

COLEMAN ISD

ENGLISH AS A SECOND LANGUAGE PROGRAM HANDBOOK

2022-2023

Mission

The mission of the Coleman Independent School District 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

1. 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).

2. Equip non-native English-speaking students of other languages with the academic

strategies necessary for successful study in a language and culture that may differ

from their native language and/or culture.

ESL Program

● An ESL program provides intensive instruction in listening, speaking, reading, writing, and comprehending English.

● An ESL program uses the academic and cultural experience of the student as a platform to provide the appropriate instruction in English.

● An ESL program teaches language arts, mathematics, science, and social studies using strategies and methodologies appropriate for second language acquisition.

**DEFINITIONS**

**Emerging Bilingual** - A student who is in the process of acquiring English and has

another language as the primary language. The terms English language learner and

English learners are used interchangeably and are synonymous with limited English

proficient (LEP) student, as used in TEC Subchapter B, Chapter 29.

**English Language Proficiency Standards (ELPS)** - Standards to be published along with

the Texas Essential Knowledge and Skills (TEKS) for each subject in the required

curriculum outlined in chapter 74 of this title (relating to Curriculum Requirements),

including foundation and enrichment areas, ELPS, and college and career readiness

standards.

**English as a Second Language program (ESL program)** - A special language program in

accordance with TEC, Chapter 29.

**Exit/Reclassification** - The process by which the language proficiency assessment

committee (LPAC) determines that an English learner has met the appropriate criteria to

be classified as non-LEP and is coded as such in TSDS PEIMS.

**Limited English Proficient (LEP)** - Level of English proficiency

**Fluent English Proficient (FEP)** - Level of English proficiency

**Language Proficiency Assessment Committee (LPAC)** - Includes an appropriately

certified English as a second language (ESL) educator (for students served through an

ESL program), a parent of an English learner participating in the ESL program, and a

campus administrator in accordance with the Texas Education Code (TEC) §29.063.

**Language Proficiency Test (LPT)** - A TEA approved oral language proficiency test

administered to each student who has a language other than English as identified on the

home language survey.

**Texas English Language Proficiency Assessment System (TELPAS)** - Assesses the

English language proficiency of English learners (ELs) in kindergarten through grade 12

in four language domains: listening, speaking, reading, and writing. It assesses students

in alignment with the Texas English Language Proficiency Standards (ELPS); beginning,

intermediate, advanced, and advanced high. TELPAS results are used in accountability

and performance-based monitoring indicators.

\*ARD is the Admission, Review and Dismissal committee for the Special Education Program.

**Home Language Survey (HLS)**

**Task:** To Identify students with a primary home language other than English.

**Timeline:** Within 4 weeks of a student’s initial enrollment in school.

**Person(s) Responsible:** Principal, Office Personnel

**Procedure:** 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.

The home language survey (HLS) is the first step in the screening process to identify

students who might be eligible for the ESL program

The first time a student enrolls in a Texas public school, the parent is required to

complete an HLS which consists of two questions:

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?

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.

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.

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.

The receiving campus office personnel should notify the District ESL Program

Coordinator of the recent enrollee for further directions

**Form:** Home Language Survey

**Assessment of Language Proficiency**

**Task:** To determine the student’s language proficiency

**Timeline:** Within 4 weeks of a student’s initial enrollment in school.

**Person Responsible:** District ESL Coordinator

**Procedure:** Testing of language proficiency is the second step in the screening process to identify

qualifying student for the Bilingual or ESL program.

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.

These students’ language proficiency must be assessed in the following languages:

• Administer the English test to all new students PK-12

Four different levels of the LAS are administered, depending on the grade level.

|  |  |
| --- | --- |
| Grade Level | Approved Assessment for Identification |
| PreK & Kindergarten | preLas English Form C |
| 1st Grade | Las Links Form A – speaking and listening |
| 2nd – 12thGrade | Las Links Form A- speaking, listening, writing, and reading |

**Form:** Las Exam

**Language Proficiency Assessment Committee (LPAC)**

**Task:** To create a committee to review all pertinent information in all English language learners.

**Timeline:** Within 10 days of the beginning of the school year.

**Person Responsible:** Principal

**Procedure:** Texas requires school districts to have policy and procedures for the selection, appointment,

and training of members of the Language Proficiency Assessment Committee (LPAC)

Required Campus LPAC Membership:

• 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)

\*\*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.

Role of the LPAC Committee upon initial enrollment and at the end of each school year:

1. Identify ELs and designate the language proficiency level of all students

2. Designate the level of academic achievement of each EL using

• STAAR scores

• Reading assessments

• Report card grades

• Teacher input

3. Designate program placement (subject to parent approval)

• ESL

4. Facilitate participation of ELs in other special programs and hold LPAC meetings • 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

**EL Classification Criteria**

**Task:** To determine students’ eligibility for EL classification.

**Timeline:** Within 4 weeks of a student’s initial enrollment.

**Person Responsible:** District ESL Coordinator

**Procedure:** 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.

For entry into a English as a second language program, the following

criteria will be followed:

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).

**FORM:** Initial LPAC Form, Parent Permission Form & LAS Battery Results

**Parent Notification and Program Placement**

**Task:** To place students designated as Els in an English learner program of instruction.

**Timeline:** No later than the 10th day after the date of student’s classification.

**Person Responsible**: District ESL Coordinator

**Procedure:** The LPAC determines EL status and appropriate program placement for ELs.

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 ESL program within 4 weeks of student enrollment.

• 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.

Pending parent approval, CISD shall place the student in the recommended program.

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.

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.

By Federal and State law, all EL students must be placed in a ESL program unless the

parent requests otherwise. Schools are monitored for placement and corrective action will be

used to ensure compliance.

**FORM**: Parent Permission Form & Initial LPAC Form

**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.

Timeline: On-going

Person Responsible: Principal

Procedure:

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).

Coleman 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.

The ESL program shall be an integral part of the regular educational program and shall

address the affective, linguistic, and cognitive needs of ELs.

Coleman ISD English as a Second Language Program Models:

• In PK-2, a content-based program model may be implemented in all CISD 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 content-based program model is implemented in all CISD 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,

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.

Teachers of ELs shall be responsible for:

• 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

**ESL Program Monitoring**

**Task:** To monitor the progress of English Learners throughout the school year.

**Timeline**: Six Weeks

**Person Responsible:** District ESL Coordinator

**Procedure:** Coleman 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:

1. District staff will run a report from Ascender 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. 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.

**Spring TELPAS Requirements and Considerations**

**Task:** To determine the TELPAS assessment domains, all Els must participate in the spring to evaluate their English acquisition.

**Grades**: K-12

**Timeline:** Spring

**Person(s) Responsible**: Personnel assigned by Principal

**Procedure:**

**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.

**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**:

• 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.

**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.

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.

**EL STAAR Requirements and 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.

**Grades:** 3-12

**Timeline:** Spring

**Person(s) Responsible**: LPAC

**Procedure:**

**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.

**LPACs must make and document test participation decisions in accordance with STAAR**

**program requirements and in making these decisions, keep the following in mind:**

• 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:

o a Spanish speaker who has recently moved to the U.S.

o an EL who recently moved from a campus with a Spanish bilingual

education program to a campus with only an ESL program

o 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.

**LPACs are responsible for**

• making linguistic accommodation decisions for ELs in accordance with the TEA

policies in the STAAR Decision-Making Guide

• maintaining required documentation of the decisions.

**Form:** Decision Making Assessment Form

**Annual Review of Els and 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.

**Grades:** PK-12

**Timeline:** End of the school year, immediately after test data is available for each grade level.

**Person(s) Responsible:** Principal/ESL District Staff/LPAC

**Procedure:** At the end of the year, the LPAC is required by law to review the progress of every student:

• 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)

The LPAC shall review all pertinent information on these students and shall:

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

**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.

**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.

**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.

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.

**Reclassifying, Exiting, or Transitioning Els**

**Task**: to determine if an EL has developed English language skills necessary to succeed without second language support services.

**Grades:** 1-12

**Timeline:** On a yearly basis

**Person(s) Responsible:** Principal/ESL District Staff/LPAC

**Procedure:** 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:**

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.

-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

**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.

**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.

**FORMS**: Reclassification/Program Exit Form

**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”

**Grades:** 3-12

**Timeline**: Every grading period for two years following the school year reclassification occurred.

**Person Responsible:** Principal/ESL District Staff

**Procedure: A reclassified, or exited, student must be monitored every 6 weeks for two consecutive**

**years after exiting the program.**

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.

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.

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:**

• 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.

For such students, a plan of intensive instruction provided by the school must be

documented and placed in the student cumulative file.

**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.

**Annual ESL Program Evaluation**

**Task**: To determine program impact and student outcomes in all subject areas.

**Grades**: 3-12

**Timeline**: At the end of each school year

**Person Responsible:** ESL District Staff

**Procedure:**

**Student Performance:**

As required by law, CISD conducts periodic assessment in the languages of instruction to

determine program impact and student outcomes in all subject areas through common

assessments. Six weeks tests, STAAR Interim, Istation, TELPAS, and STAAR Data from

is also used to determine student outcomes.

Annual reports of ELs’ educational performance reflect their academic progress in

English, the extent to which they are becoming proficient in English, and the number of students who have been exited from the ESL program.

At the end of each school year CISD shall report to parents, in English and in their home

language, the results of their participation in the ESL program.

**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.

**Professional Development:**

CISD 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:

• 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 ESL instructional aides

**Local Learner Funds**

**Task**: To provide CISD with funds to provide services for Els

**Grades:** PK-12

**Procedure:** As required by law, CISD 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.

These funds are allocated and managed by the ESL Coordinator and

District Planning.

LAW or REGULATION: TEC Sec 48.105 (c)

**Title III Purchasing Procedures**

**Task:** To purchase supplemental resources or services for Els

**Grades:** PK-12

**Timeline:** On-going

**Procedure**: Coleman 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 ESL

certificated teachers.

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.

**LAW or REGULATION:** 20 U.S.C. 6801-7014

**Reimbursement Related to ESL Services**

**Task:** To gather information regarding reimbursements available to staff working with ESL students.

**Timeline:** On-going

**Person Responsible:** Principal and District ESL Coordinator

**Procedure:**

ESL Certification Reimbursement for Coleman ISD Teachers

• Teacher who take the ESL certification exam and complete all steps to

have it added to their teaching certificate will be reimbursed for their exam only.

• Receipts of payment must be turned in to the campus office.

• 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