

Emergent Bilingual (EB) Department Handbook 2022-2023



Philosophy and Rationale for Bilingual/ESL Education

In order for Emergent Bilinguals to be successful academically and prepare for post-secondary education and their careers, they must acquire both social and academic language proficiency in English.

Vision

Inspire students and parents to become personally invested in their own progress and academic excellence.

Mission

To provide exceptional services for Emergent Bilinguals and their parents through measurable and accountable methods.

Goal

To increase the learning outcomes of all EBs by leveraging talent, building expert teachers and increasing parental engagement in academic activities.



Bilingual Models

Statutory requirements. Texas Administrative Code §89.1205 and 89.1210 requires that any school district which has an enrollment of 20 or more EB of the same language classification in the same grade level district-wide offer a bilingual education program for EBsin Grades Pre-K through 5.

- Content area instruction is provided in both the student’s primary language and English.
- Literacy development in the primary language facilitates the transfer from primary language (L1) to second language (L2).
- Oral language testing requirements in both the primary language and English must be reviewed for placement.
 - ESL should be a component of the bilingual program.
- The bilingual education program shall be implemented with consideration for each Emergent Bilinguals’ unique readiness level by offering English and native-language instruction in prekindergarten through elementary grades, one of the following program models:
 - Transitional Bilingual/Early Exit
 - Transitional Bilingual/Late Exit
 - Dual Language Immersion/Two-way
 - Dual Language Immersion/One-way

GISD Bilingual Models

Transitional Bilingual: Early Exit

- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction.
- Provides instruction in literacy and academic content areas through the medium of the student’s first language, along with instruction in English oral and academic language development.
- Non-academic subjects such as art, music, and physical education also may be taught in English.
- Exiting to an all-English program of instruction will not occur earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program.



The goal of the bilingual education program shall be to:

- Become competent in listening, speaking, reading and writing in English through the development in literacy and academic skills in the primary language and English
- Emphasize mastery of English language skills, as well as Math, Science, and Social Studies.
- Students receive bilingual instruction with the goal of exiting between two and five years.
- Students use their first language as a foundation for building English language competency.
- Use instructional approaches designed to meet the needs of EBs.
- Be an integral part of the total school program.
- Utilize the essential knowledge and skills required by the state as the curriculum.

GISD ESL Models

Statutory requirements. Texas Administrative Code §89.1205 and 89.1210 requires that any school district is not required to offer a bilingual education program to be provided an ESL program, regardless of the students’ grade levels and home language, and regardless of the number of students. This program must:

- Use second language methods throughout the curriculum.
- Provide instruction that includes TEKS based academic content, as well as language development.
- Differentiate instruction of content according to language proficiency levels.
- Provides academic instruction that is on grade level.

The English as a Second Language program shall be implemented with consideration for each Emergent Bilinguals’ unique readiness level through one of the following program models:

Content-Based Program Model

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Pull-Out Program Model

An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC §29.061(c) 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 ESL teacher in a pull-out or inclusionary delivery model.



The goal of the ESL program shall be to:

- Enable EBs to become proficient in listening, speaking, reading, and writing of English.
- Emphasize mastery of English language skills, as well as Math, Science, and Social Studies.
- Use instructional approaches designed to meet the needs of EBs.
- Be an integral part of the total school program.
- Utilize the essential knowledge and skills required by the state as the curriculum.

The school district shall **seek certified teachers** to ensure EBs are afforded full opportunity to master essential knowledge and skills and provide professional development.

Parental Involvement

Student success is a collaborative effort between the school and the home. Teachers and parents share in the responsibility of ensuring that all students meet or exceed the learning expectations. In order to keep this partnership strong, teachers will make direct contact with the parents/guardians of students with limited English proficiency by telephone, written communication, conferences and home visits to:

1. Provide information concerning the purpose of the Bilingual/ESL Programs.
2. Report progress of the student including the curriculum and STAAR.
3. Make recommendations concerning the student instructional program and services available (tutoring, summer school, etc.).
4. Offer suggestions on how parents can help their children.
5. Provide information about community adult educational opportunities (GED, vocational programs, etc.)

The Bilingual/ESL teachers will make every effort to involve parents in the education of their children. Opportunities for parent involvement such as family nights will be planned to help parents develop ways they can help their children succeed.

Summer School

The district offers a summer program for Emergent Bilinguals **who will be** enrolled in kindergarten or first grade each summer. The program helps Emergent Bilinguals to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.



LPAC (Language Proficiency Assessment Committee)

Statutory Requirements. Texas Administrative Code §89.1220 requires School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee.

In school districts required to provide a bilingual education program, the language proficiency assessment committee shall be composed of the membership described in the Texas Education Code (TEC), §29.063.

Sec. 29.063. Language Proficiency Assessment Committees

- a) Each school district that is required to offer bilingual education and special language programs shall establish a language proficiency assessment committee.
- b) Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator

If the school district does not have an individual in one or more of the school job classifications required, the school district shall designate another professional staff member to serve on the language proficiency assessment committee. The school district may add other members to the committee in any of the required categories.

In school districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of one or more professional personnel, a campus administrator, and a parent of an Emergent Bilingual participating in the program designated by the school district.

No parents serving on the language proficiency assessment committee shall be an employee of the school district.

A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within 20 school days of the enrollment of Emergent Bilinguals.

All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

Training for Staff:

LPAC Administrators and LPAC Chairs and will be trained at the beginning of the school year, middle of the school year, and end of the school year on procedures described below. These training typically occur mid-August, November, mid-January, and end of April/early May,



respectively. Other meetings may be added if the need arises.

Identifying EBs

Upon Enrollment:

Home Language Survey

- The district shall conduct only one home language survey of each student.
- The home language survey shall be administered to each student new to the district and to students previously enrolled who were not surveyed in the past.
- The district shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8, or by the student in Grades 9-12.
- The original copy of the survey shall be kept in the student's record.
- The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language.
- The home language survey shall contain the following questions.
 - "What language is spoken in your home most of the time?"
 - "What language does your child speak most of the time?"
- Additional information may be collected by the district and recorded on the home language survey.
- If the response on the home language survey indicates that a language other than English is used, the student shall be tested.

Student entering U.S. Schools for the 1st time:

Campus Staff must:

- Administer Oral Language Proficiency Test (PreLAS--PK/K & LAS Links 1-12th grade)
- If assessment score is below the 40th percentile and the oral proficiency is non-English Speaker or Limited English Speaker – student qualifies for EB services

Eligible students with disabilities

- a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.



LPAC meets:

- Within the **4 calendar weeks** of student enrollment the members of the committee meet to discuss test results, proper placement, and interventions.
- Depending on the time of the school year, state assessment decisions are made according to the state criteria.
- Ensure that the Permission Form indicating testing results and providing information about the Bilingual/ESL program is provided to the parent.
- Parent signature must be in place for services to be provided, and for the District to receive funding for services.

For eligible students with disabilities

Admission, review, and dismissal committee members shall **meet in conjunction** with language proficiency assessment committee members to review the educational needs of each Emergent Bilingual who qualifies for services in the special education program.

Student entering from another state who has/has not had Bilingual/ESL services:

Same procedure as stated above is followed.

Student entering from another district:

- LPAC meets within the **4 week window** of student enrollment the members of the committee meet to discuss:
 - Bilingual/ESL records for proper placement.
 - Bilingual/ESL records to determine possible accommodations prior to state assessment.
 - Accommodations during instruction.
- Discussion to determine appropriate testing procedures for individual students in each subject area occurs in mid-year LPAC meetings.

Spring:

Annual assessment of student progress is administered. End of year Oral Language Proficiency Test is given to determine student progress:

- Grades PK-K
 - PreLAS
- Grades 1-12
 - LAS Links Paper or Online Administration
 - TELPAS - (Online Reading Proficiency Test in English) and TELPAS - Speaking, Listening, and Writing assessments occur for each EB student, according to state guidelines.
- Assessment Decisions are discussed. Proper forms/paperwork is completed.



End-of-Year:

- LPAC meets to discuss student progress, test scores, grades, and teacher anecdotal data.
- Decision is made for next year’s placement (Bilingual/ESL class, regular class, or exit)
- End-of-Year Progress Report is completed and sent home to inform parents.
- Student codings are adjusted to reflect the change in program/placement if applicable.
- An Annual End of Year Review report is completed for each student.
- LPAC meeting minutes for each meeting are printed and filed in the student's LEP Folder.
- LPAC meetings are completed and archived in Frontline.
- Monitoring forms for year 1 and year 2 after exiting are completed, reflecting the reviews conducted at each 6 weeks throughout the school year.
- All documents are processed and originals are filed in the student green LEP folder.
- Students who are in Monitor Year 3 and 4 codes will need to be reflected to be in compliance with Federal guidelines

Exit from Bilingual/ESL Program

- LPAC considers state criteria that signifies “exit” from the Bilingual/ESL program.
- Follow end-of-year procedures.
- Students who are in Monitor Year 3 and 4 codes will need to be reflected to be in compliance with Federal guidelines.

For eligible students with disabilities

The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of exit criteria.

Exited Students:

- Grades and progress are monitored after each 6 weeks for 4 years.
- LPAC determines re-enrollment/re-classification if student progress is not satisfactory throughout the course of the school year. Interventions are implemented to assist student progress.

LPAC Forms



EB Department Handbook 2022-2023

The district's LPAC/EB data system, known as Frontline, is the data system in which all documentation for the district's EB students is collected and updated. It is the responsibility of the LPAC Administrator to ensure all documentation pertaining to EB progress, program/placement, etc. is accurately inputted and updated in Frontline.

Initial/Entry:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- Parent Notification Form Bil/ESL (for each student) - Frontline program
- [Cumulative Folder Documentation Checklist \(for each student\)](#) - TEA Suggested Form
- LPAC Initial Review Form (for each new identified EB) - Frontline program
- LPAC Review Form (for each returning EB) - Frontline program (LPAC- Program Change/ Review)
- [Student History Worksheet \(for each student\)](#) - TEA Suggested Form

Spring Assessment:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- LPAC: State Assessment Review - Frontline
- [STAAR Participation and Linguistic Accommodation Decisions Form](#) - TEA form
- The ongoing Cumulative Folder Documentation Checklist (for each student) - Linked Up Top

End of Year:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- LPAC: End of Year - documented in Frontline program and uploaded into Skyward
- The ongoing Cumulative Folder Documentation Checklist (for each student) - Linked Up Top
- Parental Report on Student Progress in Bilingual /ESL Program Form (for each student) - Frontline program
- [English Proficiency Reclassification Criteria Chart](#)- TEA Form
- Parental Notification and Approval for Exit from Bilingual/ESL Program - Frontline program and uploaded into Skyward

Monitoring:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- The ongoing Cumulative Folder Documentation Checklist (for each student) - Linked Up Top
- Campus' Progress Monitor Chart/System - Spreadsheet, Campus Specific
- LPAC Review Form (for each student) - Frontline program (LPAC- Program Change/ Review)

Bilingual/ESL Procedural Monitoring



EB Department Handbook 2022-2023

LPAC Committees on the campus will be trained to ensure that all meetings and documentation are completed in a timely manner. Deadlines for Initial/Entry LPACs are established by Chapter 89 of TAC as a 30-day/4 calendar week window of enrollment of any student with a language other than English.

The windows for LPAC meetings are as follows:

- Within 4 calendar weeks of the start of school for Entry LPACs
- 4 calendar week window after a student enrolls in the district
- Monitoring student progress throughout the year, at the end of each grading period
- LPAC convene for any Monitor Year 1 or Monitor Year 2 student who may fail any grading period
- EOC Assessment LPACs in the fall
- Spring Assessment LPACs in the spring
- End of Year LPACs in May
- And any other LPACs necessary for students who may struggle and need additional support

Data Integrity Checks

Each month, reports will be sent to the Director of Federal Programs by campus staff for verification of EB student coding and placement. Corrections will be noted by the Director of Federal Programs and reviewed by the campus principal/LPAC Team and coding will be corrected by the campus registrar/LPAC Team after the LPAC meeting is held and error is documented.

- [Data Integrity Checks](#) also require deadlines to be met- at the end of each month.

The Director of Federal Programs along with the LPAC Team monitors the accuracy of proper procedures in LPAC meetings (required membership, training of LPAC members, and procedures during meetings), paperwork, student placement, teacher certification, instructional strategies for differentiation, as well as the timeliness of such procedures.

2022-2023 EB Trainings, Guidance, and Monitoring Systems

LPAC Trainings:

Beginning of Year Meeting	August
LPAC Parent Training	August
Assessment Decision - HS Only	November (tentatively)
Assessment Decision - ALL	February (tentatively)
End of Year ALL	April (tentatively)



LEP Folder Audits:

Due to LEP folders being auditable, it is critical that each student’s LEP folder is updated and in compliance with required guidelines. LEP folders are to be housed with the students’ cumulative folders and secured under lock and key. LEP folders will be audited throughout the course of the school year:

- Throughout school year upon campus visits
- Middle of school year December/January
- End of school year May/June

Data Integrity Checks (last Friday of each Month):

Submitted to Director of Federal Programs	
Friday, September 30, 2022	Friday, January 27, 2023
Friday, October 28, 2022	Friday, February 24, 2023
Friday, November 18, 2022	Friday, March 31, 2023
Friday, December 20, 2022	Friday, April 28, 2023
	Friday, May 26, 2023



Assessments for Identification and Reclassification

GISD21-22 Emergent Bilingual Program Assessments														
ENTRANCE														
	PK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
OLPT Listening and Speaking	preLAS Form C BELOW 4	preLAS Form C BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4	LAS Links Form A BELOW 4
RECLASSIFICATION/EXIT														
State Standardized Reading Assessment			IOWA Form F At/Above 40th %	IOWA Form F At/Above 40th %	STAAR Approaches							IOWA Form F At/Above 40th %	IOWA Form F At/Above 40th %	
English Language Proficiency	TELPAS Advanced High (In Each Domain)													
<p>For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments. Note: Students receiving linguistic accommodations, oral administration, and extended time on STAAR are NOT eligible for exit. preLAS and LAS Links will be paper administrations at BOY</p>														



GISD Bilingual Framework:

Content Area	PK 90% Spanish 10% English	K 80% Spanish 20% English	1 70% Spanish 30% English	2 60% Spanish 40% English	3 30% Spanish 70% English	4 Language of instruction must address the linguistic needs of students as assessed in STAAR	5 Language of instruction must address the linguistic needs of students as assessed in STAAR
Spanish Language Arts	90 minutes Bilingual Teacher	90 minutes Bilingual Teacher	90 minutes	90 minutes	45 minutes	Spanish for introduction of new information, for clarification and linguistic support. 15 minutes	Spanish for introduction of new information, for clarification and linguistic support. 15 minutes
Language Connections	15 minutes Bilingual Teacher	15 minutes	15 minutes	10 minutes	15 minutes		
English Language Arts and Social Studies	45 minutes	45 minutes	45 minutes	50 minutes	90 minutes STAAR	135 minutes STAAR	135 minutes STAAR
Math	85 minutes	85 minutes	30 minutes	Language connections 10 minutes	90 minutes STAAR	90 Minutes STAAR	90 minutes STAAR
			Bridge & Language connections 15 minutes	80 minutes			
	Bridge & Language connections 20 minutes	Bridge & Language connections 20 minutes	45 minutes				
Science	45 minutes	45 minutes	60 minutes	60 minutes	Language Connections 15 minutes	60 minutes	60 minutes STAAR
					45 minutes		
Intervention/ Enrichment	30 minutes Based on student needs				30 minutes		
<ul style="list-style-type: none"> • Instruction must address the affective, linguistic, and cognitive needs of English Learners. • Successful transition to all English instruction (L2) requires the following: <ul style="list-style-type: none"> ○ a strong foundation in the students' native language (L1) evidenced by 6 Week's Assessment ○ reading at grade level in Spanish evidenced by Fountas and Pinnell benchmark assessment ○ minimum of an advanced score on reading and writing in TELPAS. • Framework does not include Specials, Lunch, and Recess. Adjustments based on Start/End time of day 							



Cross-Language Connections are purposefully planned opportunities to facilitate language and literacy development
Hot pink=Spanish Instructional Time. Yellow=English instructional time. Peach=Language connection.

