

ESL Procedure Navarro Independent School District

INTRODUCTION

The guidelines included within this procedure are provided to ensure that consistent protocols are followed in order to provide ESL services to students.

ROLES AND RESPONSIBILITIES:

- Registrar/PEIMS
 - Collects Home Survey Information for newly enrolled students through the registration process. All home language surveys that indicate a language spoken other than English, a copy must be sent to the District ESL teacher for review.
 - Requests ESL documentation from prior districts, such as Original Home Language Survey, LPAC meeting information, Initial Testing for entrance to ESL, TELPAS scores, EOY Review, etc.
 - Provides ESL documentation received by prior district to the District ESL Teacher.
 - Updates ESL student's records as needed in the PEIMS Management System each grading cycle.
- Office of Academic Services
 - Prepares board items and reports as related to the ESL program.
 - Prepares folders for TELPAS writing
 - Serves as TELPAS verifier for the district.
 - Sets TELPAS window
 - Provides data entry support for TELPAS testing.
 - Plans for ESL Summer School (if needed)
- ESL Teacher/Specialist
 - Requests Principals to designate an ESL Campus Facilitator
 - Completes Title III Compliance report Yearly
 - Verifies Years in School Documentation for Campuses
 - Monitors ESL Certifications of Teachers servicing ESL Students.
 - Completes computer entry of TELPAS ratings.
 - Sets up online testing in collaboration with Technology
 - Conducts training for LPACS and TELPAS for the district
 - Provides blank LPAC and TELPAS Paperwork to campus ESL facilitators
 - Tests or arranges for testing for initial placement in the program.
 - Secures a parent representative for LPAC meetings and conducts trainings.
 - Identifies TELPAS raters.
 - Conducts campus audits in June
 - Serves as a liaison for campus ESL Facilitators.
- Campus ESL Facilitators
 - Coordinates with PEIMS for entry/exit of students in the student management system.
 - Prepares paperwork, sets and holds all campus LPAC meetings (initial, MOY, EOY).
 - Audits campus ESL folders
 - Monitors all ESL students grades/RTI interventions
 - Assures that end of year progress letters/TELPAS scores are sent to the home.

Procedure: ESL Procedure

Supporting Policy: EHBE Local and EHBE (Legal)

Other Supporting Documents: PEIMS Worksheet, EOY Review, Parent Progress Letter, Parent Exit Letter

- Monitors students for two years after LPAC decision to exit the student from the program, this includes but is not limited to cycle reviews of grades, STAAR testing and benchmark testing.
- Verifies ESL codes in student management system every six weeks grading cycle.
- ESL Classroom Teachers
 - Attends LPAC training
 - Conducts TELPAS testing
 - Serves as a TELPAS rater
 - Monitors “Beginner” students.
- Parent Representative
 - Attends LPAC training
 - Attends and signs paperwork of LPAC meetings as appropriate.

DOCUMENTATION REQUIREMENTS:

- ESL folders should contain the following documentation:
 - Original Home Language Survey
 - Original Testing Results
 - Initial LPAC meeting documentation
 - Parent Approval Letter for services
 - “Years in School” worksheet
 - TELPAS Scores
 - EOY LPAC
 - Copies of Progress Letters
 - Parent Permission Letter, if retained
 - STAR Early Literacy reports
 - STAAR scores
 - Yearly Report Card showing Grades for all grading cycles within a school year.

NEW STUDENT WORKFLOW PROCESS:

- Home language surveys are included in all new student registration packets.
- If a student is entering Navarro ISD, but has not previously attended another school or Navarro will be the first school of attendance for the child, the Navarro ISD Home Language Survey will be documented as the original Home Language Survey.
- If a student is entering Navarro ISD from another district or other school and the Home Language Survey indicates a language other than English, the registrar is to contact the student’s prior school for an Original Home Language Survey as well as any other supporting documentation such as LPAC meeting notes, Annual Reviews, TELPAS results or Accommodations.
- The home language survey and any supporting documentation is to be provided to the District ESL Teacher
- If initial testing is required, the Campus Facilitator will contact the District ESL Teacher to arrange for testing.
- The District ESL Teacher will organize and conduct any necessary LPAC meetings, annual reviews, beginning of the year reviews or other paperwork as needed to properly enter an ESL student into the district.

Procedure: ESL Procedure

Supporting Policy: EHBE Local and EHBE (Legal)

Other Supporting Documents: PEIMS Worksheet, EOY Review, Parent Progress Letter, Parent Exit Letter

RETURNING STUDENTS WORKFLOW PROCESS:

- Campus ESL Facilitators are to ensure that all required documents are present in the students ESL folder at the campus site.
- Conduct any EOY, MOY or BOY meeting with the LPAC as necessary for students.

ELL Assessments

Identification Assessment: Pursuant to Texas Education Code Section 29.056(a)(2)-(3), 19 Texas Administrative Code §89.1226, Testing and Classification of Students, effective beginning in the 2019-2020 school year, requires Local Educational Agencies (LEAs) to administer the single, state-approved English language proficiency test to all students with a language other than English indicated on the home language survey for the purpose of identification as an English learner (EL). LEAs will no longer select from the Commissioner's List of Approved Tests under this new requirement.

The Texas Education Agency (TEA) posted a Request for Proposal (RFP) regarding an EL proficiency test on January 24, 2019, and responses were due on February 14, 2019. TEA determined that the best value offered to the state is the Pre-LAS and LAS assessments developed by Data Recognition Corporation (DRC). Effective beginning on the first day of the 2019-2020 school year, each LEA in Texas shall use only the Pre-LAS and/or LAS assessments for the purposes of identifying English learners.

ESL Program Type

Early Childhood Education (Pk-1st)

Navarro ISD provides a content-based program. This program integrates English-as-a-second language 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.

Grades 2-12

Navarro ISD provides a pull-out program. This program serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC 29.061 to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Using this model, instructional may be provided by the ESL teacher in a pull-out or inclusionary delivery model.