



# Hallsville ISD

## ESL

### Program Guidelines

**2018-2019**

*August 2018*

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## Hallsville I.S.D. ESL Program Guidelines

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**English is the basic language of the state of Texas. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing and comprehending the English language. In accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, the state requires the establishment of special language programs in the public schools.**

## **INTRODUCTION**

Hallsville ISD recognizes that the mastery of basic English language skills is a prerequisite to effective participation in the state’s educational program. Therefore, in accordance with the Texas Education Code and the Texas Administrative Code, Hallsville ISD provides English as a Second Language program for students identified as limited English proficient in pre-kindergarten through grade 12.

## **OVERVIEW**

The ESL program at HISD strives to provide linguistically diverse students with a consistent, well-balanced education that promotes academic and social success. HISD seeks to provide a quality program that differentiates and scaffolds instruction according to each student’s level of language proficiency across all content areas while supporting the effective, linguistic and cognitive needs of each student.

## **ASSURANCES**

Hallsville ISD offers inclusion ESL and ESL pull-out models. ESL is intensive English language instruction by teachers trained in effective language acquisition strategies who work with English Learners. ESL instruction shall commensurate with the student’s level of English proficiency and academic achievement. At Hallsville ISD, the ESL program provides instruction that develops competency in the listening, speaking, reading and writing of the English language.

An ESL program develops competence in English. It prepares the students to be successful in all academic subjects and emphasizes the mastery of English language skills, as well as, mathematics, science, and social studies using research-based methodologies appropriate for second language acquisition.

## **IDENTIFICATION**

First-time enrollees in Hallsville ISD, in grades PK – 12, whose Home Language Survey (HLS) indicates that the student speaks or hears a language other than English at home, are assessed for language proficiency. The Home Language Survey is the determining factor in the LEP status of our students. **§89.1215. Home Language Survey** (a) School districts shall administer only one home language survey to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12. School districts shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). During registration, double-check that all HLS have been **dated and signed at the bottom**. The original copy of the survey shall be kept in the student's permanent record and a copy sent to the Special Programs office.

## **ELIGIBILITY**

Students in PK-12 grade who speak or hear in a language other than English and who are learning English are eligible. Students will be assessed in language proficiency within the first twenty (20) days of school following the first day enrolled. Based on the results, a recommendation for placement will be made by the Language Proficiency Assessment Committee (LPAC), parents will be notified in writing and a signed parent permission form is required. An LPAC will be held even if the student does not qualify for ESL

## **EVALUATION**

Approved tests administered at the end of each school year will be given to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English.

## **LPAC**

An initial LPAC will be held upon enrollment. TELPAS scores, LPAC documentation, OLPT scores and STAAR scores will be requested from previous schools where the student has been

enrolled. During the initial LPAC the LEP status will be determined as well as program placement and accommodations. The ESL Campus Coordinator will hold the LPAC meeting(s) and continue to monitor the student's progress throughout the year. Changes in status will be updated at LPAC meetings by the ESL Campus Coordinator, signed by the parent or parent representative, and updated in DMAC LPAC. Copies of this document will be sent to the Special Programs Office or printed off the DMAC LPAC website.

### **DOCUMENTATION**

The ESL Campus Coordinator will begin a green file for all students for which LPACs were held. This green file will be permanently placed in the child's cumulative folder. The file will contain the original, signed parent consent for ESL services, along with the original LPAC documents which will be filed in chronological order, with the most recent in the front. Copies of the Home Language Survey, LPACs and Parent Permission form will be sent to the Special Programs office to be filed in the ESL folders.

The Special Programs office will update the LEP status of the child in Skyward and send notification to the ESL Campus Coordinator and the students' current teachers that the information has been updated.

### **DISMISSAL**

English Learners are evaluated frequently throughout the year to monitor student progress. At the end of the year, when a student demonstrates a level of proficiency through required testing that meets state exit criteria and the district requirements of the program model, the LPAC recommends dismissal from the program. Exited students are monitored academically and socially for four (4) consecutive years, beginning with enrollees for the 2018-2019 school year.

***Appropriate forms can be provided upon request.***

***For questions, please contact the ESL Coordinator at your student's campus***