



CHAPEL HILL ACADEMY
ENGLISH LEARNERS PROGRAM
HANDBOOK
2022-2023

Mission

The mission of the Chapel Hill Academy English Learners 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.

English Learners Program Goal

The goal of the EL Program:

1. Provide students of other languages with opportunities to develop their reading, writing, listening and speaking skills in English utilizing second language methods.
2. Enable EL students 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).
3. Emphasize mastery of English skills, as well as math, science and social studies as specified in the Texas Essential Knowledge and Skills (TEKS) such that EL students may be successful on STAAR assessments in English in 4 years or less.

English Learners Program Description

The Texas Administrative Code (§89.1205 (d)) specifies that all English language learners for whom a district is not required to offer a bilingual education program shall be provided an English Learners program. Our EL program is designed to develop proficiency in the comprehension, speaking, reading, and writing of the English language. Instruction in our EL program is commensurate with each student's level of English proficiency and his or her level of academic achievement.

The English Learners program is an integral part of the regular educational program required under Chapter 89. The English Learners program addresses the affective, linguistic, and cognitive needs of our ELs by:

1. Providing instruction using second language methods in English to introduce basic concepts of the school environment which impart confidence, self-assurance, and a positive identity with their cultural heritages
2. Providing intensive instruction to develop proficiency in the reading, listening writing and comprehension of the English language
3. Providing instruction in English in mathematics, science, and social studies using second language methods
4. 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.

EL Teachers:

Pull out Program: The ELA teacher MUST be EL certified before starting the year with EL students.

Content Based: All four core teachers MUST be EL certified before starting the year with EL students.

If we are unable to employ a sufficient number of teachers, we shall:

take all reasonable affirmative steps to assign appropriately certified teachers to the required EL programs. Apply on or before November 1 for a waiver of the certification requirements in the EL program.

What Laws Mandate EL Education?

- Texas Education Code 29.051-20.064
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B>
- Texas Administrative Code (TAC) Chapter 89
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- Every Student Succeeds Act (ESSA)
- Title III Part A: <https://tea.texas.gov/node/104006>

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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-8
TIMELINE	Within 4 weeks of a student’s initial enrollment in school
PERSON(S) RESPONSIBLE	Principal, EL Specialist, 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 EL program</p> <p>The first time a student enrolls in a Texas public school, the parent is required to complete a 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>
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-8								
TIMELINE	Within 4 weeks of a student's initial enrollment in school								
PERSON(S) RESPONSIBLE	EL Specialist								
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying student for the EL 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 language:</p> <ul style="list-style-type: none"> • Administer the English test to all new students PK-8 <p>Three 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: #ADD8E6;">Grade Level</th> <th style="background-color: #ADD8E6;">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 • Paper only </td> </tr> <tr> <td>1st Grade</td> <td> <ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking & Listening) • Online or Paper </td> </tr> <tr> <td>2nd - 8th Grade</td> <td> <ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking, Listening, Reading and Writing) • Online or Paper </td> </tr> </tbody> </table>	Grade Level	Approved Assessment(s) for Identification	PreK, Kindergarten	<ul style="list-style-type: none"> • preLAS English Form C • Paper only 	1st Grade	<ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking & Listening) • Online or Paper 	2nd - 8th Grade	<ul style="list-style-type: none"> • LAS Links Form A (Administer: Speaking, Listening, Reading and Writing) • Online or Paper
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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-8
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 EL 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"> • EL 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-8
TIMELINE	Within 4 weeks of a student's initial enrollment
PERSON(S) RESPONSIBLE	EL Specialist
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 an English Learners 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 - 8th 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-8 who meet the criteria above to be identified as an EL and have EL students whose home language is not English are to be recommended for EL 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-8
TIMELINE	No later than the 10 th day after the date of student’s classification
PERSON(S) RESPONSIBLE	EL Specialist
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 EL 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, Chapel Hill Academy shall place the student in the recommended program.</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 English Learners (EL) program shall be placed with an EL certified teacher for English Lang Arts & Reading upon enrollment.</p> <p>By Federal and State law, all EL students must be placed in an EL program unless the parent requests otherwise. Schools are monitored for placement and corrective action will be used to ensure compliance.</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 Chapel Hill Academy

TOPIC	ENGLISH LEARNERS PROGRAM CONTENT AND DESIGN
TASK	To implement a program of instruction for students in the EL program that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-8
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Chapel Hill Academy is required to provide an English Learners (EL) program to every English language learner.</p> <p>Standards of Instruction: The curriculum for ELs in the EL 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>Chapel Hill Academy 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 EL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of ELs.</p> <p>Chapel Hill Academy English Learners Program Models:</p> <ul style="list-style-type: none"> • In PK-8, a content-based program model may be implemented. This is an English program that serves students identified as ELs by providing a full-time EL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates EL instruction with subject matter instruction that focuses not only on learning a second language but using that language as a medium to learn English language arts, reading, mathematics, science, social studies, or other academic subjects. • In grades PK-8, a pull-out program model may be implemented if content teachers are not all EL certified. This is an English program that serves students identified as ELs by providing an EL-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 EL teacher in a pull-out or inclusionary (push-in) delivery model. <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

TOPIC	EL PROGRAM MONITORING
TASK	To monitor the progress of English Learners throughout the school year
GRADE(S)	K-8
TIMELINE	Six Weeks
PERSON(S) RESPONSIBLE	EL Specialist
PROCEDURE	<p>Chapel Hill Academy 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 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. EL Specialist 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	EL 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-8
TIMELINE	Spring
PERSON(S) RESPONSIBLE	EL Specialist
PROCEDURE	<p>Texas English Language Proficiency Assessment System (TELPAS): The TELPAS or TELPAS Alt is administered to all English Learners in Grades K-8, 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 2-8 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–8 All 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)	3-8
TIMELINE	Spring
PERSON(S) RESPONSIBLE	LPAC Committee
PROCEDURE	<p>State of Texas Assessments of Academic Readiness (STAAR) For grades 3–8, this includes assessments of mathematics, reading, writing, science, and social studies. 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. • 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. 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. Key members of each committee may make the decision 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-8
TIMELINE	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Principal/EL Specialist
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 EL program • Identified in PEIMS as a LEP parent denial (PD), denying any BE or EL 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 3-8 3. Designate the placement of each EL and M1 and M2 for the next year: BE, EL, 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 EL program or that parent denials, 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 EL 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. 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)	3-8
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Principal/EL Specialist/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 Chapel Hill Academy, all ELs grades PK-8 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 Chapel Hill Academy, ELs in grades 1-2 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.</p> <p>Students may not be reclassified, or exited, from EL until after 3rd grade. 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)	4-8
TIMELINE	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Principal/ EL Specialist
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 EL PROGRAM EVALUATION
TASK	To determine program impact and student outcomes in all subject areas
GRADE(S)	3-8
TIMELINE	At the end of each school year
PERSON(S) RESPONSIBLE	EL Specialist
PROCEDURE	<p>Student Performance: As required by law, Chapel Hill Academy 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 English. Data from administration of the STAAR assessments each spring is also used to determine student outcomes.</p> <p>Annual reports of EL’s 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 EL program. At the beginning of each school year Chapel Hill Academy shall report to parents, the results of their participation in the EL 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, considering the performance of the campus ELs and their teachers’ professional needs.</p> <p>Professional Development: Chapel Hill Academy shall compile and retain at the district level annual reports to reflect the number of teachers trained and the frequency, scope, and results of the training. Principals should arrange with the EL Specialist 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 EL Methodology • EL Program Design, Class Designations and Student Placement • Instruction Strategies • School Involvement for Parents of ELs • Scoring/Assessing TELPAS Listening, Speaking, and/or Writing.
LAW or REGULATION	TAC 89.1225 (j)

TOPIC	STAFFING AND ADMINISTRATOR CREDENTIALS
TASK	To provide the district with administrators to oversee the EL programs.
GRADE(S)	PK-8
TIMELINE	Annually by April 30th
PERSON(S) RESPONSIBLE	Executive Director of Federal Programs & District Planning
PROCEDURE	<p>Qualifications for the EL Program Coordinator</p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • Texas Teacher’s Certificate <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of English TEKS • Knowledge of STAAR objectives • Effective communication skills in English • Effective interpersonal skills • Knowledge of computers and use of technology • Interpretation of test scores • Knowledge of state program guidelines for EL <p>Experience:</p> <ul style="list-style-type: none"> • Minimum of three years supervising in EL <p>Primary Purpose: Direct and manage EL program to meet student needs. Serve as instructional leader in development and improvement of instructional programs in Bilingual/EL 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 EL programs
GRADE(S)	PK-8
TIMELINE	Annually by April 30th
PERSON(S) RESPONSIBLE	Principal & Executive Director of Federal Programs & District Planning
PROCEDURE	<p><u>Qualifications for EL 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 EL 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 EL 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)

CHAPTER 5: SPECIAL PROGRAMS FOR ENGLISH LEARNERS

TOPIC	EL and RESPONSE TO INTERVENTION
TASK	To provide intervention for English language learners
GRADE(S)	PK-8
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 1-8, 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 EL 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 3-8, 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>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-8
TIMELINE	Within 45 school days from when parent signs permission to evaluate
PERSON(S) RESPONSIBLE	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. • 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 EL 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-8
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 EL 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/EL 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/EL 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 an EL class is required, ELs will remain in such classes with their BE or EL 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 EL 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-8
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) • 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 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 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-8
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 individuals 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 EL 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-Kinder
TIMELINE	June 1 of current academic year
PERSON(S) RESPONSIBLE	EL Specialist
PROCEDURE	<p>Required EL for Kindergarten and Pre-K4 ELS:</p> <p>Chapel Hill Academy 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"> • The student must be identified as an English learner as per LPAC guidelines • The EL must be eligible for kindergarten or grade 1 for the following school year • The guardian must have approved placement in the required EL Program. The program shall be operated the equivalent of 120 hours of instruction. Chapel Hill Academy accomplishes this through 16, 7.5 hour days. The student/teacher ratio for the program shall not exceed eighteen to one. • Chapel Hill Academy does not offer transportation. This is not a state requirement. • Chapel Hill Academy provides free breakfast and lunch to all attendees. • Teachers shall possess certification or endorsement as required for EL 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 EL STAFF AND SERVICES

TOPIC	LOCAL ENGLISH LEARNER FUNDS
TASK	To provide Chapel Hill Academy with funds to provide services for ELs
GRADE(S)	PK-8
TIMELINE	Annually by September 30 th
PERSON(S) RESPONSIBLE	Shay Kuehner
PROCEDURE	<p>As required by law, Chapel Hill Academy 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 Chief Financial Officer. Purchase request and order forms should be submitted to the Office Manager.</p> <hr/>
LAW or REGULATION	TEC Sec 48.105 (c)

TOPIC	STIPENDS/REIMBURSEMENTS RELATED TO EL SERVICES
TASK	To gather information regarding stipends/reimbursements available to staff working with EL students
GRADE(S)	PK8
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>*EL Certification Reimbursement for Chapel Hill Academy Teachers</p> <p>Teachers who take and pass the EL certification exam and add their EL certification to SBEC will be reimbursed for the cost of the examination upon receipt of documentation of payment and certification. In addition, a one-time bonus will be issued for achieving the EL certification. Required documentation should be turned in to Shay Kuehner for reimbursement.</p>
LAW or REGULATION	*TEA FAQ Allowable Use of Title III, Part A Funds, D-2

CHAPTER 7: EL PARENT AND COMMUNITY ENGAGEMENT

TOPIC	COMMUNICATION AND ADVOCACY CONCERNING ELs
TASK	To communicate effectively with parents of ELs and to advocate for students and parents seeking EL services
GRADE(S)	PK-8
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> <ul style="list-style-type: none"> • Grading and Promotion of ELs: 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. <p>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. Students will be able to define words with the use of a bilingual dictionary when permissible.</p> <p>EL participation in other programs and activities: 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