

## Bilingual Education/ESL Board Report

**Wylie PK-1 Campuses (Self Contained)** - Content Based Instruction for our Emergent Bilingual students. Instruction will be provided by a teacher certified in ESL. Our teachers teach using the English language and academic content. Our teachers use visual aids, gestures, vocabulary support, cooperative learning, learning stations and simplified vocabulary when working with our EB student.

**Wylie 2-12 Campuses** - Pull-Out Based Instruction for Emergent Bilingual students. The student remains in a mainstream instructional arrangement in the remaining content areas. Instruction will be provided by a teacher certified in ESL. Some grade levels split RLA, if that is the case, both teachers are ESL certified.

### Summary: State-approved ESL Program Models



Program Model	Goal	Instructional Approach
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL		<p>English learners receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.</p> <p>A pull-out model can be implemented</p> <ul style="list-style-type: none"> <li>by an ELAR and ESL certified teacher within the ELAR classroom</li> <li>through co-teaching of an ESL certified teacher and ELAR certified teacher</li> <li>through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher</li> </ul>

### **Identifying and Assessing All Potential Emergent Bilinguals**

We use the home language survey at the time of enrollment to gather information about student's language background and identify those whose primary language other than English. As soon as we identify those students, we administer the IDEA Language Proficiency Test (IPT) online test and the LPAC determines if the student qualifies for our ESL program.

### **Ensuring Meaningful Communication with Limited English Proficient Parents**

We use meaningful communication with our parents in a language they can understand, such as through translated materials or a language interpreter, and to provide information about any program, service, or activity that is called to the attention of non-LEP parent. Each year we hold a "parent night" where EB parents and students can attend to receive information about our school programs and opportunities.

### **Providing Language Assistance to Emergent Bilingual Students**

Our school uses a content-based Sheltered Instruction for our EB students. Our teachers teach using the English language and academic content. Our teachers use visual aids, gestures, vocabulary support, cooperative learning, learning stations and simplified vocabulary when working with our EB student. They also use Google Classroom to help communicate with parents, which has a translation feature that has been very helpful for ESL parents.

### **Staffing and Supporting an Emergent Bilingual Program**

All EB students are placed in a classroom with a highly qualified, ESL certified teacher. Supplemental training is provided through Region 14 ESC.

### **Providing Meaningful Access to All Curricular and Extracurricular Programs**

All EB students are placed in the general education classroom with their peers. They have access to the same curriculum as their peers. Our teachers use appropriate instructional materials for our EB students. EB students have access to their grade-level curriculum so that they can meet promotion requirements. EB students have an equal opportunity to participate in all programs.

### **Evaluating EL Students for Special Education and Providing Dual Services**

EB students with disabilities are provided both the language assistance and disability-related services to which they are entitled under Federal law.

EB students who have a disability are located, identified and evaluated for special education and disability-related services in a timely manner. The committee making an individualized plan for providing special education or disability related services addresses the language-related needs of an EB student with a disability, such as the ARD committee or 504 committee, always include participants knowledgeable about that student's language needs (LPAC members).

### **Meeting the Needs of Students Who Opt Out of Emergent Bilingual Programs or Particular Services**

All EB students are entitled to services. Parents may, however, choose to opt their children out of an ESL program. We do not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EB services that their child could receive, and the benefits of such services. We appropriately document if the parent made a voluntary, informed decision to opt their child out. We still take steps to provide opted-out EB students with access to its educational programs, ELPS, monitor their progress through TELPAS, and offer EB services again if a student is struggling.

### **Monitoring and Exiting Emergent Bilingual Students from Programs and Services**

Wylie monitors the progress of all EB students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period. Wylie ISD annually administers the TELPAS to all EB students. This assessment monitors reading, writing, listening and speaking skills. An EB student is not exited from ESL programs, services, or status until he or she meets reclassification criteria, including the subjective teacher rubric.

### **Monitoring After Reclassification**

Wylie monitors the academic progress of former EB students for at least two years to ensure that students have not been prematurely exited and they are meaningfully participating in the district's educational programs comparable to their peers who were never EB students.

### **Evaluating the Effectiveness of a District's Emergent Bilingual Program**

EB programs are reasonably calculated to enable EB students to attain English proficiency and meaningful participation in the standard educational program comparable to their peers. We monitor and compare, over time, the academic performance of EB students in the program and those who exited the program, relative to that of their English proficient peers. We evaluate our ESL program using accurate data to assess the educational performance of current and former EB students in a comprehensive and reliable way.