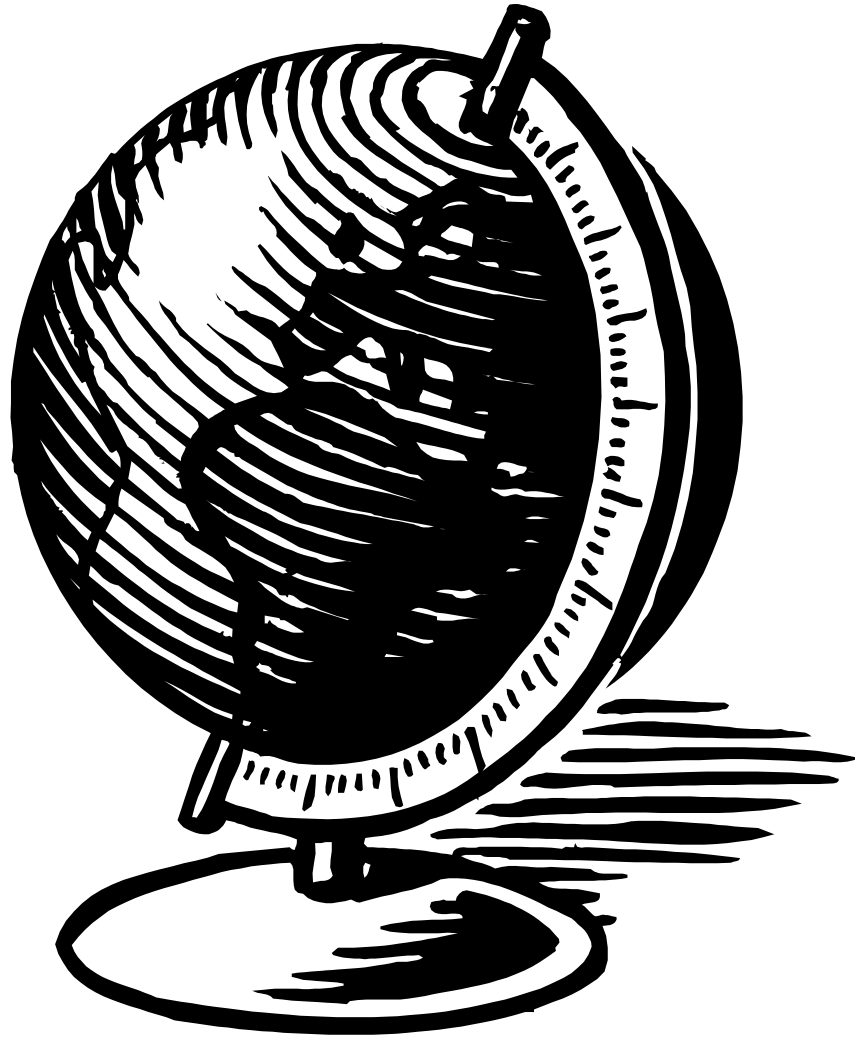


# Special Languages Program Manual



Diboll Independent School District

# Diboll Independent School District Special Languages Program Manual

## **DIRECTORY**

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**Section B:** LPAC Committees

**Section C:** LPAC Decision Chart

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- LPAC Decision Manual
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# **SECTION A:**

District Philosophy & Program Goals

# Diboll Independent School District Special Languages Program Manual

## **Mission:**

Our mission is to work collaboratively with parents, personnel, and the surrounding community to ensure that the academic and cognitive needs of ALL language learners are being met.

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## **Our Program:**

The Multi-lingual and Multi-cultural Program at Diboll ISD provides an opportunity for those who come from a multi-lingual/multi-cultural home to become academically successful in the foundational concepts of Reading, Math, and Language while encouraging them to continue to retain their home language. Our program also enables those individuals from another country to achieve the skills necessary to be academically successful and to also provide encouragement for them to retain their native language in order that they may have greater educational and vocational opportunities.

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**At Diboll ISD, we believe . . .**

- that our program should implement the foundational concepts of READING, MATH, and LANGUAGE.
- our goal will be to develop academic proficiency through the skills of reading, writing, listening, and speaking.
- that successful academic skills will be a District priority.
- the program will adhere to and teach the Texas Essential Knowledge and Skills.
- the involvement of parents, caregivers, and the community is imperative for the student's success.
- that the student will contribute to their own education by accepting responsibility for learning.
- that all educators and administrators involved should receive and implement ongoing in-service training in methodology, policy, and regulations to provide the most up to date, comprehension teaching.
- that Diboll ISD will meet the needs of these students academically through gifted and talented, accelerated learning, assessment, smaller class sizes, appropriate materials, and special services.
- that a high value should be placed on the culture and language of all students.
- that campuses should encourage and promote interaction of multi-lingual students with mono-lingual students.

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# **SECTION B:**

## LPAC Committees

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## Language Proficiency Assessment Committee (LPAC)

### **1. DISD will form LPACs to include the following members:** *(Section 89.1220)*

- a. professional bilingual educator
- b. professional transitional language educator
- c. parent of an LEP student (cannot be an employee of DISD)
- d. campus administrator

*[TEA Sec. 29.063]*

### **2. LPAC training will be provided to all members annually or as needed.**

### **3. LPAC is charged with the following responsibilities:** *(Section 89.1220 g)*

- a. designate language proficiency levels
- b. designate the level of academic achievement of each LEP identified student
- c. designate, with parental approval, the initial instructional placement
- d. facilitate the participation in other special programs for which they are eligible
- f. classify students as English proficient and recommend exit from special program

#### **NOTE:**

*(The LPAC meetings are to be requested by the At-Risk Coordinator on each campus. No formal meeting on a LEP identified student shall take place outside of an LPAC meeting, unless the LEP student is identified Special Education or 504.)*

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# **SECTION C:**

## LEP Decision Flow Chart



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[insert flow chart here]

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# **SECTION D:**

LEP Enrollment Process & LEP Categories

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## At Enrollment into DISD

1. **Must fill out Home Language Survey (HLS) on every child.** (*Section 89.1215*)
2. **Must be completed within 10 days of enrollment.**
3. **If a student is considered LEP at another district, then Diboll ISD *may* accept this classification; unless there is reason not to accept this classification.**
4. **If a language other than English is indicated by the HLS, then language proficiency testing should occur within 4 weeks of enrollment.** (*Section 89.1225 e*)

## The Child is Enrolled and the HLS did not Indicate Another Language

1. **If there is a question about the results of the HLS, or if a teacher is uncertain of a child's proficiency, then:**
  - a. The teacher is to provide information indicating weak English communication skills.
  - b. A conference with the child's caregivers should be conducted. It should be explained that the district would like to learn more about the language exposure the child is experiencing.
  - c. If during the conference it is indicated that the child is exposed to another language in the home, then an addendum is to be added to the HLS indicating the other language.
  - d. Language proficiency testing is to be conducted. (*Section 89.1215 d*)

### *NOTE:*

*(Every effort must be made to determine the language environment of the child.)*

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## **Identified as LEP**

### **1. If the student qualifies for Special Languages Program.**

- a. Notification of qualification must be sent to caregivers. (*Section 89.1220 j*)
- b. LPAC meetings must be held to review with caregivers the Special Languages programs offered by the district within 4 weeks after enrollment. (*Section 89.1220*)

## **Caregiver May Deny Services**

### **1. If a caregiver chooses not to have their child in a Special Languages Program:**

- a. The appropriate paperwork must be signed by caregiver indicating “Denial of Services.” (*Section 89.1240*)
- b. A green folder is still constructed and must still be kept for tracking purposes with all appropriate paperwork. (*Section 89.1220 m*)
- c. Yearly language proficiency testing will continue to be conducted.

## **If Caregiver Does Not Deny Services**

### **1. Student is to be placed in the appropriate Special Languages Program.**

**NOTE:**

*(If 20 or more students in a grade level are identified as LEP, then a Bilingual Program must be offered in grades PreK – 5<sup>th</sup>, unless granted an Exception. In grades 6<sup>th</sup> – 12<sup>th</sup>, ESL programming must be offered.) (Section 89.1205)*

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# **SECTION E:**

Assessment - Identification

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## **Proficiency Testing: Identification**

### **Pre-Kindergarten:**

Woodcock-Muñoz Language Survey (WMLS)\*

English: CALP-3.5 or below on the Oral Language cluster score

Spanish: (Only administered to provide empirical data)

### **Kindergarten:**

Woodcock-Muñoz Language Survey (WMLS)\*

English: CALP-3.5 or below on the Oral Language cluster score

Spanish: (Only administered to provide empirical data)

### **1<sup>st</sup> Grade**

Woodcock-Muñoz Language Survey (WMLS)\*

English: CALP-3.5 or below on the Oral Language cluster score

Spanish: (Only administered to provide empirical data)

### **2<sup>nd</sup> through 12<sup>th</sup> Grades**

Woodcock-Muñoz Language Survey (WMLS)\*

English: CALP-3.5 or below on the Oral Language cluster score

Spanish: (Only administered to recent immigrants to U.S.)

\*In order to qualify for LEP classification, students receive an Oral CALP score from the Woodcock-Munoz Language Scales. See Appendix for TEA approved language proficiency tests.

### **NOTE:**

- 1. If on the occasion a student receives a CALP-3 in Oral Language and a CALP-4 or above on the Reading/Writing cluster, then the student may qualify as LEP barring any other related factors that would give the LPAC reason to not qualify as LEP*
- 2. In grades 2-12, English proficiency testing should only be administered unless: (a) otherwise indicated by LPAC documentation,(b) the student is a recent U.S. immigrant,(c) request from IEP Team, or(d) if at-risk coordinator requests Spanish proficiency testing.*

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# **SECTION F:**

## Organization of LEP Folders

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## Maintaining Paperwork

**1. A student is to have an active green folder assigned to him under the following conditions:** (*Section 89.1220 m*)

- a. Identified as LEP and is participating in the Special Languages Program.
- b. Identified as LEP but is not participating in the Special Languages Program (Parent Denial).
- c. Exit from Special Languages Program but is within the 2 year monitoring period.

**2. Green folders will be kept separate from the student's permanent folders unless:**

- a. The student was tested, and an LPAC was conducted, but not identified as LEP.
- b. Or have completed their 2 year monitoring period and are completely exited from the Special Languages Program

**3. LPAC paperwork will be the same throughout the district and will contain the following:**

- a. copy of HLS
- b. copies of any pertinent paperwork
- c. current scores from all testing conducted
- d. current grades from all classes
- e. teacher's comments or reports
- f. minutes of each LPAC conducted



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## 4. Each folder will have:

- a. 2-holed prongs placed on each side of the folder leaf

| <b>Left Side of Folder</b>            | <b>Right Side of Folder</b>                                              |
|---------------------------------------|--------------------------------------------------------------------------|
| -CALP score grid sheets               | -Student/LPAC information sheets                                         |
| -Copy of grades and other assessments | -WMLS protocols & report                                                 |
| -History of attendance                | -Copy of Home Language Survey, student enrollment sheets, & teacher info |
|                                       | -Copies of parent correspondences                                        |

## 5. Online LPAC paperwork:

- a. LPAC paperwork should be completed online and printed for signatures.
- b. Training shall be provided on how online LPAC paperwork should be completed and saved.

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# **SECTION G:**

Program Content & Designs

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## **Bilingual Education**

### **1. Bilingual education will be offered if the following criteria are met:**

- a. 20 or more LEP identified students attend any one grade level in grades PreK – 5<sup>th</sup>  
(Section 89.1205)

**2. Bilingual Education is defined as a full time program of instruction in which both the students' home language and English shall be used for instruction. The bilingual education program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of the LEP student. (Section 89.1210 b, c)**

*NOTE:*

*If a district is unable to provide a bilingual education program as required then the district shall request from the commissioner of education an exception to the bilingual education program and approval to offer an alternative program. This exception is valid for one school year only.  
(Section 89.1205 g)*

*DISD may allow nonLEP students to participate in its Special Languages Programs.*

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## **English as a Second Language**

### **1. English as a second language program will be offered to:**

a. All LEP students for whom DISD is not required to offer a bilingual education program regardless of the students' grade levels, home language, and number of such students. (*Section 89.1205 d*)

**2. English as a second language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language and shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of LEP students.** (*Section 89.1210 d, e*)

#### *NOTE:*

*Any district with an insufficient number of certified teachers and are unable to provide an English as a second language program as required shall request from the commissioner of education a waiver of the certification requirements. This exception is valid for one school year only. (Section 89.1205 h)*

*DISD may allow nonLEP students to participate in its Special Languages Programs.*

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# **SECTION H:**

End of Year Evaluations

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## **End of Year Evaluations**

**1. Each school year, LPAC meetings shall be conducted for each LEP identified student in DISD. The LPAC will review the following:**

- a. all state testing, i.e., TAKS, TELPAS, etc.
- b. any district testing, i.e., DIBELS, Terra Nova, etc.
- c. language proficiency testing, i.e., WMLS
- d. academic achievement, i.e., grades, teacher evaluations, etc.

**2. The LPAC will determine appropriate program placement and appropriate academic interventions and strategies for each LEP student.**

**3. The LPAC will determine classification status of each LEP student, i.e., LEP, nonLEP, nonLEP, 1<sup>st</sup> year monitor, nonLEP, 2<sup>nd</sup> year monitor. (Section 89.1220)**

**4. The LPAC will maintain the appropriate paperwork at each meeting.**

**\*NOTE:**

*(In grades 2-12, English proficiency testing should only be administered unless (1) otherwise indicated by LPAC documentation, (2) the student is a recent U.S. immigrant, (3) request from IEP Team, or (4) if at-risk coordinator requests Spanish proficiency testing.)*

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# **SECTION I:**

Assessment – Exit Criteria

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## Assessment: Exit Criteria

### **1. In grades Pre-Kindergarten; Kindergarten, through 1<sup>st</sup> grade:**

- a. These grade levels cannot exit the Special Languages Program. (89.1225 i)

### **2. At the end of 1<sup>st</sup> and 2nd grade:**

- a. WMLS-English: CALP-4 or above on the Oral Language cluster score  
AND
- b. above the 40<sup>th</sup> percentile on Terra Nova in reading/English language arts  
AND
- c. WMLS-English: CALP-4 or above on Writing and a TELPAS score of Advance High in writing

### **3. In grades 3<sup>rd</sup> through 12<sup>th</sup>:**

- a. Pass TAKS in English Reading and Writing (when given in 4<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>)  
AND
- b. WMLS-English: CALP-4 or above on the Oral Language cluster score  
AND
- c. WMLS-English: CALP-4 or above on Writing or a TELPAS score of Advance High in writing (in years no TAKS Writing is administered)



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# **APPENDIX**