

ELEMENTARY COURSE AND PROGRAM GUIDELINES

2010-2011 School Year

For

Grades PreK-5

**LUBBOCK INDEPENDENT SCHOOL DISTRICT
Lubbock, Texas**

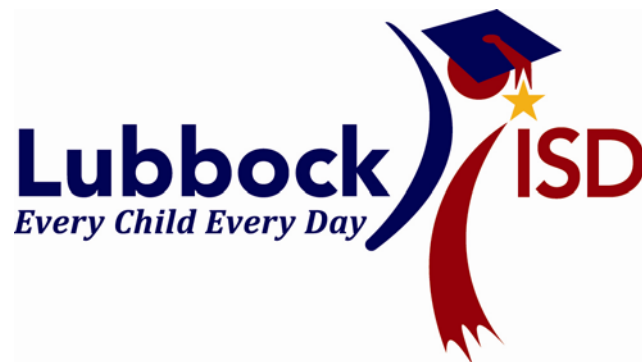


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**PREKINDERGARTEN
KINDERGARTEN
ELEMENTARY COURSE OFFERINGS
GRADES ONE - FIVE**

Lubbock Independent School District provides a balanced curriculum and an effective delivery system of instruction to all students enrolled. All students will have the opportunity to participate in this curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the Texas Essential Knowledge and Skills. For students with identified needs, at all levels of ability, modifications will be made in methodologies, pacing, and materials to ensure that instruction in the Texas Essential Knowledge and Skills is delivered at an appropriate level.

PREKINDERGARTEN

Program Description: Oral language development is the primary goal of the prekindergarten program. Learning to speak comes before learning any other form of communication. Specific language activities include talking individually about experiences; large and small group discussions; using and talking about articles commonly found in the home, school, and community; experiencing books through read-aloud, flannel graph, and drama; creating stories and conversations with puppets; and role-playing. The program also assists children in adjusting to a school setting and feeling good about themselves.

Program Goal: The goal of prekindergarten instruction is oral language development, appropriate social skills, and school readiness.

Students: A student is eligible if he/she is four years of age on or before September 1 of the current school year and (1) is unable to speak and comprehend the English language; (2) is economically disadvantaged (eligible to participate in the National Free or Reduced-Price Lunch Program); (3) is a homeless child; (4) is the child of an active duty member of the armed forces; (5) is the child of a member of the armed forces who was injured or killed while serving on active duty; or (6) is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Section 262.201, Family Code.

Time and Staffing: Prekindergarten children receive six hours of instruction daily from a certified teacher. A teaching assistant is assigned to each class. Four Early Childhood Schools, (Ballenger, Mahon, Martin, and Stubbs) offer the prekindergarten program.

HEAD START

Program Description: The Head Start program is integrated into the local prekindergarten program. Children in Head Start receive the same instructional program as those in prekindergarten. In addition, students receive complete medical and dental screenings at the beginning of the school year. Any identified problems are treated throughout the year.

Program Goals: The goals of the Head Start program are (1) to provide oral language instruction, (2) to provide medical and nutritional assistance, and (3) to assist families with social services throughout the community. Program guidelines require that at least one third of the daily nutritional needs be provided through the program; therefore, students receive free breakfast and lunch.

Students: In order to be eligible for this program, a child must be four years old on or before September 1 of the current school year and must meet the federal requirements regarding family income or receive public assistance.

Time and Staffing: Head Start children receive six hours instruction daily from a certified teacher. A teacher assistant is assigned to each class. Four Early Childhood Schools, (Ballenger, Mahon, Martin, and Stubbs) offer the Head Start program.

STUDENTS OBTAINING ACADEMIC RICHNESS (SOAR)

Program Description: The Students Obtaining Academic Richness (SOAR) program is a tuition-based program established to provide quality prekindergarten experiences to children who do not qualify for the district's traditional prekindergarten program. The SOAR program is available to children who are four years of age on or before September 1 of the current school year. SOAR is offered at seven elementary campuses – Centennial Elementary, Honey Elementary, Murfee Elementary, Smith Elementary, Waters Elementary, Whiteside Elementary, and Roscoe Wilson Elementary.

Students receive instruction in academic areas such as pre-reading including phonological awareness, letter recognition, vocabulary, and oral language development; mathematics; social studies; and science. Students also receive instruction in physical education and fine arts. The Texas PreKindergarten Guidelines are followed to ensure all instruction is aligned with kindergarten expectations. Parents are responsible for transportation of SOAR students to and from the school.

KINDERGARTEN

Program Description: Instruction in kindergarten serves a wide range of needs and abilities. Students are actively involved in concrete learning experiences, which form the foundation for learning. Listening, speaking, reading, and writing skills emerge as children listen to stories, retell, discuss, sequence, dramatize, and compose. Teachers help students transfer their own skills into more formal reading, writing, and math activities when they are ready. Social studies focuses on family, school, and community relationships; science focuses on experiences in life, earth, and physical science as children observe and communicate discovered information; physical education centers around gross motor skills that result in coordination, a positive body image, and confidence; and fine arts includes expressing thoughts and feelings through drawing, painting, singing, moving to music, and dramatizing stories and poems. Thematic curriculum units help ensure a developmentally appropriate presentation of the Texas Essential Knowledge and Skills. Kindergarten is available to children who are five years of age on or before September 1 of the current school year.

Program Goals: The kindergarten program seeks to help each child grow socially, emotionally, physically, and academically. All areas of the core curriculum are addressed at an appropriate developmental level.

Time and Staffing: Full-day kindergarten is offered in 37 elementary schools. Each class has a certified teacher.

FOUNDATION CURRICULUM

ENGLISH LANGUAGE ARTS (1-5)

READING

Program Description: Based on the Texas Essential Knowledge and Skills (TEKS), the LISD reading program provides a skills-based approach emphasizing quality literature provided through anthologies, trade books, library books, and other informational sources. Reading is viewed as an interactive and constructive process in which the reader uses a variety of strategies simultaneously.

Program Goal: The goal of the reading program in LISD is to assist students in becoming lifelong, independent readers so that they may become productive citizens in our society. Students in LISD learn to read with competence, confidence, and understanding for a variety of purposes:

- to locate information
- to develop an appreciation for literature
- to read critically
- to evaluate sources
- to draw supportable conclusions
- to learn the organization of various texts
- to learn how language is used for effect

Reading instruction stresses research-based strategies for developing strong readers who can apply skills throughout the content areas. Reading instruction is based on five universal ideas: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency.

- Phonemic Awareness – ability to work with individual sounds of letters
- Phonics – ability to recognize relationships between letters of written language and individual sounds of spoken language
- Vocabulary – ability to communicate effectively through oral and written communication
- Comprehension – ability to understand the written word
- Fluency – ability to read text accurately and quickly with meaning and understanding

Time: Reading experiences are provided in large group format with literacy support through flexible small group instruction and individual guidance. Students learn how to construct meaning by applying comprehension strategies as they interact with the literature, teacher, and other students. After reading, students reflect and respond to the literature through writing, listening, speaking, creating products, and participating in group activities.

Staffing: Reading is taught in large and small group format to students in a heterogeneous classroom. Small groups are formed and continuously evolve based on individual student's abilities and needs. Intervention is also provided for struggling readers.

Evaluation Procedures: Ongoing reading assessment is critical to any reading program. These assessments may include periodic standardized tests, informal evaluations, self-monitoring, teacher observation of both oral and silent reading, student portfolios, and conferences with parents. In addition, second language learners are assessed in the language in which they are most proficient.

Student evaluations in reading follow the district grading and promotion policy.

LANGUAGE ARTS

Program Description: The language arts curriculum is taught in an integrated approach with oral language and written composition as its core. Literature, writing, and thinking are linked together as literature is read and analyzed as a model for the student's own writing. Higher levels of thinking are stimulated through the writing process as students generate ideas, create, plan, organize, and develop fluency in the communication of their ideas for different purposes. The elementary language curriculum carries students through a variety of organized patterns of writing: technical, key points, retelling an event, compare and/or contrast, main idea, and prioritizing of information as well as different formats such as poetry, letter writing, imaginative stories and persuasive. Grammar, mechanics, usage, spelling, and handwriting are taught and applied to the writing process when accuracy is the focus, as students proofread, rethink, revise, and edit work. The curriculum incorporates the skills of both listening and speaking as students are provided the opportunity to work together, publish, share, and respond to the revisions and final products of each other.

Program Goals: The goal of the language arts program is to assist students in developing skills necessary to communicate effectively through language and writing.

Staffing: Language Arts is taught by the classroom teacher.

Evaluation Procedures: Students are evaluated according to the district grading and promotion policy. Written compositions are evaluated holistically.

MATHEMATICS (1-5)

Program Description: The purpose of the elementary mathematics program is two-fold. The first purpose is to teach and facilitate student understanding of mathematics. The second purpose is to develop the skills to solve problems, analyze data, and use technology. Students will apply mathematics reasoning and skills in numeration, geometry, logic, measurement, patterns, functions, probability, and statistics to real-world situations. Directed use of manipulatives is a major component of the instructional program. Learning experiences provide for developmental sequencing beginning with concrete experiences and connecting through transitional activities to the abstract level. Mental math and estimation are an important part of the program at every level.

Program Goals: The goal of the mathematics program is for students to demonstrate problem solving skills and computational skills in real-world situations.

Staffing: Math is taught by the classroom teacher to a heterogeneous group of children. Cooperative learning groups are used to help students solve problems together. Enrichment and advanced activities are provided as needed. Intervention is also provided for struggling students.

Evaluation Procedure: Evaluation follows the district policy for grading and promotion.

SOCIAL STUDIES (1-5)

Program Description: The purpose of the elementary social studies program is to help students understand the world around them and to instill in them the knowledge and skills necessary for responsible citizenship. The student's world is examined in an ever-widening circle beginning with self and family and expanding to the neighborhood, community, state, region, nation and world. The curriculum seeks to develop an appreciation of the historic and geographic factors along with economic and political relationships that have influenced the world. A district scope and sequence structures the learning objectives to be used in the implementation of the social studies program.

Program Goals: The goal of elementary social studies is to prepare each student for responsible citizenship in a democratic form of government through an understanding and appreciation of the history and traditions of our American heritage.

Staffing: Social studies is taught by the homeroom teacher or another teacher within the grade level. Social studies content is taught in units, which address the Texas Essential Knowledge and Skills. Thinking processes and skills are incorporated within the content. Opportunities are provided to apply research skills.

SCIENCE (1-5)

Program Description: The elementary science program presents a sense of the wonder of science and the joy of discovery through inquiry. Basic investigative methods are used to develop science skills and concepts outlined by the Texas Essential Knowledge and Skills. Science content is acquired through laboratory work, classification, sequencing data, observing data through senses, oral and written communication, skills of measurement, drawing logical inferences, predicting outcomes, and forming generalized statements. Most of the time allocated to science is designated for hands-on or laboratory type experiences.

Program Goal: The goal of the science program is for each student to develop a conceptual understanding of cycles and systems, properties, patterns and models, form and function, and constancy and change through scientific methods and critical thinking.

Staffing: Science is taught by the homeroom teacher, a teacher within the grade level, or a science laboratory instructor. Hands-on science is used to promote a balance between content acquisition through direct instruction and the opportunity to learn through individual inquiry or cooperative learning groups. Some schools make extensive use of outdoor learning centers as outdoor classrooms.

STUDENT SUCCESS INITIATIVE (SSI)

The Student Success Initiative (SSI) includes three initiatives that provide a system of academic support to help ensure achievement on grade level in reading and mathematics so every student can succeed in school. The law, adopted in 1999 and amended in 2009, by the Texas legislature, ties promotion to performance on state-mandated assessments in reading and mathematics at grade 5.

Students must be allowed at least three opportunities to pass the TAKS test under the SSI grade advancement requirements. A student may advance to the next grade level only by passing these tests. If a student has not passed after three opportunities and a parent submits an appeal, the student may be promoted by unanimous decision of a grade placement committee (GPC), consisting of the principal or the principal's designee, the student's parent or guardian, and the student's teacher for the subject area tested. The GPC may advance a student only if it determines that he or she is likely to perform at grade level at the end of the next year given additional accelerated instruction.

The academic support provided under the Student Success Initiative takes many forms. Students who are identified as being at risk of failing an SSI assessment must be provided extra instruction prior to the first test administration. Students who do not pass an SSI assessment must be provided additional instruction before each subsequent testing opportunity.

ENRICHMENT CURRICULUM

HEALTH (1-5)

Program Description: The health education program has three major goals which are repeated at each grade level in an age appropriate sequence. These are (1) concepts and skills that foster individual personal health and safety, (2) health-related concepts and skills that involve interaction between individuals, and (3) health-related concepts and skills that affect the well-being of people collectively. Specific studies include self concept building, dental care, vision and hearing, daily health schedules, food choices, drug abuse, body systems, diseases, emergency treatment and first aid.

Program Goal: The overall goal of the health education program is to develop within students a knowledge and understanding of their bodies and how to preserve good health.

Staffing: Health is taught by the science teacher/physical education teacher.

ART

Program Description: The elementary art program interprets the state mandated Texas Essential Knowledge and Skills in innovative and imaginative ways by providing concept and media-based units. Through art, students are encouraged to expand their own ideas and to share them with others. Through this process, students grow in confidence, pride, and self respect. In addition to its traditional creative contribution, the art program helps students develop higher order cognitive skills.

Program Goal: The purpose of the art program is to help students utilize and discover their individual potential as they engage in creative problem solving. It also helps the student to realize that art can be a source of pleasure as well as a necessary form of expression. The student's personal growth through art experiences is more important than the finished work.

Time and Staffing: Depending on staffing and scheduling patterns, art is taught by an art specialist or the classroom teacher.

MUSIC

Program Description: Elementary students are provided the opportunity to (1) develop singing concepts and skills, (2) listen to and identify simple music forms, (3) hear, perform, and learn songs, dances, and music styles of cultures, and (4) respond to music through moving and playing. Teachers follow the principles inherent in the developmental methodology of Kodaly, Orff, and Weikert. The music is child-centered and presents many opportunities for students to succeed in musical performance.

Program Goal: The purpose of the elementary music program is to teach music literacy in listening, in singing, in movement and to promote the appreciation of music. The children will be able to discern quality music and master the Texas Essential Knowledge and Skills set forth by the Texas Education Agency.

Time and Staffing: Students receive music instruction from the regular classroom teacher, a specialist, or another teacher at the grade level.

TECHNOLOGY

Program Description: The elementary technology program develops knowledge and skills related to basic computer foundations, information acquisition, problem solving and communication. Curriculum is correlated directly to technology TEKS and subject area TEKS at each grade level. Students use technology as a tool for learning while developing skills in keyboarding, word processing, multimedia production, telecommunications, digital research, databases and spreadsheets. Computer labs of 25 multimedia machines are located in every elementary school. More than 2,200 classroom computers provide students with just in time access to the internet and a variety of instructional software programs.

Student in grades 3 through 5 have daily access to portable word processing devices (AlphaSmart Neos) which are used in all core subjects to maximize the instructional program. Classroom Performance Systems (CPS) are used extensively in grades 3 through 5 to provide teachers in core subject areas with instant feedback necessary for consistent, monitored academic growth. Projection devices are available based on instructor initiative in every classroom K through 5. Projection devices are utilized to display information from instructional curricula, the internet, the school intranet and a wide range of instructional support programs and resources. Technology is a vital part of the instructional program and these tools are viewed as an essential part of each classroom.

Program Goal: The goal of the technology program is for students to utilize appropriate technology as a tool for learning, acquiring information, problem solving and communications.

Time and Staffing: Elementary schools schedule a minimum of 45 minutes of technology instruction weekly in computer labs. Instruction is supported by school and district level staff including teachers, integration technologists, technology managers and technology facilitators.

PHYSICAL EDUCATION

Program Description: The physical education program provides physical fitness development through activities related to muscular strength and endurance, flexibility and cardio respiratory endurance. Students engage in motor skills, rhythmic activities, skills related to games and sports, and sequential gymnastic and tumbling skills. Developmental activities focus on power, ability, speed, coordination, reaction, and balance. Students are given the opportunity to be physically fit and to learn basic motor skills so they can effectively and successfully participate in individual and team sports at a recreational level to improve the quality of life.

Program Goal: Physical education is an integral part of the elementary school curriculum and seeks to develop skills to the extent that students will feel comfortable using them throughout life.

Time and Staffing: The state mandates that students receive a minimum of 30 minutes of daily physical activity. In the larger schools, a teaching assistant may work with the physical education teacher.

SUPPORT SERVICES

GUIDANCE AND COUNSELING

Program Description: The Lubbock Independent School District comprehensive guidance program is modeled after the state guidance plan. The program addresses four major areas which are summarized below:

GUIDANCE CURRICULUM

The purpose of this component is to provide guidance material in a systematic way to all students. It provides the foundation of the developmental guidance program by addressing self-esteem, motivation to achieve, decision-making, goal setting, planning and problem solving skills, interpersonal effectiveness, communication skills, cross-cultural effectiveness, and responsible behavior. Counselors teach this curriculum through direct instruction in the classroom and/or consultation with teachers to integrate the information with other curricula.

RESPONSIVE SERVICES

This area addresses the immediate concerns of students. Its purpose is prevention and intervention through small groups, individual counseling, consultation, and referral of students to appropriate resources. Academic concerns, interpersonal relationships, substance abuse, grief, divorce, family issues, stress, self-esteem, and other issues are given attention through this component.

INDIVIDUAL PLANNING

The purpose of this area is to guide students as they plan, monitor, and manage their own educational career and personal social development. This includes working with students to improve assessment scores.

SYSTEM SUPPORT

This area includes services and management activities which indirectly benefit the student. Consultation with school personnel and parents, support for parent education and community relations; consultation with school improvement planning, state and local standardized testing, program development, counselors' professional development, administrative support, and special programs support are included in this component.

Program Goal: The goal of the program is to help all students develop and apply basic life skills in order to achieve maximum education, personal, social, and career benefits from the educational system.

Staffing: The services of a counselor are available to each campus.
www.lubbock.k12.tx.us/guidancegang

SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

The Lubbock Independent School District's SDFSC Department is funded by Federal Entitlement, Title IV. The entitlement mandates the district to provide education and support to all faculty, students, and parents so that learning can happen in a safe and drug free environment.

The mission of SDFSC is to provide education in the area of violence and substance abuse prevention that will encourage personal and social change that fosters generational wellness for students, families, parents, schools, and communities ultimately assisting every student to become personally and academically successful.

Networking with school, community, and service agencies, LISD can provide services to students, parents, and employees in the following ways:

- ❖ Implement and ensure a coordinated team effort to address violence and substance abuse prevention needs to all students by
 - providing staff development on violence and substance abuse awareness,

- presentations to PTAs and other parent gatherings on violence and substance abuse,
- coordinating with Student Support Teams on students with violence and substance abuse incidents.
- ❖ Serve as a crisis intervention resource for students and employees by
 - assessing and providing referral resources for students that get involved in violence and substance abuse,
 - acting as resource for struggling employees, students, and family members that are being impacted by violence and substance abuse in their lives.

The LISD SDFSC (Title IV) major improvement initiatives are the implementation of a planner for students in Quadrant IV, a Mentor Works program, a middle and junior high school PROJECT ALERT, Media Literacy, and how boys and girls learn differently to address the needs highlighted in our needs assessment.

SDFSC provides resources in prevention and intervention, educational materials, and referral information to schools, students, and families in the Lubbock ISD area. The Specialist and Lead Teacher for SDFSC work closely with several community coalitions in collaborating toward keeping schools safe and building community awareness and support.

FAMILY CONNECTIONS

Family Connections provides education, resources, counseling, and support for parents in their efforts to raise children who function to the best of their ability in their personal lives, their educational experiences, and as members of society. The following programs are offered:

Practical Parent Education – a nationally known parenting curriculum that offers 50 free standing modules. Classes are offered at any LISD campus or agency that works with parents of LISD students. Campuses may schedule classes during the daytime or evening. Childcare can be provided if needed.

Love and Logic – a common sense approach that teaches educators and parents skills that cultivate confidence and good decision-making in children by offering them choices, empathy, and respect while adults avoid anger, threats, warning, or lectures. Campuses may schedule classes.

Family Counseling – provides an opportunity for families who need resources that will aid in the educational success of their children. Families can receive up to six sessions with a family counselor free of charge. Referrals should be made to the Family Connections office by the campus counselor or the Student Support Team.

Parenting For Change – a collaboration with the Justices of the Peace for students with attendance problems and their parents. Parents and students are mandated to attend four 2 hour classes in lieu of a fine. Classes are held weekly at Central Office. Childcare is provided.

HEALTH SERVICES

Lubbock ISD employs registered nurses (RN) to provide services for students to appraise, protect, and promote health. School nurses are the link between health and education through various roles, which traditionally include:

- ❖ Providing direct health care to students and staff for acute and chronic conditions, as
 - First aid
 - Medication administration
 - Immunization compliance
- ❖ Conducting health screenings, securing access to health care for referrals, and monitoring results of treatment, as
 - Vision, hearing, and dental referrals
 - Helping families apply for Medicaid or CHIPS health insurance, or obtaining services through community agencies and organizations
- ❖ Providing health counseling to students and families for acute and chronic illnesses, and information to school staff to ensure the health and safety of the student during the school day, as
 - Asthma, diabetes, and seizure disorders

- Staff training for universal precautions, medication administration and emergency management of students
- ❖ Assisting special health needs students through skilled nursing care and case management, as
 - Participating in SST and ARD meetings
 - Attending physician appointments with families and school staff
- ❖ Providing leadership in the development of health programs and campus procedures that impact the health and safety of students and staff, as
 - Campus emergency plans
 - Campus health fairs

Good physical and mental health are essential for every child's educational development and achievement. In addition to serious health conditions, there are many other health reasons for a student's lack of success in the classroom. The school nurse works closely with counselors and other campus staff to help all students succeed.

School nurses are assigned on a full- or part-time basis to all LISD campuses. Factors such as the number of medically-complex students, nursing procedures, physicians' orders, age of students, and at-risk issues are considered when assignments are made. Nurses are supervised and evaluated by the health services coordinator, with input from the principal. Any questions or concerns related to the role of the school nurse or district health policies and procedures should be directed to the health services coordinator.

LIBRARY

Program Description: The Lubbock ISD library program supports and enriches the curriculum and goals of the school district. The program provides facilities containing a full range of media and technologies that meet the needs of a diverse community of learners. The professional staff of librarians organizes, processes and utilizes these materials to promote informed, critical, discerning and knowledgeable learning communities.

The content and format of the collections reflects human diversity, and the program enhances respect for and appreciation of that diversity as well as endorsement of all human rights.

The Library Media program aims to provide students with the diverse resources and instruction they need to become effective, lifelong users of ideas and information.

Program Goals: The goals of the library program are to assist in the improvement of students' reading skills, to develop in students a love of reading, to enable students to become independent, lifelong learners and to support the instructional program of the campus.

Time and Staffing: Each school has the service of a certified school librarian. A library assistant is assigned to each school. Librarians engage in collaborative planning with other professionals, both in their schools and in the community at large and also work with individuals and small groups. Librarians are responsible for reviewing, selecting, purchasing and cataloging of materials. Libraries are available to students and parents before, during, and after the school day. Flexible scheduling is encouraged on campuses so that there may be more effective use of instructional time.

PROGRAMS

MAGNET SCHOOLS

Program Description: Magnet schools are offered as schools of choice for students. The purpose is to provide a desegregation solution by offering excellence in education and exemplary programs in order that students will voluntarily utilize the magnet schools. These schools are based on the assumptions that no single, ideal way exists to educate all children and that we should take a variety of approaches to schooling if we intend to meet the different needs of students. All schools focus on the core curriculum in addition to certain unique curricular offerings. Magnet schools and their distinguishing characteristics are described in the "Magnet Programs Information and Procedural Guidelines" booklet. The magnet schools are:

Iles Elementary
Creative and Expressive Arts Magnet
2401 Date Avenue
Lubbock, Texas 79404
806/766-1755

Ramirez Charter School
702 Avenue T
Lubbock, Texas 79401
806/766-1833

Tubbs Elementary *
Communications and Technology Magnet
3311 Bates
Lubbock, Texas 79415
806/766-1855

Roscoe Wilson Elementary *
Fine Arts/Humanities/Core Knowledge Magnet
2807 25th Street
Lubbock, Texas 79410
806/766-0922

Williams Elementary
Authentic Learning Magnet
4812 58th Street
Lubbock, Texas 79414
806/766-0988

Program Goals: The elementary magnet programs were created, beginning in 1978, to meet a number of goals:

1. To provide a variety of educational opportunities
2. To provide students with some choice in schools

* Spanish K-5 is currently offered at this magnet school.

LUBBOCK INDEPENDENT SCHOOL DISTRICT

PROCESS FOR ACCEPTANCE INTO AN ELEMENTARY MAGNET SCHOOL

1. Application for elementary magnet programs may be made at any time. Parents fill out an application for the magnet school of their choice and send it to the magnet school principal.
2. In order to qualify for entry into an elementary magnet, students must meet the following criteria:
 - * Pass all portions of the most recent TAKS
 - * 3.2 GPA (grades 1-5)
 - * Teacher and principal recommendation
 - * Citizenship of "S" and above
 - * Kindergarten students will be screened by the building principal or building counselor
3. The principal maintains a list of student names that is derived from the applications. Occasionally, for some magnet programs, students may remain on the list due to lack of available space and/or pupil teacher ratios; therefore, parents are encouraged to complete the application as soon as they determine they want their son/daughter in a particular magnet program.
4. In April of each year, each magnet school principal fills spaces maintaining a 20:1 pupil teacher ratio. Acceptance letters will be mailed to parents with a Student Transfer Form.
5. If parents accept the magnet program appointment for their child, the parents fill out and return the Student Transfer Form to the magnet school principal.
6. The principal verifies the appointment on the Student Transfer Form and then the form is processed by the magnet office.
7. Students continue to be placed in elementary magnet schools from April through August.
8. Placement in a magnet school is an honor. Students accepted into a magnet program must maintain admission criteria in order to remain on the magnet campus. Students failing to meet any criteria shall be returned to their home campus.

BILINGUAL/ESL

Program Description: The Bilingual/ESL program provides the foundation by which Limited English Proficient (LEP) students experience and achieve academic success. It is the purpose of the bilingual program to help students develop academic concepts through a native language instructional approach until such time as they are able to make the transition into an all-English program. English as a Second Language (ESL) is taught daily through a program which offers a developmental sequence in the comprehension, speaking, listening, reading and writing of the English language. Specific attention is devoted to instilling in each student a positive self-image so that all may reach their full potential as students in school and citizens in society.

Program Goals: The goals of the Bilingual/ESL program are (1) to maintain an identification process which will designate children that are limited English proficient (LEP); (2) to offer a program design which meets the needs of LEP students; (3) to provide appropriate curriculum material; (4) to establish a strong teacher training and recruiting component; (5) to monitor the progress of students; and (6) to encourage parent communication and participation.

Students: Every student must have a Home Language Survey. Students who indicate a home language of Spanish are administered the Woodcock-Muñoz Language Survey (Revised) in both English and Spanish. If a language other than Spanish is identified, the Woodcock-Muñoz Language Survey (Revised) in English is administered to determine the English speaking level. Achievement test scores may also be used in identification at the second grade level and above. The test scores are interpreted against the state criteria to determine placement. Placement decisions are made by the Language Proficiency Assessment Committee (LPAC).

Time and Staffing: Program guidelines approved by the Texas Education Agency are followed to deliver instruction in the subject matter by using the Texas Essential Knowledge and Skills and the English Language Proficiency Standards. Certified Bilingual/ESL teachers instruct the students who are identified using federal/state guidelines. In schools where the program is not delivered, parents may request a transfer to a Bilingual/ESL school for the needed program. Transportation will be provided at no cost to parents if requested.

GIFTED & TALENTED

Program Description: The Gifted and Talented (GT) program identifies students who are gifted/talented in general intellectual ability and creative productive thinking. The program design includes cluster groups of identified students in classrooms where trained teachers offer acceleration and academic enrichment in the four core disciplines. Classroom instructional strategies center on Bloom's Taxonomy, creative and productive thinking, sketching, journal writing, decision-making, planning/organization, guided research and independent study, forecasting, logic, and critical/analytical thinking. Curriculum and instruction meet the needs of gifted students by modifying the depth, complexity, and pace of the general school program. Enrichment programs for students include Destination Imagination and Future Problem Solving.

Program Goals: The goals of the GT program are (1) to identify gifted/talented students, (2) to provide a program to meet the needs of these students, (3) to train teachers in the use of higher level thinking skills, and (4) to provide enrichment materials.

Students: Parents and teachers may nominate students for the GT program. Students are identified based on five criteria: product and performance, the Renzulli Motivational Scale, achievement tests, Torrance Creativity Test, and an intelligence test. Assessment data is placed on a Student Summary Profile card. The student must have four strengths beyond the district line. The district line is (1) product and performance, 5/8 criterion; (2) Renzulli Motivational Scale, 25 points; (3) achievement tests, 96 national percentile; (4) Torrance Creativity Test, 127 creativity index, and (5) intelligence test, 127 full scale score.

Staffing: Teachers responsible for GT students have received specialized staff development which includes the nature and needs of GT students, assessing those needs, differentiating curriculum, and instruction for GT students.

TITLE 1, PART A

The Title 1, Part A program is a federally funded program in which funds are allocated through the Texas Education Agency. The funds are designated to be used for the improvement of the education of disadvantaged students. Campuses are identified by the percentage of students receiving free or reduced price lunches. Title I campuses are schoolwide programs, which means all students are entitled to Title I services.

SUPPORT SERVICES FOR IDENTIFIED CAMPUSES

Instructional support personnel are provided through Title I funds at the discretion of site-based decision making. One personnel position often provided with Title I, Part A students is the home/school liaison. Liaisons are 100% funded from Title I funds and must spend all of their time on Title I related activities. These activities may include visiting all families to identify their needs and providing assistance for them to obtain needed services from the various agencies. Another responsibility of the liaison is to arrange parent meetings with programs on relevant topics, such as parenting skills and assisting the parents in working with their children in academic areas such as reading and/or math.

All Title 1, Part A program components have a common goal: to help all students meet state standards in performance and assessment.

Support personnel available through the Federal Programs office include an early intervention tutor and social worker for migrant students, one parental involvement specialist, and one migrant recruiter. A Director of Federal Programs and two clerical personnel handle the budgetary and administrative needs of the program for all identified campuses.

SPECIAL EDUCATION

All children with disabilities in the State, in need of special education and related services, including children with disabilities attending private schools, must be identified, located, and evaluated. This process, called Child Find, is the responsibility of the public school where your child's private or home school is located. The District provides a continuum of services as required by Individuals with Disabilities Act.

CAMPUS ASSIGNMENT

Student campus assignments will be based upon appropriate programs, space availability and proximity to the student's home campus.

CHILDREN AGES 5-21

If the child is determined to be eligible for special education services, the public school district in which the child **resides** will hold an ARD committee meeting to determine whether the public school can provide a free and appropriate public education (FAPE) to the child. However, FAPE is only available to students enrolled full time in public school.

CHILDREN AGES 3-4

A three- or four-year-old child with a disability enrolled in a private school has the right to dual enroll. Dual enrollment means the child is enrolled in both private and public school. The school where the child and parent reside will determine which special education and/or related services will be provided and the location where those services will be provided.

SPECIAL PROGRAMS

HOMEBOUND OR HOSPITAL CLASSES

Services are provided to special education students who develop a medical condition, and the school obtains a physician's statement affirming that the medical condition will prevent the student from attending school for at least four consecutive weeks or has a chronic health problem resulting in frequent absences that total at least four weeks during the school year.

For additional information regarding State and Federal Special Education requirements, please log on to the Legal Framework: <http://fw.esc18.net/frameworkdisplayportlet/>

Partial Day Students – LEGALLY REQUIRED TO PARTICIPATE IN ALL STATE ASSESSMENTS

Partial day students include both private and home-schooled students enrolled in Lubbock ISD for 120 minutes or more per day. The Texas Education Agency states that ALL students (including partial day students) MUST, by law, participate in ALL state assessments. NO waivers are accepted because there is NO choice in whether an enrolled student participates in state assessments.

DYSLEXIA

Program Description: The identification and instruction of students with dyslexia and related disorders are structured according to the state laws and mandates regarding dyslexia. LISD supports the education concept that reading, writing, and spelling skills provide the foundation for overall academic success. The dyslexia program will provide the opportunities for students who are experiencing difficulty in acquiring basic language arts skills to maximize their academic development through intervention strategies and programs available on every campus K-5. These services are provided by a dyslexia interventionist designated by the administrator on each campus, using intensive group and individual activities.

Program Goals: Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice is beneficial for dyslexic learners. Using explicit, direct instruction that is systematic, sequential, and cumulative, students are able to grasp skills at a much faster rate and are ready to move into higher levels of application. The instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principal) with no assumption of prior skills or language knowledge, and maximizes student engagement.

The components of instruction, as appropriate for the reading needs of the student, (as per The Dyslexia Handbook) include:

- Phonemic awareness
- Graphophonemic knowledge (phonics)
- Language structure
- Linguistic
- Process-oriented

Time: It is recommended that each student identified with dyslexia receive a minimum of 45 minutes of intervention daily, unless otherwise specified by the dyslexia specialist for the district.

Staffing: Intervention for dyslexic students or students who are at-risk for reading difficulty will be given by the dyslexia interventionist or other professional staff on each campus as assigned by the administrator.

Evaluation Procedures: Students progress in the following domains:

- Reading single words in isolation
- Word decoding (real and nonwords)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Fluency/rate and accuracy
- Reading comprehension
- Spelling

Additional areas that can be assessed include vocabulary, written expression, handwriting, and mathematics.

NOTIFICATION OF RIGHTS UNDER
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents of eligible students who wish to ask the school to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school official with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board, a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent of student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920