

2021-2022



New Summerfield ISD



BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM POLICY & PROCEDURE HANDBOOK

Updated: October, 2021

Mission

The mission of the New Summerfield Independent School District's Bilingual and English as a Second Language (ESL) Program Handbook is to provide a guide for success in the delivery of effective services to Emergent Bilinguals (EBs) as required in the Texas Education Code and Texas Administrative Code. Additionally, to establish supportive relationships with our identified EB students and help them grow into productive members of a diverse global society through the implementation of research-based Sheltered Instruction practices that elevate students' linguistic and cultural acquisition in a safe and caring environment, delivered by highly qualified and supported educators.

Objectives

- To recognize that proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools. Our Bilingual Education Program is a transitional early-exit model where the goal is to shift students from being taught in their native language to English instruction. However, the district is unable to employ enough appropriately certified staff to serve EB students. Therefore, the district offers an Alternative Language Program. The goal of this program is for students to become increasingly bilingual and bi-literate.
- To enable EBs to become proficient in English listening, speaking, reading, and writing within 2 to 4 years through the integrated use of second language methods as specified in the state's English Language Proficiency Standards (ELPS).
- To emphasize mastery of English and/or Spanish skills, as well as math, science, and social studies as specified in the Texas Essential Knowledge and Skills (TEKS) such that EBs may be successful on STAAR or TELPAS assessments in English in 4 years or less.
- Identify students with English acquisition needs through screening and testing.
- Accurately assess the language acquisition needs and proficiency level of each EB student when initially identified, during their participation in the program, and for two years following their exit from the Bilingual or English as a Second Language (ESL) program.
- Provide EB students with support for language acquisition to become competent in the comprehension, speaking, reading, and composition of the English language.
- All language acquisition instruction is provided by highly qualified educators in English through the use of the TEKS and ELPS for the cultivation of English language skills and the promotion of academic success in all grade-level content areas.

- Employ highly qualified ESL staff equipped with appropriate training, teaching materials, and support.
- Effectively prepare EB students to meet state requirements for reclassification and continue to monitor their academic progress throughout their continued educational career in our district.

Introduction

New Summerfield I.S.D. implements an Alternative Language Program (grades PK-5th) since a Bilingual Transitional Early-Exit Language Program cannot be implemented due to lack of certified bilingual teachers. Additionally, a content-based instructional English as a Second Language (ESL) format coupled with the research-based Sheltered Instruction Observation Protocol (SIOP) strategies is offered in grades 6th – 12th. These services are provided for any identified Emergent Bilingual (EB) student beginning in Pre-K through 12th grade in our district.

The Student Identification Process consists of the appropriate collection of required documentation including, but not limited to:

- 1) a Home Language Survey completed for each new student enrolling in a public school for the first time,
- 2) the completion of the Language Assessment System (LAS) evaluation, and
- 3) the consideration by the Language Proficiency Assessment Committee (LPAC), who determines if a student is a candidate to receive language acquisition services through the Bilingual or English as a Second Language (ESL) program.

New Summerfield I.S.D. is privileged to work with the EB student population in our district and consider it a privilege to see their academic and linguistic progress through their participation in the Bilingual/ESL programs. If you have any questions or concerns, please contact our Assistant Superintendent and Director of Special Programs, Dr. Craig O. Wilcox, 903-726-3306x747.

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CHAPTER 1: Identification of Emergent Bilinguals (EBs)

TOPIC	HOME LANGUAGE SURVEY (HLS)
TASK	To identify students with a primary or home language other than English.
GRADE (S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment in school.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs, Principal(s), and Office Personnel
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed and parental permission received within 4 weeks of the student's enrollment in the school district. The home language survey (HLS) is the first step in the screening process to identify students who might be eligible for the bilingual or English as a Second (ESL) program.</p> <p>The first time a student enrolls in a Texas public school, the parent is required to complete an HLS which consists of two questions:</p> <ol style="list-style-type: none"> 1. What language is spoken in the child's home most of the time? 2. What language does the child speak most of the time? <p>If the response to EITHER OF THE TWO QUESTIONS on the HLS is a language other than English, the student must be tested for language proficiency in accordance with TAC 89.1225.</p> <p>Only one survey is completed for each student. That survey follows the student for the rest of the student's school history. If a student transfers from another Texas school district, the receiving district must request the original HLS from the previous district.</p> <p>The initial Home Language Survey is a required part of the student's cumulative folder, and it must be completed within ten (10) days of the student's initial enrollment in a Texas public school. To be valid, the HLS must be dated and signed by the student's parent or guardian for each student in PK through grade 12.</p> <p>The receiving campus office personnel should notify the Assistant Superintendent and Director of Special Programs of the recent enrollee for further directions.</p>
FORM	Home Language Survey (HLS)
LAW or REGULATION	TAC 89.1215

TOPIC	ASSESSMENT OF ENGLISH LITERACY AND LANGUAGE PROFICIENCY											
TASK	To determine the student’s language proficiency.											
GRADE(S)	PK-12											
TIMELINE	Within 4 weeks of a student’s initial enrollment in school.											
PERSON(S) RESPONSIBLE	Assistant Superintendent and Special Program Director, Bilingual Aides, and Classroom Teachers											
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying student for the Bilingual or English as a Second Language (ESL) program.</p> <p>Trained test administrators must administer the state approved LAS Battery of Assessments to all new students who have a primary language other than English identified as the answer to either of the two questions on their initial home language survey.</p> <p>These students’ language proficiency must be assessed in the following languages:</p> <ul style="list-style-type: none">• Administer the English test to all new students PK-12• Administer the Spanish tests to all student in grades PK-5 with Spanish as their homelanguage. <p>Four different levels of the LAS are administered, depending on the grade level.</p> <table><tr><th>Grade Level</th><th>Approved Assessment(s) for Identification</th></tr><tr><td>PreK, Kindergarten</td><td><ul style="list-style-type: none">• preLAS English Form C• preLAS Espanol Form C• Paper only</td></tr><tr><td>1st Grade</td><td><ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking and Listening)• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper</td></tr><tr><td>2nd-12th Grade</td><td><ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking, Listening, Reading and Writing)• Online or Paper</td></tr><tr><td>2nd-5th Grade</td><td><ul style="list-style-type: none">• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper</td></tr></table> <p>Test administrators must be fluent in the language of the test which they are administering. Administration of these tests will be done by our district bilingual instructional aides and/or classroom teachers who have been trained in administering the exams.</p>		Grade Level	Approved Assessment(s) for Identification	PreK, Kindergarten	<ul style="list-style-type: none">• preLAS English Form C• preLAS Espanol Form C• Paper only	1 st Grade	<ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking and Listening)• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper	2 nd -12 th Grade	<ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking, Listening, Reading and Writing)• Online or Paper	2 nd -5 th Grade	<ul style="list-style-type: none">• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper
Grade Level	Approved Assessment(s) for Identification											
PreK, Kindergarten	<ul style="list-style-type: none">• preLAS English Form C• preLAS Espanol Form C• Paper only											
1 st Grade	<ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking and Listening)• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper											
2 nd -12 th Grade	<ul style="list-style-type: none">• LAS Links Form A (Administer: Speaking, Listening, Reading and Writing)• Online or Paper											
2 nd -5 th Grade	<ul style="list-style-type: none">• LAS Links Espanol Form A (Administer: Hablando y Escuchando)• Online or Paper											
FORM	preLAS/LAS exam											
LAW or REGULATION	TAC 89.1225 (a-c)											

TOPIC	EMERGENT BILINGUAL (EB) CLASSIFICATION CRITERIA
TASK	To determine students' eligibility for EB classification.
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Office Personnel
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed, and parental permission received within 4 weeks of the student's enrollment in the school district.</p> <p>For entry into a Bilingual Education (BE) or English as a Second Language (ESL) program, the following criteria will be followed:</p> <ol style="list-style-type: none"> 1. In PK-K grade: The student scored as a non-English or limited English proficient speaker on the preLAS Battery of Assessments. 2. In grades 1st-12: The student scored as a non-English or limited English proficient speaker on the LAS Battery of Assessments. 3. The Admission, Review, and Dismiss (ARD) committee, in conjunction with the Language Proficiency Assessment Committee (LPAC), shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom the tests and score cut points on the state-approved test list would be inappropriate as part of the individualized education program (IEP). <p>All students in grades PK-5 who meet the criteria above to be identified as an EB and have Spanish as their home language must be recommended for bilingual program placement.</p>
FORM	Initial LPAC Form, Parent Permission Form, and preLAS/LAS Battery Results
LAW or REGULATION	TAC 89.1225 (d-g)

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT
TASK	To place students designated as Emergent Bilinguals (EBs) in an English learner program of instruction.
GRADE(S)	PK-12
TIMELINE	No later than the 10 th day after the date of student's classification.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Office Personnel
PROCEDURE	<p>The Language Proficiency Assessment Committee (LPAC) determines EB status and appropriate program placement for EBs.</p> <p>The LPAC must give written notice to the student's parent advising that the student has been classified as an EB and requesting approval to place the student in the recommended bilingual or English as a Second Language (ESL) program within 4 weeks of student enrollment.</p> <ul style="list-style-type: none"> • Parents must sign and date the "Parent Notification-Identification and Placement" form. (DMAC) • The date on the parent notification form must be on or after the LPAC date • Send the parent notification form home in the parent's native language when possible. • If a parent denies the placement recommended by the LPAC, a conference with an administrator to explain the benefits of the program must be held and documented. <p>Pending parent approval, NSISD shall place the student in the recommended program. Only Bilingual EBs with parent approval will be coded for the bilingual education allotment.</p> <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EB will be removed from any EB program and placed in a mainstream program. However, the student will continue to be an EB until he/she meets the requirements for reclassification.</p> <p>EBs with parent approval for placement in the Bilingual Education (BE) program shall be placed with a bilingual certified teacher (if available) for all core subjects upon enrollment. If not available, student will be placed in the Alternative Language Program with an English as a Second Language certified teacher (all core subjects).</p> <p>EBs with parent approval for placement in the English as a Second Language (ESL) program shall be placed with an ESL certified teacher for English Lang Arts and Reading upon enrollment.</p> <p>By Federal and State law, all EB students must be placed in a BE or ESL program unless the parent requests otherwise. Schools are monitored for placement and corrective action will be used to ensure compliance.</p> <p>With the approval of the school district and a student's parents, a student who is not an EB may also participate in the BE program. The number of participating students who are not EBs may not exceed 40 percent of the number of students enrolled in the program.</p>

FORM	Parent Permission Form and Initial LPAC Form
LAW or REGULATION	TAC 89.1220 (m) and 89.1240 and 89.1233 and TEC Sec. 29.056 (d)

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT PARENT DENIALS
TASK	To place students designated as Emergent Bilinguals (EBs) in an English learner program of instruction – When parents deny services.
GRADE(S)	PK-12
TIMELINE	No later than the 10 th day after the date of student's suggested classification
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Campus Principal(s)
PROCEDURE	<p>The LPAC determines EB status and appropriate program placement for EBs.</p> <p>After Parent Denial:</p> <p>The parent must meet with the LPAC Administrator (or campus principal) to discuss the benefits of the Bilingual/English as a Second Language (ESL) Program.</p> <p>If a parent still denies placement in the program:</p> <ol style="list-style-type: none"> 1. A letter must be hand-written on campus letterhead stating that the parent wished their student be placed in an instructional program without assistance from Bilingual/ESL Program placement. (available as a DMAC form) 2. The letter must be signed and dated to reflect the date of the meeting. 3. The LPAC Administrator (campus principal) must also sign and date the letter. <ul style="list-style-type: none"> • Students whose parents deny services are identified in PEIMS as EB with a parent denial until the student meets exit criteria. • The progress of the EB student with a parent denial will be monitored to determine academic progress/success. • Staff must not encourage parents to deny services for scheduling conveniences. <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EB will be removed from any EB program and placed in a mainstream program. However, the student will continue to be an EB until he/she meets the requirements for reclassification.</p>
FORM	Parent Permission Form and Initial LPAC Form
LAW or REGULATION	TAC 89.1220 (m) and 89.1240 and 89.1233 and TEC Sec. 29.056 (d)

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR EMERGENT BILINGUALS (EBs)

TOPIC	BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTIONAL PROGRAM DESIGN
TASK	To implement a program of instruction for bilingual (alternative language program) education or ESL students that provides access to grade-level academic content and develops proficiency in English and Spanish.
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Campus Principal(s)
PROCEDURE	<p>Our Bilingual (Alternative Language Program) and ESL program addresses the affective, linguistic, and cognitive needs of Emergent Bilingual (EB) students as required by 19 TAC §89.1210.</p> <p>Affective: Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.</p> <p>Linguistic: Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.</p> <p>Cognitive: Limited English proficient students shall be provided instruction in mathematics, science health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.</p> <p>NOTE:</p> <p>The English Language Proficiency Standards (ELPS) are to TELPAS as the TEKS are to STAAR. We must ensure that both are being taught to all EB students.</p> <p>The ELPS are available at: http://www.tea.state.tx.us/index2.aspx?id=6148</p>
LAW or REGULATION	TAC 89.1210 (a-d)

TOPIC	BILINGUAL EDUCATION PROGRAM (ALTERNATIVE LANGUAGE PROGRAM) CONTENT and DESIGN
TASK	To implement a program of instruction for bilingual (alternative language program) education students that provides access to grade-level academic content and develops proficiency in English and Spanish.
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Campus Principal(s)
PROCEDURE	<p>New Summerfield ISD is required to provide each Emergent Bilingual (EB) in grades PK-5, whose native language is Spanish, the opportunity to participate in a bilingual education program. However, the district is unable to find appropriately certified bilingual instructors and must apply for a Bilingual Exception. As a result of this Bilingual Exception, an Alternative Language Program is approved and implemented.</p> <p>Standards of Instruction: The curriculum for EBs in the bilingual/alternative language education program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English and Spanish as specified in the state's English Language Proficiency Standards (ELPS).</p> <p>Students participating in the bilingual/alternate language education program may demonstrate their mastery of the TEKS English for each content area.</p> <p>Students in the bilingual/alternate language program shall receive instruction in all core subjects from English as a Second Language (ESL) certified teachers with the assistance of bilingual aides who utilize both the students' home language and English for instruction. The amount of instruction in each language within the bilingual education program should be commensurate with the students' level of proficiency in each language and their level of academic achievement.</p> <p>New Summerfield I.S.D. shall modify the instruction, pacing, materials, and the language of instruction (for those in the bilingual/alternate language program) to ensure that EBs have a full opportunity to master the Texas Essential Knowledge and Skills (TEKS) at their grade level.</p> <p>In New Summerfield I.S.D., the bilingual education program is noted as a Transitional Early-Exit program, where the actual program is one approved by TEA as an Alternative Language Program.</p> <p>In New Summerfield I.S.D., non-academic subjects such as art, music, and physical education are taught in English.</p>
LAW or REGULATION	TAC 89.1210 (a-d)

TOPIC	ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM CONTENT AND DESIGN
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English.
GRADE(S)	6-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Campus Principal(s)
PROCEDURE	<p>New Summerfield I.S.D. is required to provide an English as a Second Language (ESL) program to every Emergent Bilingual (EB) learner who meet criteria in grades 6-12.</p> <p>Standards of Instruction:</p> <p>The curriculum for EBs in the ESL program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state's English Language Proficiency Standards (ELPS).</p> <p>New Summerfield I.S.D. teachers shall modify the instruction, pacing, and materials to ensure that ELs have a full opportunity to master the TEKS, at their grade level.</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of EBs.</p> <p>New Summerfield I.S.D. English as a Second Language Program Model:</p> <ul style="list-style-type: none"> • In grades 6-12, a pull-out program model is implemented in the NSISD secondary schools (Junior High and High School). This English program serves students identified as EBs by providing an ESL-certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary (push-in) delivery model. <p>New Summerfield I.S.D. English as a Second Language (ESL) Program Instructional Approach:</p> <p>New Summerfield I.S.D. ESL teachers shall implement the Sheltered Instruction (SI) approach for teaching ESL. SI is an approach where subject matter instruction is organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material. SI instruction from the teacher is in English; however, no limitations are placed on native language support from students, teachers, or support staff.</p> <p>Teachers of EBs shall be responsible for:</p> <ul style="list-style-type: none"> • Knowing the English proficiency levels of the EBs listed on their rosters • Adjusting instruction to students' levels of language development • Implementing the ELPs in their instruction • Implementing classroom accommodations

LAW or REGULATION	TAC 89.1210 (e-j)
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TOPIC	BILINGUAL/ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM MONITORING
TASK	To monitor the progress of Emergent Bilinguals (EBs) throughout the school year.
GRADE(S)	K-12
TIMELINE	Nine Weeks
PERSON(S) RESPONSIBLE	Campus Principal(s) and Classroom Teachers
PROCEDURE	<p>New Summerfield I.S.D. will monitor the EB's progress by evaluating their progress after each 9-week grading period. Once the grades have been entered by the classroom teachers, the following will occur:</p> <ol style="list-style-type: none"> 1. District staff will review information of specific EBs who failed any course that nine weeks. 2. Classroom teachers and principals will review the data to look for trends with specific students and teachers. 3. Any items of concern will be communicated to the campus principal(s).
FORM	Report Cards and Principal/Teacher Created Forms
LAW or REGULATION	

CHAPTER 3: ASSESSMENT, RECLASSIFICATION, and MONITORING OF STUDENT PROGRESS

TOPIC	SPRING TELPAS REQUIREMENT and CONSIDERATIONS
TASK	To determine the TELPAS assessment domains, all Emergent Bilinguals (EBs) must participate in the spring to evaluate their English acquisition.
GRADE(S)	K-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	Personnel assigned by Principal
PROCEDURE	<p>Texas English Language Proficiency Assessment System (TELPAS):</p> <p>The TELPAS or TELPAS Alt is administered to all English Learners in Grades K-12, including EBs with parental denials until they are reclassified as English Proficient in PEIMS. In rare cases, the ARD committee in collaboration with the LPAC may determine that an EB receiving Special Education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s disability.</p> <p>Participation Considerations for Reading in Grades 2-12:</p> <p>Because the span of reading ability is so broad and the purpose is to measure annual growth in English acquisition, TELPAS Reading should be appropriate for most EBs who receive special education services. Exceptions include:</p> <ul style="list-style-type: none"> • students who need an assessment in Braille (Braille versions are not available), and • students unable to read even simple words and phrases because of a significant cognitive disability. <p>Participation Considerations for Holistically Rated Assessments K–12:</p> <p>Teachers rate EBs in accordance with how well the students understand and use the English required by the TEKS at their grade level. EBs receiving Special Education services should be evaluated relative to how well they are able to understand and use English to access the general curriculum at their enrolled grade level in accordance with their IEP.</p> <p>With rare exceptions, students should be able to be rated in each holistically rated domain. If the LPAC and ARD committees collaboratively decide that assessment in a domain is inappropriate because of the severity of a student’s disability, the reason for not assessing the student must be well-supported and documented in the student’s IEP by the ARD and in the student’s cumulative file by the LPAC. Participation must be considered on a domain-by-domain basis.</p> <p>Accommodation Decisions:</p> <p>For TELPAS the allowable accommodations address needs related to the EB’s disability. Linguistic accommodations, which address second language acquisition needs, are not permitted during TELPAS because second language acquisition is what is being assessed.</p>
LAW or REGULATION	TAC Section 101.1003

TOPIC	EMERGENT BILINGUAL (EB) STAAR REQUIREMENTS and CONSIDERATIONS
TASK	To determine the STAAR assessments EBs must participate in, the language of their assessments, and the appropriate linguistic accommodations for each EB.
GRADE(S)	3-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	LPAC
PROCEDURE	<p>State of Texas Assessments of Academic Readiness (STAAR) program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. For grades 3–8, this includes assessments of mathematics, reading/English language arts, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra I, Biology, English I, English II, and U.S. History.</p> <p>Language Proficiency Assessment Committees (LPACs) must make and document test participation decisions in accordance with STAAR program requirements and in making these decisions, keep the following in mind:</p> <ul style="list-style-type: none"> • LPACs are responsible for obtaining the necessary information from the student’s teachers. Test participation decisions must be made on an individual student basis. Teachers are to complete individualized STAAR accommodation sheets for each student for LPAC consideration. • STAAR Spanish is only available to EBs in grades 3-5. In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, it may be appropriate for an EB in an Alternative Language Program or English as a Second Language (ESL) program. <p>Examples:</p> <ul style="list-style-type: none"> ○ a Spanish speaker who has recently moved to the U.S. ○ an EB who recently moved from a campus with a Spanish bilingual education program to a campus with only an Alternative Language or ESL program ○ a student in an ESL program who receives substantial support in Spanish • LPACs are required to determine and document the number of school years in which EBs have been enrolled in U.S. schools. This information is used in TELPAS reporting, STAAR assessment decisions, accountability, and PBM measures. It is vital that LPACs follow state policies and procedures to determine and annually document this important data element. • In the case of an EB who receives Special Education services, the LPAC is responsible for working with the student’s Admission, Review, and Dismiss (ARD) committee to make and document assessment decisions. The decision may be made by key members of each committee if necessary. • See the STAAR Decision-Making Guide for information about EBs who qualify as unschooled asylees or refugees.

	<ul style="list-style-type: none"> Some immigrant students may be granted EB exemptions (i.e., English I Provision) if the LPAC follows the procedures outlined and explained in the LPAC Decision-Making Process for the Texas Assessment Program (grades 3-12) located at: http://www.tea.state.tx.us/student.assessment/resources.guides/lpac.index.html <p>LPACs are responsible for:</p> <ul style="list-style-type: none"> making linguistic accommodation decisions for EBs in accordance with the TEA policies in the STAAR Decision-Making Guide, and maintaining required documentation of the decisions.
FORM	Decision Making Assessment Form; STAAR Accommodation Forms
LAW or REGULATION	TAC Section 101.1003

TOPIC	ANNUAL REVIEW OF EMERGENT BILINGUALS (EBS) and MONITORED STUDENTS
TASK	To review all pertinent information on all EBs and monitored students to evaluate their language proficiency and academic achievement levels and determine program placement for the following year.
GRADE(S)	PK-12
TIMELINE	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs/Campus Principal(s)/LPAC Committee
PROCEDURE	<p>At the end of the year, the LPAC is required by law to review the progress of every student:</p> <ul style="list-style-type: none"> • Identified as an EB in PEIMS, being served in a bilingual, alternative education, or English as a Second Language (ESL) program • Identified in PEIMS as an EB parent denial (PD), denying any Bilingual Education (BE) or ESL services • Identified in PEIMS as Non-EB, but is in their first or second year as a monitored student (M1 and M2) <p>The LPAC shall review all pertinent information on these students and shall:</p> <ol style="list-style-type: none"> 1. Designate the language proficiency of each EB, using Spring TELPAS scores 2. Designate the level of academic achievement of each EB and M1 and M2, using spring STAAR results for grades 3-12. 3. Designate the placement of each EB and M1 and M2 for the next year: BE, ESL, ParentDenials (PD), M1, or M2 4. Facilitate the participation of each EB in other special programs for which they are eligible provided by the school district with either state or federal funds 5. Classify students as English proficient per state criteria and recommend that EBs exit from the BE or ESL program or that PDs be reclassified as non-LEP <p>EBs: LPACs should recommend appropriate instructional and supplemental support services for those EBs not making satisfactory academic progress. A plan of intensive instruction must be documented and placed in the student cumulative file. (Accelerated Instruction Plan)</p> <p>RECLASSIFIED STUDENTS: LPACs shall review the progress of reclassified fluent English proficient students during the two years after they have been reclassified, monitored and recommend either 1) appropriate instructional services for those who are not performing satisfactorily based on their state test or classroom performance, or 2) re-entry into a BE or ESL program.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an EB program for those students who were reclassified as fluent English proficient and who are not performing satisfactorily and for whom the LPAC has deemed re-entry the most appropriate recommendation.</p>

	The LPAC shall report to the parents the progress of their child regarding participation in the program offered to EBs in English and the home language if possible.
LAW or REGULATION	TAC 89.1220 (g) and 89.1265 (c)

TOPIC	TRANSFER STUDENTS
TASK	To determine if an Emergent Bilingual (EB) needs to be placed in a bilingual or English as a Second Language (ESL) program.
GRADE(S)	PK-12
TIMELINE	As each student enrolls.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs/Campus Principal(s)/PEIMS Coordinator/LPAC Committee
PROCEDURE	<p>If the student transfers from a school <u>in</u> Texas:</p> <ul style="list-style-type: none"> • Review the withdrawal form, if available, to see if he/she was being served in a program or identified as an EB in PEIMS. • Obtain as much original documentation as possible, especially the original Home Language Survey (HLS). (document attempts to acquire) • The LPAC identifies and places students within the first 20 school days of enrollment. Ensure all necessary signed documents are in the student's LPAC folder, or online in the DMAC software. <p>If the student transfers from a school <u>outside</u> of Texas:</p> <ul style="list-style-type: none"> • Review any documentation brought in by the student. • Assess student oral language proficiency using an Oral Language Proficiency Test (OLPT) <ul style="list-style-type: none"> • PK – K – pre-LAS Battery assessments • 1st – 12th – LAS Battery of Assessments • Students unable to complete a required test must be given (and documented) an opportunity to take all sections before deciding to stop the test. • Proceed with Texas law, including HLS, for identification as outlined for Texas students new to district. <p>*** For additional clarification/questions, please refer to the Student Attendance Accounting Handbook, section 6.3 – Enrollment Procedures</p>
FORMS	Parent Permission Form and Initial LPAC Form (DMAC Forms)
LAW or REGULATION	TAC 89.1220 (m) and 89.1240 and 89.1233 and TEC Sec. 29.056 (d)

TOPIC	RECLASSIFYING, EXITING, or TRANSITIONING EMERGENT BILINGUALS (EBs)
TASK	To determine if an EB has developed English language skills necessary to succeed without second language support services.
GRADE(S)	1 st – 12 th
TIMELINE	On a yearly basis.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs/Campus Principal(s)/LPAC Committee
PROCEDURE	<p>An EB student shall be assessed annually and shall be reclassified as English proficient at the end of the school year in which the student would be able to participate equally in a general education, all-English instructional program. This determination shall be based on the following:</p> <ol style="list-style-type: none"> 1. The student has developed oral proficiency in English. To meet this oral language criterion at NSISD, all EBs grades 1st – 12th must score at the Advanced High level on TELPAS Listening and Speaking 2. The student has developed reading proficiency in English. To meet this criterion at NSISD, EBs in grades 1-2 and 11-12 must score at or above the 40th percentile on the reading and language sections of the Iowa. <ul style="list-style-type: none"> EBs in grades 3-8 must meet or exceed the satisfactory performance level on the STAAR reading test without any linguistic accommodations EBs in grade 9 must meet satisfactory performance level on the STAAR English I EOC without any linguistic accommodations EBs in grade in grade 10 must meet satisfactory performance level on the STAAR English II EOC without any linguistic accommodations <p>Students in Pre-K and K may not be reclassified, or exited, from Bilingual Education (BE) or English as a Second Language (ESL).</p> <p>The LPAC shall notify the student's parents. For reclassified students, the parents must sign and date the Reclassification/Program Exit Form, and the district must maintain this document in the student's blue LPAC folder located within the student's cumulative folder.</p> <p>The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard for exiting EBs who receive both special education and special language services.</p>
FORMS	Reclassification/Program Exit Form (DMAC Forms)
LAW or REGULATION	TAC 89.1225 (h-k) and 89.1240 (b)

TOPIC	MONITORING RECLASSIFIED STUDENTS
TASK	To determine that an Emergent Bilingual (EB) has been correctly reclassified as fluent English proficient and to monitor the progress of “former EBs”.
GRADE(S)	3-12
TIMELINE	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Campus Principals and Classroom Teachers
PROCEDURE	<p>A reclassified, or exited, student must be monitored every 9 weeks for two consecutive years after exiting the program.</p> <p>Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EB.</p> <p>When an LPAC is held for a monitored student in year one or two, included will be the homeroom or English Language Arts teacher to evaluate discipline and classroom progress. In addition, for a special education student, a representative from the special education department should be invited.</p> <p>RECLASSIFIED STUDENTS:</p> <p>LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:</p> <ul style="list-style-type: none"> • The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level. • The student does not have passing grades in all subjects and courses taken. <p>For such students, a plan of accelerated intensive instruction provided by the school must be documented and placed in the student cumulative file.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS:</p> <p>Subject to parental consent, LPACs are responsible for re-enrolling students in an English Language program for those students who were reclassified as English proficient and who are not performing satisfactorily. However, the district will not receive program funding for such students.</p>
LAW or REGULATION	TAC 89.1225 (j)

CHAPTER 4: LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

TOPIC	WHAT IS THE LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)?
TASK	To create a committee to review all pertinent information on all Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	Within 20 days of the beginning of the school year
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs
PROCEDURE	<p>Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC)</p> <p>Required Campus LPAC Membership*:</p> <ul style="list-style-type: none"> • LPAC Coordinator • Campus Administrator • A professional bilingual/English as a Second Language (ESL) educator (if on staff) • A professional ESL educator • Parent of a current EB (may not be a district employee) • Assistant Superintendent and Director of Special Programs (optional) • District Counselor (optional) <p>*An ARD representative must be present at all LPAC meetings regarding EBs receiving special education services, and an LPAC representative must be present in all ARDs regarding EBs.</p> <p>Role of the LPAC Committee upon initial enrollment and at the end of each school year:</p> <ol style="list-style-type: none"> 1. Identify EBs and designate the language proficiency level of all students. 2. Designate the level of academic achievement of each EB using: <ul style="list-style-type: none"> • STAAR scores • Reading assessments • Report card grades • Teacher input 3. Designate program placement (subject to parent approval): <ul style="list-style-type: none"> • Bilingual • ESL 4. Facilitate participation of EBs in other special programs and hold LPAC meetings <ul style="list-style-type: none"> • Upon initial enrollment - within 4 weeks of the student's enrollment • In the spring to determine appropriate assessments and/or language of testing • At the end of the year for annual review and for the following year's placement • Discuss and monitor student progress (as needed)

	<p>LPAC Decision Making Information:</p> <p><i>Title III requires that student identification and parent notification take place no later than 20 school days after the beginning of the school year and within two weeks of placement thereafter.</i></p> <p><i>An LPAC should follow the more stringent Texas requirements and have student identification and placement occur within the first 4 weeks (20 days) of student enrollment.</i></p>
FORM	LPAC Roster Form

TOPIC	LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) MEMBERSHIP ROLES
TASK	To create a committee to review all pertinent information on all Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	Within 20 days of the beginning of the school year.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs
PROCEDURE	<p>Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC).</p> <p>LPAC Committee Responsibilities:</p> <ul style="list-style-type: none"> • Give individuals time to familiarize themselves with the LPAC forms. • Clarify decisions will be made using test data, not opinions/preferences. • Clarify LPAC recommendations will come after considering input from teachers and others who know the students. These decisions need to be made by a committee, never by an individual. • Explain the type of “extended” programs that are available to students: Special Education, GT, RTI, etc. <p>Required Campus LPAC Membership:</p> <ul style="list-style-type: none"> • LPAC Coordinator • Campus Administrator • A professional bilingual/ESL educator (if on staff) • A professional ESL educator • Parent of a current Emergent Bilingual (EB) - (may not be a district employee) • Assistant Superintendent and Director of Special Programs (optional) • District Counselor (optional) <p><u>LPAC Coordinator:</u></p> <ul style="list-style-type: none"> • Maintain student files with current information on EB students: PEIMS status, LPAC minutes, EB checklist, monitoring forms, etc. • Prepares documentation for the LPAC meeting and notify LPAC members of meeting • Develops and prints the Agenda for each meeting • Completes the Program Placement paperwork prior to meeting • Gathers and prepares additional paperwork if needed • Ensures that Member Roster is signed each meeting • Completes minutes form during the LPAC meeting • Monitor M1 and M2 student’s academic progress • Participates in all required professional development and training meetings • Follows all district, state and federal policies, rules, and procedures
	<ul style="list-style-type: none"> • Performs other duties and responsibilities as assigned • Manages District LPAC binder which contains: Oaths of Confidentiality, LPAC Minutes with Agendas, and Signed Member Rosters

Campus Principal/Administrator:

In addition to Major Duties and Responsibilities as outlined in Assistant Principal / Principal job description, the LPAC Campus Administrator:

- Ensures that teachers and aides keep up with responsibilities as outlined in this document
- Attends annual LPAC training
- Continuously supports teachers and aides
- Regular teacher walk-throughs and effective feedback to ensure student learning
- Oversees LPAC procedures and documentation
- Helps to determine appropriate instructional interventions and language assessment decisions
- Signs paperwork regarding LPAC placement and assessment decisions as campus administrative representative
- Ensures LPAC decisions can be completed
- Discusses program options with parents
- Meets with parents regarding waiver/denial decisions
- The waiver/denial date must be included in the comments section of the LPAC minutes.

★ **IMPORTANT: The Assistant Superintendent and Director of Special Programs and Campus LPAC Administrator is ultimately the one responsible for the LPAC Process. At no time should the LPAC Bilingual/English as a Second Language (ESL) Teacher be left alone to carry out all LPAC responsibilities.**

★ **IMPORTANT: The LPAC Administrator must monitor the paperwork process and should assist when needed.**

Professional Bilingual/ESL Teacher:

In addition to Major Duties and Responsibilities as outlined in the Teacher job description, the Bilingual/ESL teacher representative:

- Ensures proper documentation for LPAC meetings
- Helps to determine appropriate instructional interventions, accommodations, and language assessment decisions
- Plans engaging and meaningful lessons that address the TEKS and ELPS
- Differentiates lessons and activities to meet the various needs and learning styles of Emergent Bilinguals (EBs)
- Displays content (TEKS) and language (ELPS) objectives daily
- Uses relevant data (benchmarks, STAAR, LPAC, TELPAS, LAS, TPRI, Tejas Lee, etc.) to plan and implement meaningful lessons and interventions
- Collects writing samples at regular intervals to gauge student proficiency and provides intervention as needed for TELPAS
- Holds and prepares deliberations for LPAC meeting
- Advocates for EB student participation in special programs such as Advanced Academics (GT) and Special Education

	<p><u>District Counselor:</u></p> <ul style="list-style-type: none"> ● Ensure students are properly placed in English as a Second Language (ESL) /English to Speakers of Other Languages (ESOL) courses ● Ensure students are coded at-risk for PEIMS in student management system (Ascender) ● Serve as a resource for students grades/testing/accommodations ● Ensure students are on-task to graduate as scheduled <p><u>Bilingual/English as a Second Language (ESL) Instructional Aide Duties:</u></p> <ul style="list-style-type: none"> ● Works under the direct supervision of the LPAC facilitator and/or campus administrator(s) ● Administers the Oral Language Proficiency assessment instrument to eligible students (pre-LAS & LAS) ● Ensures that new students are tested within 20 school days of initial entry ● Communicates with parents and other districts to gather information that will assist with correct program placement for the student ● Assists with proper maintenance of Emergent Bilingual (EB) student files <p><u>LPAC Parent Responsibilities:</u></p> <ul style="list-style-type: none"> ● Serve as the voice for all parents ● Helps to determine appropriate instructional interventions and language assessment decisions ● Signs paperwork regarding LPAC placement and assessment decisions as the <u>parent representative</u> ● NSISD will provide parent training
FORM	<p>LPAC Roster Form</p> <p>DMAC Documentation and Forms</p>

TOPIC	LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) TRAINING EXPECTATIONS
TASK	To create a committee to review all pertinent information on all Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	Within 20 days of the beginning of the school year.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs
PROCEDURE	<p>The Assistant Superintendent and Director of Special Programs will attend LPAC trainings at Region 7 Education Service Center for each of the required LPAC meeting time frames. The Assistant Superintendent and Director of Special Programs will then hold an in-district meeting to train the LPAC Committee Members and any other staff members the campus administration would like to train. It is then the responsibility of those that attended the training meeting to inform the rest of the campus bilingual team of any updates, training, or required actions. The Bilingual/ESL Instructional Aides will receive training from the Region VII ESC Bilingual/ESL Specialist on administering any pre-LAS and LAS Language Oral Language Proficiency Assessments.</p>
FORM	LPAC Roster Form DMAC Documentation and Forms

TOPIC	REQUIRED LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC) MEETINGS
TASK	To create a committee to review all pertinent information on all Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	Within 20 days of the beginning of the school year; Before state assessments; End of Year reporting for grade placement, program placement, and state assessment scores; and as needed.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs
PROCEDURE	<p>What is the role of the three required Language Proficiency Assessment Committee (LPAC) Meetings?</p> <p>What are the three required LPAC Meetings:</p> <ol style="list-style-type: none"> 1. Beginning of Year (BOY) 2. Middle of Year (MOY) 3. End of Year (EOY) <p><u>Beginning of Year (BOY):</u></p> <p>Students new to the state and students new to the district that are not previously identified as EB must be LPACed and all paperwork returned/submitted by the 20th day of school.</p> <ul style="list-style-type: none"> ● Identification, Testing, and Placement of EBs ● Must be done by the 20th day of student registration ● Review and accept program placement of any transfer student/newly enrolled student from another district ● Approve state assessment accommodations for December End of Course retesters. <p>Required Paperwork:</p> <ul style="list-style-type: none"> ➤ For these students, complete the Initial Plan in DMAC. ➤ When the plan is completed, generate the Parent Notification Letter in the Action Forms of DMAC to send home for parent signatures. ➤ When the forms are returned with signatures, complete the Initial Plan and appropriate information. ➤ When Initial Plans have been submitted and all appropriate forms uploaded (Home Language Survey, Parent Permission, Signed Initial Plan), students will then be coded in PEIMS by the Assistant Superintendent and Director of Special Programs. <p>~ Keep all original documents in student's blue folder, housed within their permanent record file.</p>

Middle of Year (MOY):

All EB students in STAAR and STAAR Alt. 2 tested grades/subjects must be LPACed. During this meeting, complete the Mid-Year State Assessment Plan to determine language of assessment, exemptions, assessment type, and assessment accommodations. Meeting minutes must justify all assessment decisions made.

- STAAR/STAAR ALT 2 Language and Accommodations (Grades 3-5)
- STAAR/STAAR ALT 2 Accommodations (Grades 6-12)
- TELPAS/TELPAS Alt. Accommodations (Grades KG-12)

Required Paperwork:

- All EB students are reviewed for potential accommodations and noted they will take all portions of TELPAS/TELPAS Alternative – Listening, Speaking, Reading, and Writing.
- Create individualized student accommodation sheets and give to their grade/subject level STAAR tested teachers. Teachers will individually suggest accommodations for each student that the LPAC may approve or disapprove.
- Assistant Superintendent and Director of Special Programs will then apply approved accommodation to student's state assessments.
- During mid-year LPACs, review all monitor students (M1's and M2's) to ensure students are successful in content area classes.

~ Keep all original documents in student's blue folder, housed within their permanent record file.

End of Year (EOY):

All students, including parent denials, must be LPACed at the end of the year. During this meeting, student assessment data, grades, and behavior should be discussed.

- Annual Review of EB students who are served in Bilingual/ESL program, including parent denial students
- 1st and 2nd Year Monitoring of Reclassified Students
- 1st and 2nd Year Monitoring of EB Students not served (Waivers/Denials)
- 3rd and 4th year monitoring as needed (for DMAC classification)
- Reclassification of EB Students (Removal of the EL Code)
*Cannot take place until STAAR data is received

- Determine the appropriate placement and accommodations to be used to start the next school year (each grade level teacher will fill out accommodation forms)
- If a student is to be exited, notification of Exit must be generated, signed by the parent and returned before the student can be exited from the program.

	<ul style="list-style-type: none"> ➤ When reviewing denial students, the LPAC Committee must determine if the student still qualifies for services. If so, the parent should be contacted to attempt to obtain parental approval prior to the next school year. For more information, please refer to the Student Attendance Accounting Handbook, Section 6.11.3. ➤ After the meeting, if a student is exiting, print and send home parent notification for exit. Parent notification will need to be signed and returned so student may be appropriately coded in PEIMS as to beginning M1 status. ➤ During end of year LPACs, please review all monitor students to ensure students are successful in content area classes. ➤ Assistant Superintendent and Director of Special Programs will provide classroom accommodations to all grade level teachers during the two weeks of teacher in-service in August, before students return to campus. <p>~ Keep all original documents in student's blue folder, housed within their permanent record file.</p> <p><u>Miscellaneous:</u></p> <p>*Any student who enters the district (new to state, new to country, or from another school district), and the Home Language Survey represents a language other than English, or has been in a language program at a previous district, will institute the process of the LPAC Meeting for program placement. The LPAC Meeting will take place within 20 days of initial enrollment.</p> <p>**An ARD representative must be present at all LPAC meetings regarding EBs receiving special education services, and an LPAC representative must be present in all ARDs regarding EBs.</p>
FORM	<p>LPAC Roster Form</p> <p>DMAC Documentation and Forms</p>

TOPIC	CODE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM PLACEMENT
TASK	To ensure all Emergent Bilinguals (EBs) are coded correctly in PEIMS.
GRADE(S)	PK-12
TIMELINE	Within 20 days of the beginning of the school year.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs
PROCEDURE	<p>The Assistant Superintendent and Director of Special Programs will ensure all current, reclassified, and monitored EB students are correctly coded in PEIMS. (By Fall snapshot date)</p> <p>See TEA Coding Guidance Below</p>
FORM	<p>LPAC Roster Form</p> <p>DMAC Documentation and Forms</p> <p>For the latest Texas Education Data Standards (TEDS), see the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS).</p>



Code Guide for Bilingual and English as a Second Language (ESL) Program Association

For the latest [Texas Education Data Standards \(TEDS\)](#), see the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS).

Abbreviations:

- **EB/EL:** Emergent Bilingual/English Learner
- **Non-EB/Non-EL:** Non-Emergent Bilingual/Non-English Learner
- **EP:** English Proficient
- **BEA:** Bilingual Education Allotment
- **TEE:** Bilingual Transitional Early Exit
- **TLE:** Bilingual Transitional Late Exit
- **DLI2:** Dual Language Immersion Two Way
- **DLI1:** Dual Language Immersion One Way
- **CB:** ESL Content-Based
- **PO:** ESL Pull-Out

Student Description Sections:

- [Section 1:](#) EB/EL student served in a bilingual program with parental permission
- [Section 2:](#) EB/EL student served in an ESL program with parental permission
- [Section 3:](#) EB/EL student with parental denial of bilingual programs but has accepted ESL program participation
- [Section 4:](#) EB/EL student with parental denial of all language programs
- [Section 5:](#) Non-EB/Non-EL students who have never been identified as EB/EL

Student Description	Timing	Emergent Bilingual Indicator Code Table C061	Parental Permission Code Table C093	Bilingual Program Type Code Table C175	ESL Program Type Code Table C176	Alternative Language Program Code Table C221	Bilingual/ESL Funding Code Table C225 and BEA Funding Weight
Section 1: EB/EL student served in a bilingual program with parental permission							
EB/EL student with parental permission for bilingual program participation; Student's bilingual program is NOT under a Bilingual Education Exception	All years classified as EB/EL	1	D	2: <i>TEE</i> 3: <i>TLE</i> 4: <i>DLI2</i> 5: <i>DLI1</i>	0	00	BE (0.10): <i>TEE</i> or <i>TLE</i> D1 (0.15): <i>DLI1</i> D2 (0.15): <i>DLI2</i>
EB/EL student with parental permission for bilingual program participation; Student's bilingual program is under a Bilingual Education Exception	All years classified as EB/EL	1	E	0	0	01	BE (0.10)
EB/EL student with parental permission for bilingual program participation; Student meets reclassification as EP and exits bilingual program	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	S		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	Emergent Bilingual Indicator Code Table C061	Parental Permission Code Table C093	Bilingual Program Type Code Table C175	ESL Program Type Code Table C176	Alternative Language Program Code Table C221	Bilingual/ESL Funding Code Table C225 and BEA Funding Weight
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
EB/EL student with parental permission for bilingual program participation; Student meets reclassification as EP and continues bilingual program participation with parental permission; Student's bilingual program is NOT under a Bilingual Education Exception	Year 1 of monitoring	F	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	BE (0): TEE or TLE D1 (0): DLI1 D2 (0.05): DLI2
	Year 2 of monitoring	S	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	BE (0): TEE or TLE D1 (0): DLI1 D2 (0.05): DLI2
	Year 3 of monitoring	3	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	BE (0): TEE or TLE D1 (0): DLI1 D2 (0.05): DLI2
	Year 4 of monitoring	4	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	BE (0): TEE or TLE D1 (0): DLI1 D2 (0.05): DLI2
	Years 5+ after monitoring is complete	5	G	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	BE (0): TEE or TLE D1 (0): DLI1 D2 (0.05): DLI2
EB/EL student with parental permission for bilingual program participation; Student meets reclassification as EP and continues bilingual program participation with parental permission; Student's bilingual program is under a Bilingual Education Exception	Year 1 of monitoring	F	G	0	0	01	BE (0)
	Year 2 of monitoring	S	G	0	0	01	BE (0)
	Year 3 of monitoring	3	G	0	0	01	BE (0)
	Year 4 of monitoring	4	G	0	0	01	BE (0)
	Years 5+ after monitoring is complete	5	G	0	0	01	BE (0)

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	Emergent Bilingual Indicator Code Table C061	Parental Permission Code Table C093	Bilingual Program Type Code Table C175	ESL Program Type Code Table C176	Alternative Language Program Code Table C221	Bilingual/ESL Funding Code Table C225 and BEA Funding Weight
Section 2: EB/EL student served in an ESL program with parental permission							
EB/EL student with parental permission for ESL program participation; Student's ESL program is NOT under an ESL Waiver	All years classified as EB/EL	1	K	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0.10)
EB/EL student with parental permission for ESL program participation; Student's ESL program is under an ESL Waiver	All years classified as EB/EL	1	J	0	0	02	BE (0.10)
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and exits ESL program	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	S		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0)
	Year 2 of monitoring	S	G	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0)
	Year 3 of monitoring	3	G	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0)
	Year 4 of monitoring	4	G	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0)
	Years 5+ after monitoring is complete	5	G	0	2: <i>CB</i> 3: <i>PO</i>	00	BE (0)
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission;	Year 1 of monitoring	F	G	0	0	02	BE (0)
	Year 2 of monitoring	S	G	0	0	02	BE (0)
	Year 3 of monitoring	3	G	0	0	02	BE (0)
	Year 4 of monitoring	4	G	0	0	02	BE (0)

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	Emergent Bilingual Indicator Code Table C061	Parental Permission Code Table C093	Bilingual Program Type Code Table C175	ESL Program Type Code Table C176	Alternative Language Program Code Table C221	Bilingual/ESL Funding Code Table C225 and BEA Funding Weight
Student's ESL program is under an ESL Waiver	Years 5+ after monitoring is complete	5	G	0	0	02	BE (0)
Section 3: EB/EL student with parental denial of bilingual programs but has accepted ESL program participation							
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student's ESL program is NOT under an ESL Waiver	All years classified as EB/EL	1	A	0	2: CB 3: PO	00	BE (0.10)
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student's ESL program is under an ESL Waiver	All years classified as EB/EL	1	J	0	0	02	BE (0.10)
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student meets reclassification as EP and exits ESL program	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	S		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is NOT under an ESL Waiver	Year 1 of monitoring	F	G	0	2: CB 3: PO	00	BE (0)
	Year 2 of monitoring	S	G	0	2: CB 3: PO	00	BE (0)
	Year 3 of monitoring	3	G	0	2: CB 3: PO	00	BE (0)
	Year 4 of monitoring	4	G	0	2: CB 3: PO	00	BE (0)
	Years 5+ after monitoring is complete	5	G	0	2: CB 3: PO	00	BE (0)
EB/EL student with parental denial of Bilingual Programs;	Year 1 of monitoring	F	G	0	0	02	BE (0)

Code Guide for Bilingual and English as a Second Language (ESL) Program Association

Student Description	Timing	Emergent Bilingual Indicator Code Table C061	Parental Permission Code Table C093	Bilingual Program Type Code Table C175	ESL Program Type Code Table C176	Alternative Language Program Code Table C221	Bilingual/ESL Funding Code Table C225 and BEA Funding Weight
Parent has accepted ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is under an ESL Waiver	Year 2 of monitoring	S	G	0	0	02	BE (0)
	Year 3 of monitoring	3	G	0	0	02	BE (0)
	Year 4 of monitoring	4	G	0	0	02	BE (0)
	Years 5+ after monitoring is complete	5	G	0	0	02	BE (0)
Section 4: EB/EL student with parental denial of all language programs							
EB/EL student with parental denial	All years classified as EB/EL	1	C	0	0	00	N/A (0)
EB/EL student with parental denial; Student meets reclassification as EP	Year 1 of monitoring	F		0	0	00	N/A (0)
	Year 2 of monitoring	S		0	0	00	N/A (0)
	Year 3 of monitoring	3		0	0	00	N/A (0)
	Year 4 of monitoring	4		0	0	00	N/A (0)
	Years 5+ after monitoring is complete	5		0	0	00	N/A (0)
Section 5: Non-EB/Non-EL students who have never been identified as EB/EL							
Non-EB student participating in bilingual program; Student's bilingual program is NOT under a Bilingual Education Exception	All participating years	0	3	2: TEE 3: TLE 4: DLI2 5: DLI1	0	00	N/A (0): TEE, TLE, or DLI1 D2 (0.05): DLI2
Non-EB student participating in bilingual program; Student's bilingual program is under a Bilingual Education Exception	All participating years	0	3	0	0	01	N/A (0)

Non-EB student participating in ESL program; Student's ESL program is NOT under an ESL Waiver	All participating years	0	H	0	2: <i>CB</i> 3: <i>PO</i>	00	N/A (0)
Non-EB student participating in ESL program; Student's ESL program is under an ESL Waiver	All participating years	0	H	0	0	02	N/A (0)

CHAPTER 5: BILINGUAL EDUCATION (BE) AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM EVALUATION AND STAFFING

TOPIC	ANNUAL BILINGUAL EDUCATION (BE) and ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM EVALUATION
TASK	To determine program impact and student outcomes in all subject areas.
GRADE(S)	3-12
TIMELINE	At the end of each school year.
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Bilingual and ESL District Staff
PROCEDURE	<p>Student Performance: As required by law, NSISD conducts periodic assessment in the languages of instruction to determine program impact and student outcomes in all subject areas through common assessments. MAP assessments are given 3 times a year for grades K-8. Data from administration of the STAAR and TELPAS state assessments each spring is also used to determine student outcomes.</p> <p>Annual reports (to Board of Trustees) of EBs' educational performance reflect their academic progress in either English or Spanish to the extent in which they are becoming proficient in English, and the number of students who have been exited from the BE and ESL programs.</p> <p>At the end of each school year, NSISD shall report to parents, in English and in their home language, the results of their participation in the BE or ESL program.</p> <p>District Improvement Plan: Each school year, The Assistant Superintendent and Director of Special Programs and principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the district improvement plan for the purpose of improving student performance for EBs, taking into account the performance of the campus EBs and their teachers' professional needs.</p> <p>Professional Development: NSISD shall compile and retain, at the district level, annual reports to reflect the number of teachers and aides trained and the frequency, scope, and results of the training. Principals should arrange with the Assistant Superintendent and Director of Special Programs to provide in-service presentations to meet staff development goals. Training is available in the following areas:</p> <ul style="list-style-type: none"> • Second Language Acquisition and ESL Methodology • EB Program Design, Class Designations, and Student Placement • Sheltered Instruction Strategies • School Involvement for Parents of EBs • Scoring/Assessing TELPAS Listening, Speaking, and/or Writing • Instructional Roles of BE or ESL instructional aides
LAW or REGULATION	TAC 89.1225 (j)

TOPIC	STAFFING AND TEACHER CREDENTIALS
TASK	To provide schools with certified teachers to the required Bilingual Education (BE) and English as a Second Language (ESL) programs.
GRADE(S)	PK-12
TIMELINE	Annually, by April 30 th .
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs and Principal
PROCEDURE	<p><u>Qualifications for Bilingual Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor's degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for EC-6 bilingual-generalist • Demonstrated competency in the core academic subject area(s) assigned <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies in the development of English acquisition of Emergent Bilingual (EB) students • Oral and writing fluency in academic Spanish and English <p>Primary Purpose: Provide bilingual program students with appropriate learning activities and experiences in the core subjects assigned and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p> <p><u>Qualifications for ESL Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor's degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for English Language Arts and ESL for the assigned grade level(s) • Demonstrated competency in the core academic subject area(s) assigned <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of EB students • Oral and writing fluency in English <p>Primary Purpose: Provide BE & ESL program students with learning activities and experiences in English language acquisition to assist in fulfilling their potential for intellectual, emotional, physical, and social growth to function successfully in society.</p>

LAW or REGULATION	TEC 29.061 (a-c)
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TOPIC	INSTRUCTIONAL AIDE CREDENTIALS
TASK	To provide schools with qualified teacher assistants to the required BE and ESL programs
GRADE(S)	PK-12
TIMELINE	Annually, by April 30th
PERSON(S) RESPONSIBLE	Campus Principal
PROCEDURE	<p><u>Qualifications for Bilingual Instructional Aides:</u></p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) • Appropriate State Board Educator Certification credentials as Educational Aide I, II, or III <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and writing fluency in Spanish and English • Must be willing to meet the requirements for Highly Qualified paraprofessionals <p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children is preferred <p>Primary Purpose: Assist bilingual program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p> <p><u>Qualifications for an English as a Second Language (ESL) Instructional Aides:</u></p> <p>Education/Certification:</p> <ul style="list-style-type: none"> • High School Diploma or GED • Valid Texas educational aide certificate • College hours (preferred) • Appropriate State Board Educator Certification credentials as Educational Aide I, II, or III <p>Special Knowledge/Skills:</p> <ul style="list-style-type: none"> • Ability to work well with children • Ability to communicate effectively • Oral and written fluency in English and Spanish • Must be willing to meet the requirements for Highly Qualified paraprofessionals

	<p>Experience:</p> <ul style="list-style-type: none"> • Some experience working with children preferred <p>Primary Purpose: Assist ESL program teachers in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.</p>
LAW or REGULATION	

CHAPTER 6: SPECIAL PROGRAMS FOR EMERGENT BILINGUALS (EBs)

TOPIC	EMERGENT BILINGUALS (EBs) and RESPONSE TO INTERVENTION
TASK	To provide intervention for Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Campus Principals/Instructional Specialists
PROCEDURE	<p>RTI (Response to Intervention) Process</p> <p>The Response to Intervention (RtI) process will be followed for non-English Emergent Bilinguals (EBs).</p> <p>For all EBs grades 1-12:</p> <p>The RtI process will be followed for non-English Emergent Bilinguals (EBs). Language Proficiency Assessment Committees (LPACs) and RTI committee members will review EB's instructional accommodations, state assessments, MAP growth data, formal or informal assessments, or any other resources, which will give data related to the student's progress. The Bilingual Education (BE) or English as a Second Language (ESL) certified English Language Arts teacher will indicate which instructional accommodations and/or interventions EBs need to make adequate academic and linguistic progress on goals.</p> <p>Accommodations/interventions should be in place long enough to judge with confidence whether that accommodation/intervention is working. It is recommended that RTI Teams set a reasonable length of time that intervention will be in effect (e.g., 4 to 6 instructional weeks, 6 to 9 instructional weeks). Teams have the latitude to set longer or shorter intervention timespans based on the facts of the specific student case.</p> <p>For EBs in grades 3-12:</p> <p>LPACs will also identify those that require an Accelerated Plan of Instruction (API):</p> <ul style="list-style-type: none"> Those unsuccessful on a state assessment (ex. STAAR/TELPAS)
LAW or REGULATION	

TOPIC	EMERGENT BILINGUAL'S (EB's) EVALUATION FOR SPECIAL EDUCATION
TASK	To evaluate EBs for possible placement in special education.
GRADE(S)	PK-12
TIMELINE	Within 45 school days from when parent signs permission to evaluate.
PERSON(S) RESPONSIBLE	Diagnostician and Staff from Cherokee County Special Education Shared Services Arrangement and Campus Principal(s)
PROCEDURE	<p>EVALUATION: Examiners conducting Special Education (Sped) evaluations for EBs have the following responsibilities:</p> <ul style="list-style-type: none"> To ensure that the evaluation is objective, appropriate, valid, and reliable – examiners shall use one or more of the following linguistic strategies: <ul style="list-style-type: none"> 1. An evaluation using non-verbal instruments; or 2. An oral evaluation conducted directly in the student's native language; or 3. An evaluation instrument written in the student's native language The school assessment staff will conduct a preliminary evaluation of the EB in English by making use of such diagnostic strategies as a review of student records, observation in the student's classroom, a consultation with the student's teacher(s), or other similar evaluation activities. The school assessment staff will administer an intelligence measure to the EB as a means of establishing a global ability range. For children whose home language is other than English, the assessment staff shall request a bilingual interpreter to interpret for the ARD. The assistance may include translating diagnostic information from testing. The interpreter will be able to share any information included in the ARD. <p>EVALUATION REPORT: Once the evaluations of the EB student have been completed, the results shall be documented in a report that includes:</p> <ol style="list-style-type: none"> (1) A summary of the discussion of the effects of linguistic and cultural factors on educational history and learning. (2) Whether and how diagnostic instrument procedures were altered for the student. (3) Documentation of translation and/or interpretation in the administration of diagnostic instruments/procedures and if this could affect the validity and reliability of the results. (4) A statement that indicates whether test results are valid and reliable given the student's linguistic and cultural background; and (5) Cross validation of formal diagnostic measures with other data available about the student.
LAW or REGULATION	TAC 89.1225(k) and 20 USC 1414 IDEA Act-Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements

TOPIC	EMERGENT BILINGUAL'S (EB's) PLACEMENT AND INSTRUCTION IN SPECIAL EDUCATION PROGRAMS
TASK	To meet the language development needs of EBs within the special education (SPED) program.
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Special Education Teacher, Campus Principal, and Cherokee County Shared Services Arrangement SPED Coop Staff
PROCEDURE	<p>For SPED EBs the Admission, Review, and Dismissal (ARD) Committee will:</p> <ul style="list-style-type: none"> • Include at least one person knowledgeable about the student's language background and a member of the campus Language Proficiency Assessment Committee (LPAC) - (who may be one and the same person). • Discuss and understand the effects of language and culture on the evaluation. • Ensure that placement decisions are based on a variety of information, such as review of existing records, the results of pre-referral interventions and curricular adaptations, work samples, formal and informal assessments, and observations. • Document all the procedures; and any exceptions made to these procedures with the rationale for the exceptions. • Ensure that the Individualized Education Plan (IEP) reflects that services are designed to assist the student to overcome language barriers. <p>For students referred to SPED, placement in a Bilingual Education (BE) or English as a Second Language (ESL) program may not be refused solely because the student has a disability. However, if the student:</p> <ul style="list-style-type: none"> • has a disability and language is not a factor then the student is not an EB, even though the family may speak other languages. <p>For EBs, the LPAC and ARD committee may recommend that a student:</p> <ul style="list-style-type: none"> • is an EB and has an identified disability, therefore, he/she should be served jointly through special education and Bilingual/ESL programs. • is an EB but assessment results show that the student is not eligible for the SPED program and should be served through the BE/ESL program and NOT in SPED. <p>Several types of special education placements are available. The ARD committee shall determine the placement based on the student's IEP.</p> <p>If the ARD committee with the LPAC determines that a BE or ESL class is required, EBs will remain in such classes with their BE or ESL certified teacher. SPED services will be provided by an itinerant SPED certified teacher during the subjects that the ARD determines support is needed.</p>

	<p>If the ARD committee with the LPAC decides that a more restrictive special education placement is most appropriate, the EB will receive BE or ESL support.</p> <p>As appropriate, a paraprofessional fluent in the student’s language may be provided.</p>
LAW or REGULATION	TAC 89.1225(k) and 20 USC 1414 IDEA Act- Individualized Education Programs, and Educational Placements

TOPIC	EMERGENT BILINGUAL'S (EB's) ASSESSMENT AND PLACEMENT FOR GIFTED AND TALENTED (GT) PROGRAMS
TASK	Utilize culturally and linguistically appropriate assessment strategies for EBs to determine their eligibility to be qualify for and receive gifted and talented services.
GRADE(S)	K-12
TIMELINE	Annually; As nominated
PERSON(S) RESPONSIBLE	Campus Principal and GT Coordinator
PROCEDURE	<p>Texas school districts are required to use tests approved by the Texas Education Agency for testing and identifying gifted children. Data collected through both qualitative and quantitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • KG-2nd - Cognitive Abilities Test (CogAT) (verbal, quantitative, and nonverbal) • 3rd – 12th – Kaufman Brief Intelligence Test (KBIT) • KG-12 - Teacher and Parent Rating surveys • KG-12 – Student portfolios/projects <p>Test accommodations will be made for students with disabilities and parents should contact the GT Coordinator to arrange accommodations. Students are tested at intervals throughout the school year.</p> <ul style="list-style-type: none"> • Students must have a “Permission to Evaluate” form signed by their parent and on file with the GT Coordinator office prior to testing. • Students who are not fluent in English will be given the complete CogAT/KBIT assessment as prescribed by the test publisher. • Students who participate in the group administered testing will be considered for placement for the current school year. • Testing is offered by the District free of charge to parents. • Test results and eligibility status letters are given to parents once testing is completed. <p>The GT Placement Committee reviews the results of all testing information.</p> <p>The GT Placement Committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.</p>

	<ul style="list-style-type: none"> All placements in Special Education and the GT program are approved by the GT Placement Committee and monitored by the District GT Coordinator.
LAW or REGULATION	TAC 89.1 (3) and 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	EMERGENT BILINGUAL'S (EB's) INSTRUCTION IN GIFTED AND TALTENTED (GT) PROGRAMS
TASK	To meet the language development needs of EBs within the gifted program.
GRADE(S)	K-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs, Campus Principals, and Classroom Teachers
PROCEDURE	<p>A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.</p> <p>Required yearly GT update of six (6) hours of professional development once initially trained with thirty (30) hours of professional development.</p> <p>The GT Endorsement issued by TEA is optional of all State Board certified teachers of the gifted or those individual serving as resource teachers, specialists or in other similar positions with the gifted.</p> <p>Teachers assigned to gifted education programs and serve Emergent Bilinguals (EB) are required to be English as a Second Language (ESL) certified and have the 30-hour GT Training as required by the <i>TexasState Plan for the Education of Gifted/Talented Students</i>.</p>
LAW or REGULATION	TAC 89.2 and TAC 89.3

TOPIC	EMERGENT BILINGUAL'S (EB's) SUMMER SCHOOL PROGRAM
TASK	To meet the language development needs of EBs.
GRADE(S)	PK-5
TIMELINE	June 1 of current academic year
PERSON(S) RESPONSIBLE	Campus Principal(s)
PROCEDURE	<p>Required Bilingual Education (BE)/English as a Second Language (ESL) for Pre-Kindergarten through 5th grade EBs:</p> <p>New Summerfield I.S.D. will offer a summer school program for EBs. This program will help these children to continue in their development of English language proficiency, literacy, and academic skills needed for success in Kindergarten and First grade.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> o The student must be identified as an EB as per Language Proficiency Assessment Committees (LPAC) guidelines o The guardian must have approved placement in the required BE or ESL program. <p>The program shall be operated the equivalent of 120 hours of instruction. NSISD accomplishes this through twenty, 8 hour days with no school on Fridays.</p> <ul style="list-style-type: none"> • The student/teacher ratio for the program shall not exceed 18 to one. • NSISD does offer transportation though this is not a state requirement. • NSISD provides free breakfast and lunch to all attendees. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program.
LAW or REGULATION	TAC 89.1250

**CHAPTER 7: FUNDING FOR BILINGUAL
EDUCATION (BE) AND ENGLISH as
a SECOND LANGUAGE (ESL)
STAFF AND SERVICES**

TOPIC	LOCAL EMERGENT BILINGUIAL (EB) FUNDS
TASK	To provide NSISD with funds to provide services for EBs.
GRADE(S)	PK-12
TIMELINE	Annually, by September 30 th
PERSON(S) RESPONSIBLE	District Business Manager
PROCEDURE	<p>As required by law, NSISD provides funding for EBs regardless of federal or state funding. These funds, are to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses.</p> <p>These funds are allocated and managed by District Business Manager.</p> <p>Purchase request and order forms should be submitted to District Business Manager.</p>
LAW or REGULATION	TEC Sec 48.105 (c)

TOPIC	TITLE III PURCHASING PROCEDURES
TASK	To purchase supplemental resources or services for Emergent Bilinguals (EBs).
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	District Business Manager
PROCEDURE	<p>New Summerfield ISD may use Title III funds to improve and supplement regular instruction for EBs by acquiring and/or upgrading curricula, instructional materials, or educational software. Principals may also use these funds to provide supplementary tutoring for EBs by the school's own Bilingual Education/English as a Second Language certified teachers.</p> <p>Materials or equipment purchased with these funds must be supplemental to the regular instructional program and cannot be bought to meet state or other federal requirements.</p> <p>Purchasing procedures are as follows:</p> <ol style="list-style-type: none"> 1. Each campus must submit the following to the District Business Manager: <ul style="list-style-type: none"> • Online Purchase Order requisition form • Include: Vendor, quantity, item number, description • Keep a copy of all paperwork to be turned in 2. Superintendent's secretary and District Business manager will process requisition for Purchase Order 3. Upon approval of the District Business Manager, the purchasing department will generate the Purchase Order 4. Copy of Purchase Order will be sent to campus/person requesting items
LAW or REGULATION	20 U.S.C. 6801-7014

TOPIC	STIPENDS/REIMBURSEMENTS RELATED TO BILINGUAL EDUCATION (BE) or ENGLISH as a SECOND LANGUAGE (ESL) SERVICES
TASK	To gather information regarding stipends/reimbursements available to staff working with Bilingual/ESL students.
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs, Campus Principal(s), and District Business Manager
PROCEDURE	<p>Bilingual Education Stipend:</p> <ul style="list-style-type: none"> Teachers who are bilingual certified, holding a valid Texas teaching certificate with required endorsements or required training for EC-5 bilingual-generalist and whose job assignment requires bilingual certification will be eligible to receive the district's annual bilingual stipend of \$5,000 per academic year. <p>English as a Second Language Stipend (ESL):</p> <ul style="list-style-type: none"> Teachers who are ESL certified, holding a valid Texas teaching certificate with required endorsements or required training for their appropriate grade/subject level, and whose job assignment requires ESL certification will be eligible to receive the district's annual ESL stipend of \$500 per academic year. <p>*Bilingual/ESL Certification Reimbursement for New Summerfield ISD Teachers:</p> <ul style="list-style-type: none"> Teachers who take the Bilingual or ESL certification exam and complete all steps to have it added to their teaching certificate will be reimbursed for their assessment fees. Receipts of payment must be turned in to the office of the Assistant Superintendent and Director of Special Programs. Payment of these fees will be reimbursed to the individual teacher in a separate check and will not be included in their regular wage payments.
LAW or REGULATION	*TEA FAQ Allowable Use of Title III, Part A Funds, D-2

CHAPTER 8: EMERGENT BILINGUAL PARENT AND COMMUNITY ENGAGEMENT

TOPIC	COMMUNICATION AND ADVOCACY
TASK	To communicate effectively with parents of Emergent Bilinguals (EBs) and to advocate for students and parents seeking EB services.
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Assistant Superintendent and Director of Special Programs/Campus Principal(s)
PROCEDURE	<p>*The campus principal must regularly communicate with and assist Emergent Bilingual (EB) parents in:</p> <ul style="list-style-type: none"> • Keeping track of their child's progress toward the attainment of academic standards • Obtaining information about their child's placement options • Securing interpretation and translation services as needed <p>Principals must ensure their campuses comply with the following stipulations:</p> <p><u>Grading and Promotion of EBs:</u></p> <p>Teachers assign grades and make decisions about promotion and retention for EBs based on the progress reasonably expected of students at their level of English proficiency and resulting from properly modified instruction. Each campus has a duty to provide EBs with specially prepared teachers and with instruction that is comprehensible at the students' level of English language development. When appropriate instruction has not been carried out, the responsibility for any lack of progress in learning shall not be placed on the students.</p> <p><u>Standardized tests and the language of assessment:</u></p> <p>Principals and teachers ensure that EBs are permitted to use their native language in responding to standardized tests in English when use of the native language will, in the teacher's opinion, enhance the validity of the assessment. For example, the student may ask questions in the native language, define words with the use of a bilingual dictionary when permissible, or use the native language to write initial drafts of English essays.</p> <p><u>EB participation in other programs and activities:</u></p> <p>For EBs who qualify for Gifted and Talented (GT) programs or for Special Education assistance, principals shall optimize opportunities to have the students participate in such programs. School officials should encourage participation of EBs in student government, school clubs, and other extracurricular activities.</p>
LAW or REGULATION	