

## CHECKLIST FOR BILINGUAL/ESL PROGRAM IMPLEMENTATION

1. \_\_\_\_\_ Establish a system for maintaining LEP documentation i.e., home language survey, language testing, LPAC documents, LEP folders, SIS entries, and review of LEP queries.
2. \_\_\_\_\_ Ensure that all office personnel are familiar with the required procedures for enrolling a student, particularly the questions to ask parent regarding prior schooling/documentation. Remember that accurate completion of the Home Language Survey upon initial enrollment is critical to accurate identification/placement.
3. \_\_\_\_\_ Order and/or print sufficient LEP materials (i.e., LEP folders, home language surveys, parent notification letters, Bilingual/ESL Program Guidelines) from the warehouse.
4. \_\_\_\_\_ Ensure that IPT and CAT testers are trained and responsible for all required language proficiency testing upon student's initial entry; order sufficient consumable test documents from TMC.
5. \_\_\_\_\_ Designate a LEP Contact Person (a person responsible for LPAC, documentation, LEP queries, etc.).
6. \_\_\_\_\_ Designate an Immigrant Contact Person (a person responsible for accurate identification of immigrants, documentation, and immigrant queries)
7. \_\_\_\_\_ Establish an LPAC Committee with required members; request training (through the regional office Bilingual/ESL Specialists) for all LPAC members and keep documentation on this activity.
8. \_\_\_\_\_ Ensure that LPAC/ARD work cooperatively when dealing with LEP students with special education needs.
9. \_\_\_\_\_ Schedule LPAC meetings to identify and review data for **NEW** students within 4 weeks of their enrollment and throughout the year as needed.
10. \_\_\_\_\_ Schedule LPAC meetings in a timely manner to make Spring assessment decisions.
11. \_\_\_\_\_ Schedule End-of-Year LPAC meetings to review recommendations for student placement for next year.
12. \_\_\_\_\_ Make arrangements for personnel to enter end-of-year decisions/changes onto SIS before June 30, particularly for students who will be leaving your campus.
13. \_\_\_\_\_ Make arrangements to forward LPAC End-of-Year reviews (to the receiving school) for students who will be entering middle or high school.
14. \_\_\_\_\_ **Elementary Staffing/Scheduling (for details, refer to the Bilingual/ESL Program Guidelines)**
  - Identify type of bilingual program being implemented (i.e. Traditional, Developmental, Two-Way)
  - Hire/assign an adequate number of bilingual certified teachers to teach LEP students in need of Bilingual Education.
  - Hire/assign an adequate number of ESL endorsed teachers to teach LEP students in need of ESL program.
  - Ensure that all LEP's interact with English speaking peers during ancillary subjects (Art, PE, Music, etc.) and other curricular and/or extra curricular activities.
  - Verify Bilingual Education/ESL teacher permits through the Certification Office.

- Assign all available bilingual teachers beginning at lowest grades first (PK, K, etc.)
  - Verify major duty codes for Bilingual and ESL teachers with the Human Resources Department.
  - Place all LEP students with appropriately certified teachers.
  - Serve the optimum number of students with existing bilingual and ESL teachers, rather than distributing them among many teachers...(this will **reduce** the number of exceptions/waivers requested from TEA)
15. \_\_\_\_\_ **If necessary**, Submit “Request for Exceptions from Bil. Ed.” by the September deadline and, if necessary, provide ESL strategies training for those teachers as required.
16. \_\_\_\_\_ **If necessary**, submit “Request for ESL Certification Waivers” by the September deadline and, if necessary, provide ESL strategies training for those teachers as required.
17. \_\_\_\_\_ **Elementary Instruction (for details, refer to the Bilingual/ESL Program Guidelines)**
- Provide Bilingual Education including ESL to all Spanish-speaking LEPs in PK through elementary grades.
  - Provide ESL instruction to non-Spanish speaking LEPs in elementary grades.
  - Verify parental approval for assignment into Bilingual Program or ESL Program, if applicable.
  - Ensure that bilingual and ESL teachers have grade-level TEKS and state-adopted instructional materials (order through the warehouse).
  - Ensure that bilingual and ESL teachers understand program guidelines and implications for their classroom (i.e. grading, language of assessments, etc.)
  - Order Bilingual/ESL Program Guidelines for bilingual/ESL teachers thru Print-On-Demand or print from Multilingual intranet website.
  - Request training on program guidelines & new ESL Curriculum Frameworks (PK-3) from the Bilingual/ESL/Title III Specialist for all bilingual/ESL teachers.
18. \_\_\_\_\_ **Secondary Staffing/Scheduling (for details, refer to the Bilingual/ESL Program Guidelines)**
- Hire/assign an adequate number of ESL certified teachers to teach English/ESL courses.
  - Hire/assign an adequate number of English teachers with an ESL endorsement to teach transitional English courses.
  - Verify ESL teacher permits through the Certification Office.
  - Verify major duty codes for Bilingual/ESL teachers with the Human Resources Department.
  - Identify an adequate number of content teachers to teach ESL content courses.
  - Request training on ESL strategies for content teachers who teach LEP students through regional Bilingual/ESL/Title III Specialist.
19. \_\_\_\_\_ **Secondary Instruction (for details, refer to the Bilingual/ESL Program Guidelines)**
- Assign all identified LEP’s to the appropriate English courses depending on their level of English proficiency and graduation needs.
  - Assign all preliterate/beginning level LEP students to the required content courses (either native language or ESL content courses).
  - Verify parental approval for assignment into ESL or transitional English courses.
  - Ensure that all ESL teachers have the appropriate course objectives (scope and sequence) and state adoption materials (order through warehouse).

- Ensure that all ESL teachers understand program guidelines and implications for their classroom.
- Order Bilingual/ESL Program Guidelines for bilingual/ESL teachers thru Print-on-Demand or print from Multilingual website.
- Request training on program guidelines from the Bilingual/ESL/Title III Specialist as needed.

20. \_\_\_\_\_ **LEP Folders**

- Designate person(s) responsible for entry and verification of LEP data onto LEP folders.
- Establish a system for keeping the LEP student folders up to date.
- Finalize records before forwarding any student folders to a receiving school (i.e., LEP folder, LPAC documentation).
- Conduct a periodic content-check on your school LEP folders (or request through the regional office)

21. \_\_\_\_\_ **LEP Data on SIS LEP Panels (for details, refer to Bilingual/ESL Program Guidelines)**

- Designate person responsible for entry and verification of LEP data onto SIS LEP Panels.
- Request training from the Bilingual/ESL/Title III Specialist as needed.
- Submit information on **NEW** students as well as changes on students as soon as possible prior to Budget Adjustment (usually end of Sept.) and PEIMS Snapshot (end of Oct.).
- Continue to enter new information and changes on SIS throughout the year.
- Print and verify LEP queries regularly throughout the school year to ensure accuracy of LEP student data and enter corrections as needed on SIS.

22. \_\_\_\_\_ **LEP ADA Funding (for details, refer to Bilingual/ESL Guidelines)**

- Designate person responsible for entry and verification of LEP data on funding screen.
- Ensure that the funding period for eligible students runs from first day of classes through last day of classes.
- Request training from district office Bilingual/ESL/Title III Specialist as needed.
- Enter LPAC information on SIS as soon as funding eligibility is verified and update as needed throughout the year as necessary.
- Submit information on **NEW** students as well as changes on other students as soon as possible prior to Budget Adjustment (usually end of Sept.) and PEIMS Snapshot (end of Oct.).

23. \_\_\_\_\_ **Immigrant Data in SIS**

- Designate person responsible for entry and verification of Immigrant data on Immigrant Panel.
- Request training from the Bilingual/ESL/Title III Specialist as needed.
- Submit information on **NEW** students as well as changes on students as soon as possible prior to Budget Adjustment (usually end of Sept.) and PEIMS Snapshot (end of Oct.).
- Continue to enter new information and changes on SIS throughout the year.
- Print and verify Immigrant queries regularly throughout the school year to ensure accuracy of Immigrant student data and enter corrections as needed on SIS.

24. \_\_\_\_\_ **Stipends**

- Inform teachers of criteria for bilingual or ESL stipend.
- Verify teacher eligibility for the bilingual or ESL stipend (certification, assignment code, dual language/ESL instruction, student assignment, etc.)

# SEQUENCE OF PROCEDURES FOR LEP STUDENT IDENTIFICATION AND PROGRAM PLACEMENT (UPON INITIAL ENROLLMENT IN HISD)

FOR NEW STUDENTS  
START HERE →

**(1) HOME LANGUAGE SURVEY**

- Must be completed upon initial entry
- Identification of Immigrant & Migrant student

IF ENGLISH ONLY → NO LEP SERVICE REQUIRED  
FILE SURVEY IN STUDENT FOLDER

**NOTE:** IF ENGLISH ACHIEVEMENT SCORES ARE AVAILABLE, DO NOT ADMINISTER CAT

**IF OTHER LANGUAGE**

FOR PREVIOUSLY ENROLLED HISD STUDENTS  
CHECK FOR EVIDENCE OF # 1 & 2...BEGIN AT #3

**(2) ASSESSMENT OF LANGUAGE PROFICIENCY**

<p><b>IF ENTERING GR. PK-1 (ORAL)</b></p> <ul style="list-style-type: none"> <li>- Administer English OLPT</li> <li>- Administer Spanish OLPT (If Spanish speaker)</li> </ul>	<p><b>IF ENTERING GR. 2-12 (ORAL &amp; WRITTEN)</b></p> <ul style="list-style-type: none"> <li>- Administer CAT (if no other English Achievement Score Available)</li> <li>- Administer English OLPT</li> <li>- Administer Spanish OLPT (If in Elem. &amp; Spanish speaker)</li> </ul>
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NO LEP SERVICE REQUIRED IN NON LEP → DOCUMENT LPAC ACTIONS

ELEMENTARY SCHOOLS ←

→ SECONDARY SCHOOLS

<b>TRADITIONAL BILINGUAL PROGRAM</b>
PK – 5/6 (For LEPs only)
<b>DEVELOPMENTAL BILINGUAL PROGRAM</b>
PK – 5/6 (For LEPs only)
<b>TWO-WAY BILINGUAL PROGRAM</b>
PK – 5/6 (For LEP & FEP together)
<b>ESL PROGRAM</b>
PK – 5/6 (For LEP speakers of other languages)

**(3) LPAC MEETS TO REVIEW TEST DATA**  
Uses entry criteria to determine if student is LEP or NON-LEP

**IF LEP**

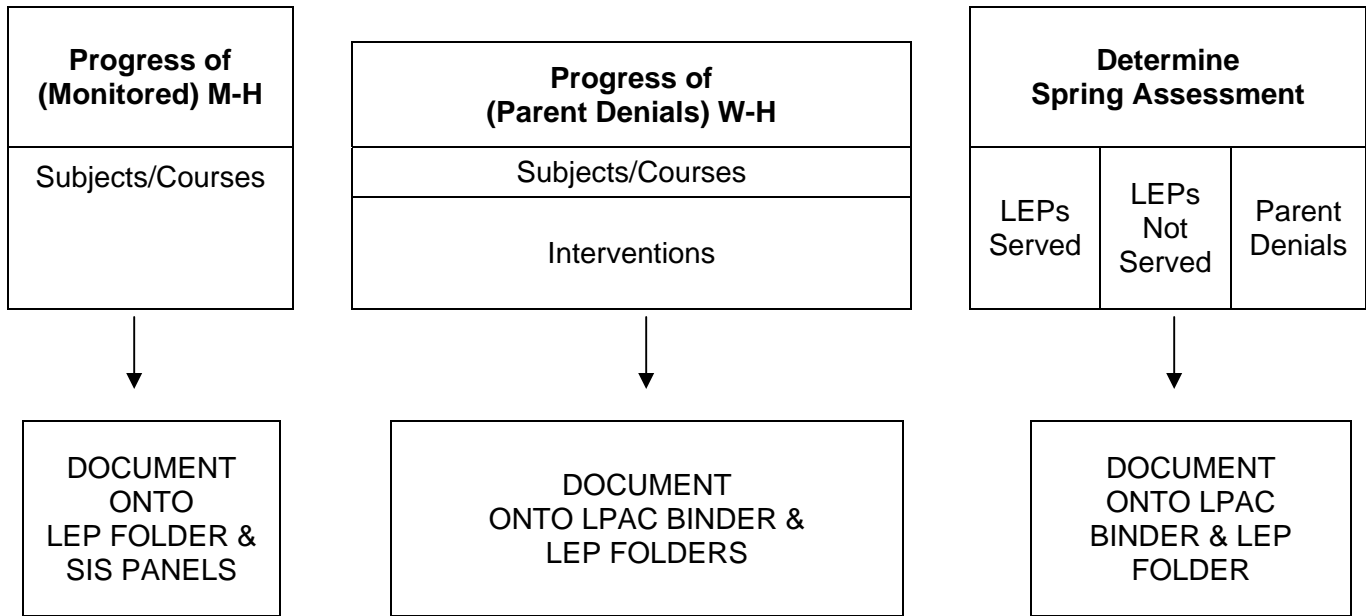
**(4) LPAC MEETS FOR THE FOLLOWING:**

- Determine level of English proficiency (i.e. Beginning, Intermediate, etc)
- Recommended PROGRAM based on level of English proficiency and available program placement
- NOTIFICATION LETTER

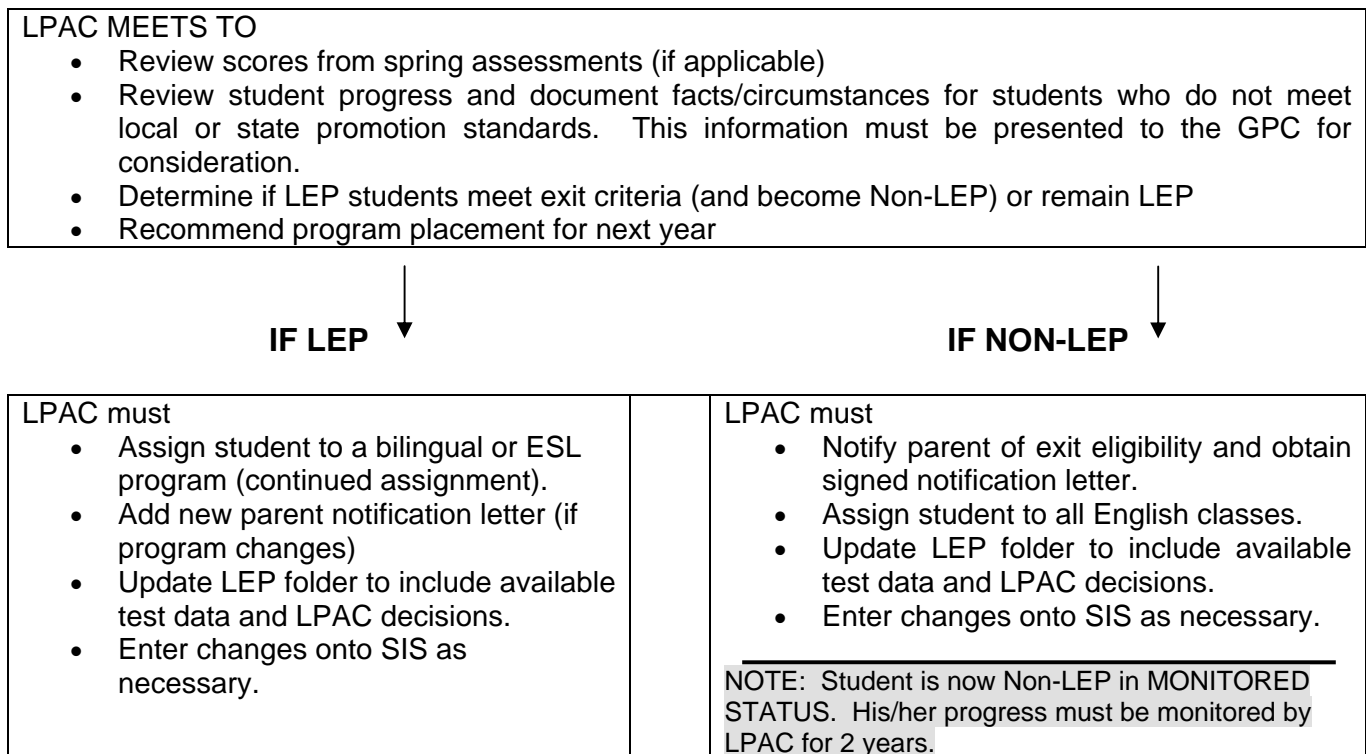
If parent denies placement, initiate DENIAL/WAIVER process and follow through on required conference/documentation.

6	<b>ESL/NEWCOMER PROGRAM</b>
	English requirements + content + electives
7	<b>BILINGUAL PROGRAM</b>
	Bilingual core subjects + ESL/English requirements
8	<b>ESL PROGRAM 2/BIL COURSES</b>
	English requirements + some bilingual content courses
9	<b>ESL/NEWCOMER PROGRAM</b>
	English requirements + content + electives
10	<b>ESL PROGRAM 2/BIL COURSES</b>
11	
12	English requirements + some bilingual courses

## MID-YEAR LPAC REVIEW



## END-OF-YEAR LPAC REVIEW



**HOUSTON INDEPENDENT SCHOOL DISTRICT  
CHOICE OF ELEMENTARY BILINGUAL/ESL PROGRAMS**

Date: \_\_\_\_\_

School: \_\_\_\_\_ School # \_\_\_\_\_

Principal (print name): \_\_\_\_\_ Region: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Please identify the type of program(s) that your school offers for LEP students.

**PART 1. ELEMENTARY BILINGUAL PROGRAMS**

Identify (with a √) the type of bilingual program model currently offered at each grade.

BILINGUAL PROGRAM	Grade(s) in which program is offered							
	PK	K	1	2	3	4	5	(6)
Two-Way Bilingual/Immersion (Y-T)								
Developmental (One-Way) (Y-D)								
Traditional (Y-B)								
Traditional (Pre-Exit Phase) (Y-P) <small>(Y-P code is used for Grades 4 and up)</small>								
Cultural Heritage (Y-C)								

- Program descriptions are in the Bilingual/ESL Program Guidelines and in Module #1 on the Multilingual Program website.
- **Note: Program coding determines language of assessment (Aprendizaje, Stanford 10, TAKS, etc.)**

Comments: \_\_\_\_\_

**PART 2. ELEMENTARY ESL PROGRAM**

Identify (with a √) the grade(s) and the type of ESL program offered at your school.

ESL PROGRAM (Y-E)	Grade(s) in which the ESL program is offered							
	PK	K	1	2	3	4	5	(6)
Self-Contained ESL Classes (Y-E) <small>(All subjects through ESL methods)</small>								
Split or Multi-Grade ESL Classes (Y-E) <small>(All subjects through ESL methods)</small>								
ESL Pull-Out Classes (Y-X) <small>(With certified ESL teacher for Reading/LA)</small>								
ESL/Special Education (Y-E) <small>(All subjects through ESL methods)</small>								
ESL/Special Education in ESL Pull-Out Classes (Y-X) <small>(With certified ESL/Special Education teacher for Reading /LA)</small>								

Comments: \_\_\_\_\_

**Note:** The Multilingual Programs Dept. will periodically conduct campus visits, classroom walkthroughs, LEP folder audits, and review of LEP data on SIS (Chancery) to ensure that program selected on this form is being implemented correctly. Please review Bilingual/ESL Program Guidelines.

## **Recommended Activities Prior to Implementation Two-Way Bilingual Programs**

### **Year One:**

1. Commitment from campus administrator
2. Present to the school administration team (i.e. assistant principal, counselors, coordinator, etc.) to create knowledge base concerning Two-Way programming
3. Present Two-Way Program information to the entire faculty at the school
4. Tour other Two-Way Programs with interested campus personnel
5. Selection of Two-Way Program teachers (Spanish/English language models)
6. Train Two-Way teachers (Spanish/English language models) on related topics (at least one per month)
7. Send selected teachers (Spanish/English language models) to various Two-Way conferences (La Cosecha, NABE, TABE and CABE,)
8. Present to the entire faculty throughout the year on second language acquisition
9. Hold community meetings highlighting Two-Way Programming at the school
10. Send a Two-Way questionnaire to all PK parents to solicit interest
11. Mail Two-Way Program informational flyers to all households at the school
12. View other Two-Way programs with interested families
13. Determine eligibility testing/criteria for Two-Way Program participants
14. Identify Two-Way participants (recommended 10 Spanish-speakers/12 English-speakers)
15. Send out acceptance letters
16. Sign Two-Way letters of commitment
17. Hold a Two-Way parent social “get-together” to introduce the participants to each other and the teachers

## **Year Two:**

1. Have the Two-Way Program teachers (Spanish/English language models) plan together during the summer (one week) to design the initial instructional units to be implemented in the fall
2. Utilize an instructional aide in the PK-Kinder Two-Way class the first two weeks of school to facilitate adjustment issues
3. Hold a Two-Way family picnic in the early fall to bring participating families together (Recommended- Hold this event at a park near the school)
4. Identify a Spanish-speaking (bilingual) room parent and an English-speaking (bilingual) room parent
5. Distribute (with parent permission) Two-Way Program student phone numbers within the class to begin the bonding process. Encourage parents/students to call each other when needing help with class work
6. Hold weekly planning meetings for the Two-Way Program teachers to discuss student progress and instructional concerns
7. Implement parent enrichment activities (ESL, Spanish classes)
8. Implement family bilingual enrichment programming (literacy, math, science nights)
9. Identify/select grade one teachers to staff the Two-Way program
10. Continue Two-Way Program professional development for identified staff
11. Implement Two-Way Program marketing system
12. Implement Two-Way Program recruitment activities

## Recommended Marketing Strategies For Two-way Bilingual Programs

1. Create a Two-Way Program Logo/Brochure
2. Advertise the Two-Way Program on the school's marquee, website, and local media outlets
3. Hold periodic parental Two-Way Informational meetings
4. Hold Back to School/End of School social events each fall early in the school year/spring to celebrate Program success
5. Conduct periodic tours of existing programs for parents and staff
6. Create a video marketing your Two-Way Program
7. Send home monthly newsletters which include Parent/Student testimonials
8. Staff a Two-Way program information table at Kindergarten registration
9. Solicit articles in various neighborhood media venues to highlight your Two-Way Program
10. Speak at nontraditional sites to introduce highlight your Two-Way Program
11. Coordinate monthly parent coffees (meetings) training highlighting various aspects of Two-Way Programming
12. Coordinate Two-Way Literacy, Math, Science nights for students parents in the Two-Way Program