject areas through common assessments. MAP assessments are given 3 times a year for grades K-8. MAP Assessment is given in both English and Spanish for our Dual Language students. Data from administration of the STAAR assessments each spring is also used to determine student outcomes.</p> <p>Annual reports of ELs’ educational performance reflect their academic progress in either English or Spanish (for recent-immigrant bilingual students in BE), the extent to which they are becoming proficient in English, and the number of students who have been exited from the BE and ESL programs. At the end of each school year AISD shall report to parents, in English and in their home language, the results of their participation in the BE or ESL program.</p> <p>Campus Improvement Plan: Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for English language learners, taking into account the performance of the campus ELs and their teachers’ professional needs.</p> <p>Professional Development: AISD shall compile and retain at the district level annual reports to reflect the number of teachers and aides trained and the frequency, scope, and results of the training. Principals should arrange with the BE/ESL Office to provide in-service presentations to meet site-specific staff development goals. Training is available in the following areas:</p> <ul style="list-style-type: none"> • Second Language Acquisition and ESL Methodology • EL Program Design, Class Designations and Student Placement • Sheltered Instruction Strategies • School Involvement for Parents of ELs • Scoring/Assessing TELPAS Listening, Speaking, and/or Writing • Instructional Roles of BE or ESL instructional aides
LAW or REGULATION	TAC 89.1225 (j)

TOPIC	STAFFING AND ADMINISTRATOR CREDENTIALS
TASK	To provide the district with administrators to oversee the BE and ESL programs.
GRADE(S)	PK-12
TIMELINE	Annually by April 30th
PERSON(S) RESPONSIBLE	Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p>Qualifications for the BE/ESL Program Coordinator</p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • Texas Teacher’s Certificate • Master’s degree with emphasis in bilingual education preferred • Texas Teacher Evaluation and Support System preferred <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of English and Spanish TEKS • Knowledge of STAAR objectives • Stellar communication skills in English and in Spanish • Effective interpersonal skills • Knowledge of computers and use of technology • Interpretation of test scores • Knowledge of state program guidelines for BE/ESL <p>Experience:</p> <ul style="list-style-type: none"> • Minimum of three years supervising in BE/ESL <p>Primary Purpose: Direct and manage district BE/ESL program to meet student needs. Serve as instructional leader in development and improvement of instructional programs in Bilingual/ESL education. Ensure that students excel and that the district meets all state and federal standards.</p>
LAW or REGULATION	

TOPIC	STAFFING AND TEACHER CREDENTIALS
TASK	To provide schools with certified teachers to the required BE and ESL programs
GRADE(S)	PK-12
TIMELINE	Annually by April 30th
PERSON(S) RESPONSIBLE	Principal & Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p><u>Qualifications for Bilingual Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for EC-6 bilingual-generalist • Demonstrated competency in the core academic subject area(s) assigned <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in academic Spanish and English <p>Primary Purpose: Provide bilingual program students with appropriate learning activities and experiences in the core subjects assigned and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p> <p><u>Qualifications for ESL Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for English Language Arts and ESL for the assigned grade level(s) • Demonstrated competency in the core academic subject area(s) assigned <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in English <p>Primary Purpose: Provide ESL program students with appropriate learning activities and experiences in English language acquisition and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p>
LAW or REGULATION	TEC 29.061 (a-c)

TOPIC	TEACHER ASSISTANT CREDENTIALS
TASK	To provide schools with qualified teacher assistants to the required BE and ESL programs
GRADE(S)	PK-12
TIMELINE	Annually by April 30th
PERSON(S) RESPONSIBLE	Principal & Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p><u>Qualifications for Bilingual Teaching Assistants:</u></p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and writing fluency in Spanish and English • Must be willing to meet the requirements for Highly Qualified paraprofessionals <p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children is preferred <p>Primary Purpose: Assist bilingual program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p> <p><u>Qualifications for an ESL Teaching Assistants:</u></p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and writing fluency in English • Must be willing to meet the requirements for Highly Qualified paraprofessionals <p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children preferred <p>Primary Purpose: Assist ESL program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p>
LAW or REGULATION	

CHAPTER 5: SPECIAL PROGRAMS FOR ENGLISH LEARNERS

TOPIC	EL and RESPONSE TO INTERVENTION
TASK	To provide intervention for English language learners
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Campus Instructional Coordinators/Instructional Specialists
PROCEDURE	<p>RTI (Response to Intervention) Process</p> <p>1. The Response to Intervention process will be followed as for non-English Language learners.</p> <p>For all ELs grades 1-12, the Response to Intervention process will be followed as for non-English Language learners. LPACs and RTI committee members will review English Learner Instructional Accommodations, state assessments, MAP growth data, formal or informal assessments or any other resources which will give data related to the student’s progress. The BE or ESL certified ELA teacher will indicate which instructional accommodations and/or interventions ELs need to make adequate academic and linguistic progress on goals set in the first RTI meeting.</p> <p>Accommodations/Interventions should be in place long enough to judge with confidence whether that accommodation/intervention is working. It is recommended that RTI Teams set a reasonable length of time that intervention will be in effect (e.g., 4 to 6 instructional weeks, 6 to 9 instructional weeks). Teams have the latitude to set longer or shorter intervention timespans based on the facts of the specific student case.</p> <p>For ELs in grades 3-12, LPACs will also identify those that require an Intensive Plan of Instruction (IPI)*:</p> <ul style="list-style-type: none"> • Those unsuccessful on a state assessment (ex. STAAR/TELPAS) OR • Recent Immigrants in their 1st or 2nd year in US schools with Beginning or Intermediate English Language Proficiency <p>For All ELs: LPAC Team Leaders and/or ELA teachers will use Lead4ward resources and/or Seidlitz <i>Navigating the ELPS</i> books (pages 40-58 and 77-89) to determine specific instructional and linguistic interventions and strategies to recommend for student success. These recommendations will be entered on the RTI paperwork.</p> <p>2. During RTI meetings,</p> <ul style="list-style-type: none"> • Review and compare the EL data and their Tier placement to verify if ELs are already receiving instructional and/or linguistic interventions. • Ensure that ELs are receiving both the necessary academic interventions as well as the LPAC recommended accommodations and interventions • Record RTI intervention decisions <p>The RTI Folder is reviewed by the special education staff after Tier 3</p>

	<p>During the year, members of the RTI committee should review and monitor these instructional accommodations regularly to ensure fidelity of implementation in all classrooms.</p> <p>**SPED REFERRAL PRE-REQUISITES: Prior to submitting a Permission for Special Education Evaluation for an EL, the school’s Sped Team has the following responsibilities:</p> <ul style="list-style-type: none"> • To determine, with LPAC assistance if the home language is other than English, that the student has gone through the EL identification process • To ensure, if the student is an EL, current testing (within a calendar year) from an- English language assessment (oral, reading and writing) and assessment of language proficiency in the student’s primary or home language • To generate, if language assessment results deem it appropriate, a referral that includes all the information from those assessments • RTI Coordinator delivers referral for special education to the Director of Special Education
<p>LAW or REGULATION</p>	

TOPIC	EL EVALUATION FOR SPECIAL EDUCATION
TASK	To evaluate English learners for possible placement in special education
GRADE(S)	PK-12
TIMELINE	Within 45 school days from when parent signs permission to evaluate
PERSON(S) RESPONSIBLE	Executive Director of Special Education
PROCEDURE	<p>EVALUATION: Examiners conducting Special Education (Sped) evaluations for ELs have the following responsibilities:</p> <ul style="list-style-type: none"> • To ensure that the evaluation is objective, appropriate, valid, and reliable – examiners shall use one or more of the following linguistic strategies: <ol style="list-style-type: none"> 1. An evaluation using non-verbal instruments; or 2. An oral evaluation conducted directly in the student’s native language; or 3. An evaluation instrument written in the student’s native language • The school assessment staff will conduct a preliminary evaluation of the EL in English by making use of such diagnostic strategies as a review of student records, observation in the student’s classroom, a consultation with the student’s teacher(s), or other similar evaluation activities. • If the student’s home language is Spanish, a bilingual diagnostician or school psychologist (LSSP) shall conduct all observations and assessments. • The school assessment staff will administer an intelligence measure to the EL as a means of establishing a global ability range. • For children whose home language is other than English, the assessment staff shall request an interpreter from the Bilingual/ESL Office to interpret for the ARD. The assistance may include translating diagnostic information from testing. The interpreter will be able to share any information included in the ARD. <p>EVALUATION REPORT: Once the evaluations of the EL student have been completed, the results shall be documented in a report that includes:</p> <ol style="list-style-type: none"> (1) A summary of the discussion of the effects of linguistic and cultural factors on educational history and learning. (2) Whether and how diagnostic instrument procedures were altered for the student. (3) Documentation of translation and/or interpretation in the administration of diagnostic instruments/procedures and if this could affect the validity and reliability of the results. (4) A statement that indicates whether test results are valid and reliable given the student’s linguistic and cultural background; and (5) Cross validation of formal diagnostic measures with other data available about the student.
LAW or REGULATION	TAC 89.1225(k) & 20 USC 1414 IDEA Act-Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements

TOPIC	EL PLACEMENT AND INSTRUCTION IN SPECIAL ED PROGRAMS
TASK	To meet the language development needs of ELs within the special education program
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Executive Director of Special Education
PROCEDURE	<p>For SPED ELs the ARD Committee will:</p> <ul style="list-style-type: none"> • Include at least one person knowledgeable about the student’s language background and a member of the campus LPAC (who may be one and the same person). • Discuss and understand the effects of language and culture on the evaluation. • Ensure that placement decisions are based on a variety of information, such as review of existing records, the results of pre-referral interventions and curricular adaptations, work samples, formal and informal assessments, and observations. • Document all the procedures; and any exceptions made to these procedures with the rationale for the exceptions. • Ensure that the IEP reflects that services are designed to assist the student to overcome language barriers. <p>For students referred to SPED, placement in a BE or ESL program may not be refused solely because the student has a disability. However, if the student:</p> <ul style="list-style-type: none"> • has a disability and language is not a factor then the student is not an EL, even though the family may speak other languages. <p>For ELs, the LPAC and ARD committee may recommend that a student:</p> <ul style="list-style-type: none"> • is an EL and has an identified disability, therefore, he/she should be served jointly through special education and Bilingual/ESL programs. • is an EL but assessment results show that the student is not eligible for the SPED program and should be served through the BE/ESL program and NOT in SPED. <p>Several types of special education placements are available. The ARD committee shall determine the placement based on the student’s IEP.</p> <p>If the ARD committee with the LPAC determines that a BE or ESL class is required, ELs will remain in such classes with their BE or ESL certified teacher. SPED services will be provided by an itinerant SPED certified teacher during the subjects that the ARD determines support is needed.</p> <p>If the ARD committee with the LPAC decides that a more restrictive special education placement is most appropriate, the EL will receive BE or ESL support. As appropriate, a paraprofessional fluent in the student’s language may be provided.</p>
LAW or REGULATION	TAC 89.1225(k) & 20 USC 1414 IDEA Act- Individualized Education Programs, and Educational Placements

TOPIC	EL ASSESSMENT AND PLACEMENT FOR GT PROGRAMS
TASK	Utilize culturally and linguistically appropriate assessment strategies for ELs to determine their eligibility to be qualify for and receive gifted and talented services
GRADE(S)	K-12
TIMELINE	Annually
PERSON(S) RESPONSIBLE	Director of Accountability, Campus Instructional Coordinators/Specialists
PROCEDURE	<p>Texas school districts are required to use tests approved by the Texas Education Agency for testing and identifying gifted children. Data collected through both qualitative and quantitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Cognitive Abilities Test (CogAT) (verbal, quantitative, and nonverbal) • Naglieri Nonverbal Ability Test (NNAT) • Kingore Observation Inventory (KOI) • Teacher & Parent Rating surveys • <p>Test accommodations will be made for students with disabilities and parents should contact the campus counselor to arrange accommodations. Students are tested at all District elementary and middle schools year-round.</p> <ul style="list-style-type: none"> • Students must have a “Permission to Evaluate” form signed by their parent and on file with the GT office prior to testing. • Students who are not fluent in English will be given the complete CogAT assessment as prescribed by the test publisher. • Students who participate in the group administered testing will be considered for placement for the current school year. • Testing is offered by the District free of charge to parents. • Test results and eligibility status letters are given to parents once testing is completed. <p>The GT Placement Committee reviews the results of all testing information.</p> <p>The GT Placement Committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.</p> <ul style="list-style-type: none"> • All placements in Special Education, Self-Contained GT classes and the elementary GT program are approved by the GT Placement Committee and monitored by the lead GT teachers.
LAW or REGULATION	TAC 89.1 (3) & 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	EL INSTRUCTION IN GT PROGRAMS
TASK	To meet the language development needs of ELs within the gifted program
GRADE(S)	K-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Associate Superintendent of Curriculum & Instruction District Lead GT Teachers
PROCEDURE	<p>A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.</p> <p>The GT Endorsement issued by TEA is optional of all State Board certified teachers of the gifted or those individual serving as resource teachers, specialists or in other similar positions with the gifted.</p> <p>Teachers assigned to gifted education programs and serve English Learners are required to be ESL certified and have the 30-hour GT Training as required by the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p> <p>The District Board requires that the District's GT Curriculum and Instruction comply with the curriculum guides mandated by the State Board of Education. The <i>GT Curriculum Scope and Sequence</i> is not a separate curriculum for gifted education. The <i>GT Curriculum Scope and Sequence</i> is a guide to differentiating curriculum and instruction to meet the needs of gifted students.</p>
LAW or REGULATION	TAC 89.2 and TAC 89.3

TOPIC	SUMMER PROGRAMS FOR ELS
TASK	To meet the language development needs of ELS
GRADE(S)	PK-5
TIMELINE	June 1 of current academic year
PERSON(S) RESPONSIBLE	BE/ESL Program Officer
PROCEDURE	<p>Required Bilingual/ESL for Kindergarten and Pre-K4 ELS: Abilene ISD will offer a summer program for ELS. This program will help these children to continue in their development of English language proficiency, literacy, and academic skills needed for success in Kindergarten and First grade.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> o The student must be identified as an English learner as per LPAC guidelines o The EL must be eligible for Kindergarten or grade 1 for the following school year o The guardian must have approved placement in the required BE or ESL program <p>The program shall be operated the equivalent of 120 hours of instruction. AISD accomplishes this through 16, 7.5 hour days with no school on Fridays.</p> <ul style="list-style-type: none"> • The student/teacher ratio for the program shall not exceed 18 to one. • AISD does offer transportation though this is not a state requirement. • AISD provides free breakfast and lunch to all attendees though this is not required. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program. <p>Enrichment ESL Program for Recent Immigrants in Grades 1-12. Abilene ISD will be offering a summer program for students who are in their first two years in U.S. schools and need to build their English proficiency. This ESL program consists of four major areas: reading, writing, oral language, and mathematics. In reading, students read high interest novels. In writing, students practice sentence structures, paragraph writing, and write daily journals. Oral expression is highly emphasized. Math instruction emphasizes STAAR skills and problem solving.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> o The student must be identified as an English learner as per LPAC guidelines o The EL must be in his or her first or second year in U.S. schools o The guardian must have approved placement in the required BE or ESL program <p>The program shall run as regular summer school sessions dates.</p> <ul style="list-style-type: none"> • The student/teacher ratio for the program shall not exceed 18 to one. • AISD offers transportation as well as free breakfast and lunch to all attendees. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program.
LAW or REGULATION	TAC 89.1250

CHAPTER 6: FUNDING FOR BILINGUAL EDUCATION AND ESL STAFF AND SERVICES

TOPIC	LOCAL ENGLISH LEARNER FUNDS
TASK	To provide AISD schools and district office with funds to provide services for ELs
GRADE(S)	PK-12
TIMELINE	Annually by September 30 th
PERSON(S) RESPONSIBLE	Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p>As required by law, AISD provides funding for ELs regardless of federal or state funding. These funds, under program intent code 25, are to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses.</p> <p>These funds are allocated and managed by the Executive Director of Bilingual/ ESL and District Planning.</p> <p>Purchase request and order forms should be submitted to the Executive Administrative Assistant to the Executive Director of Bilingual/ESL and District Planning</p>
LAW or REGULATION	TEC Sec 48.105 (c)

TOPIC	TITLE III PURCHASING PROCEDURES
TASK	To purchase supplemental resources or services for ELs
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal & Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p>Abilene ISD may use Title III funds to improve and supplement regular instruction for ELs by acquiring and/or upgrading curricula, instructional materials, or educational software. Principals may also use these funds to provide supplementary tutoring for ELs by the school’s own BE/ESL certificated teachers.</p> <p>Materials or equipment purchased with these funds must be supplemental to the regular instructional program and cannot be bought to meet state or other federal requirements.</p> <p>Purchasing procedures are as follows: For all AISD campuses-</p> <ol style="list-style-type: none"> 1. Each campus must submit the following to the Exec. Dir of Bilingual/ESL <ul style="list-style-type: none"> • Purchase Request Form (see appendix) • Include: Vendor, quantity, item number, description • Keep a copy of all paperwork to be turned in 2. Administrative Assistant for Exec. Dir of Bilingual/ESL will process requisition for PO 3. Upon approval of the Exec. Dir of Bilingual/ESL, the purchasing dept. will generate the PO 4. Copy of PO will be sent to campus
LAW or REGULATION	20 U.S.C. 6801-7014

TOPIC	STIPENDS/REIMBURSEMENTS RELATED TO BILINGUAL or ESL SERVICES
TASK	To gather information regarding stipends/reimbursements available to staff working with Bilingual/ESL students
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal & Executive Director of Bilingual/ESL and District Planning
PROCEDURE	<p>Bilingual Stipend</p> <ul style="list-style-type: none"> Teachers who are bilingual certified, holding a valid Texas teaching certificate with required endorsements or required training for EC-5 bilingual-generalist and whose job assignment requires bilingual certification will be eligible to receive the district's annual bilingual stipend of \$3,000 per academic year. <p>*ESL Certification Reimbursement for Abilene ISD Teachers</p> <ul style="list-style-type: none"> Teacher who take the Bilingual or ESL certification exam and complete all steps to have it added to their teaching certificate will be reimbursed for their fees. Receipts of payment must be turned in to the office of Bilingual/ESL. Payment of these fees will be reimbursed to the individual teacher in a separate check and will not be included in their regular wage payments
LAW or REGULATION	*TEA FAQ Allowable Use of Title III, Part A Funds, D-2

CHAPTER 7: ENGLISH LEARNER PARENT AND COMMUNITY ENGAGEMENT

TOPIC	COMMUNICATION AND ADVOCACY
TASK	To communicate effectively with parents of ELs and to advocate for students and parents seeking EL services
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>*The school principal must regularly communicate with and assist LEP parents in</p> <ul style="list-style-type: none"> • Keeping track of their child’s progress toward the attainment of academic standards • Obtaining information about their child’s placement options • Securing interpretation and translation services as needed <p>Principals must ensure their schools comply with the following stipulations:</p> <p><u>Grading and Promotion of ELs:</u> Teachers assign grades and make decisions about promotion and retention for ELs based on the progress reasonably expected of students at their level of English proficiency and resulting from properly modified instruction. Schools have a duty to provide ELs with specially prepared teachers and with instruction that is comprehensible at the students’ level of English language development. When appropriate instruction has not been carried out, the responsibility for any lack of progress in learning shall not be placed on the students.</p> <p><u>Standardized tests and the language of assessment:</u> Principals and teachers ensure that ELs are permitted to use their native language in responding to standardized tests in English when use of the native language will, in the teacher’s opinion, enhance the validity of the assessment. For example, the student may ask questions in the native language, define words with the use of a bilingual dictionary when permissible, or use the native language to write initial drafts of English essays.</p> <p><u>EL participation in other programs and activities:</u> For ELs who qualify for GT programs or for Special Education assistance, principals shall optimize opportunities to have the students participate in such programs. School officials should encourage participation of ELs in student government, school clubs, and other extracurricular activities.</p>
LAW or REGULATION	LAU Compliance Agreement