Bilingual Education
and
English as a Second Language (ESL) Programs

TABLE OF CONTENTS

The Texas City Independent School District Bilingual and English as a Second Language Handbook was written based on Federal and Texas state laws, district board policies, and research-based methodologies. This handbook serves as a blueprint for all district personnel involved in such programs.

Bilingual and English as a Second Language Programs

TEXAS CITY
INDEPENDENT SCHOOL DISTRICT

Vision

The Texas City ISD Bilingual Program will establish a path to language acquisition and proficiency by providing rigorous academic instruction with supplemental support for students' learning experiences. As a result, the students will acquire interpersonal skills and high levels of academic achievement in both Spanish and English.

Mission

The Texas City ISD Bilingual program will equip and empower all emergent bilingual students with the 21st Century skills to provide meaningful learning experiences to achieve academic excellence and make significant contributions to our community, nation, and world.

Program Goals

★ Provide equitable instruction to all Emergent Bilingual students by meeting them at their level with rigorous learning experiences.
★ Support learning to ensure mastery of the state curriculum in all academic disciplines.
★ Provide research-based practices to ensure proficiency in the ELPS domains, listening, speaking, reading, and writing.
★ Promote diversity and inclusion in the school environment.

Our Values

Collaboration – Accountability – Service – Innovation – Excellence

Bilingual/ESL Department

Tony Furman
Director of Special Programs
Bilingual/ESL K-12
(409) 916-0113

Brenda Gonzalez
Bilingual/ESL Instructional
Specialist K-12
(409) 916-0540

2021-2022 Campus LPAC Facilitators

Campus	Name	Position	Email	Phone
Calvin Vincent Early Childhood Center	Rebeca Troconis	LPAC Administrator	RTroconisLoreto@tcisd.org	(409)916-0512
Guajardo Elementary	Brandi Peterson	LPAC Administrator	BJPeterson@tcisd.org	(409)916-0300
Hayley Elementary	Kim Pettigrew	LPAC Administrator	KPettigrew@tcisd.org	(409)916-0400
Heights Elementary	Jacqweline Snyder	LPAC Administrator	JSnyder@tcisd.org	(409)916-0500
Kohfeldt Elementary	Rachel Kauffman	LPAC Administrator	RKauffman@tcisd.org	(409)916-0400
Roosevelt-W Elementary	Angela Randall	LPAC Administrator	ARandall@tcid.org	(409)916-0200
Simms Elementary	Heath Maxile	LPAC Administrator	HMaxile@tcisd.org	(409)908-5100
Blocker Middle School	Donnie Brown Khrystian Allen	LPAC Administrator	DBrown@tcisd.org KAllen@tcid.org	(409)916-0700
La Marque Middle School	Kristal Hawkins	LPAC Administrator	KHawkins@tcisd.org	(409)938-4286
Levi Fry Middle School	Andrew Lockhart	LPAC Administrator	ALockhart@tcisd.org	(409)916-0600
La Marque High School	Christopher Loftin	LPAC Administrator	CLoftin@tcisd.org	(409)938-4261
Texas City High School	Randy Baker	LPAC Administrator	RBaker@tcisd.org	(409)916-0800
Woodrow Wilson	Randa Gilbert	LPAC Administrator	RGilbert@tcisd.org	(409)916-0280

Chapter 89. Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

According to the Texas Education Code (TEC), Chapter 29, Subchapter B, any student who has a primary language other than English and is designated as an English learner must be given a full opportunity to engage in bilingual education or English as a second language (ESL) program. To guarantee that all students have equal access to education, as mandated by law. To provide equal educational opportunity, as required by the TEC, 1.002(a), each school district must:

1. Identify emergent bilingual students based on criteria established by the state.

2. provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002.

3. seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state; and

4. assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for emergent bilingual students and the schools that serve them.

Bilingual and ESL programs shall use instructional approaches designed to meet the academic needs of emergent bilingual students. The instruction and learning experiences shall be based on the state of Texas's essential knowledge and skills. Bilingual education programs shall aim to enable "emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English" (Commissioner's Rules Concerning State Plan for Educating English Learners, 2020).

The programs shall emphasize the mastery of all core subjects based on grade-level expectations.

Click below to access the comprehensive TEA document,

[Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students (texas.gov)](texas.gov)

IDENTIFICATION OF EMERGENT BILINGUALS

The state requires school districts to identify student's primary language PK-12 within 30 days of student enrollment. Emergent Bilingual students must be identified, tested, placed, and parental permission received within four weeks of the student's enrollment.

Step one of the identification timelines, procedures, assessment practices, and decision-making processes for identifying English learners is the following:

★ The first time a student enrolls in a Texas public school, **the parent/guardian is required to complete a home language survey (HLS)**.

★ The home language survey is a required piece of the student's cumulative record (CUM) folder, and it **must be completed within ten days** of the student's initial enrollment to be valid.

★ **Only one Home Language Survey is completed for each student.** The Texas City ISD shall secure the student records. The survey follows the student for the rest of the student's academic journey. If a student transfers from another Texas school district, **the receiving district must request the Home Language Survey from the previous school.**

★ The home language survey consists of the following two questions:

1- What language is used in the child's home most of the time?
2- What language does the child use most of the time?

★ If the response to the questions on the home language survey indicates that a language other than English is used. In that case, **the student shall be administered the state-approved English language proficiency test** in accordance with TAC 89.1225 for identification and shall be identified as Emergent Bilingual (*LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification,* 2021).

The receiving office clerk should send a copy of all completed home language survey forms to the campus Bilingual or ESL team leader.

Click the link below to access the LPAC initial review form and an example of home language survey,

LPAC Framework Manual Identification 2020-2021 (txel.org)

English Language Proficiency Test

The Texas City ISD utilizes the preLAS, and LAS Links placement test to assist with initial identification and placement in instructional programs for newly enrolled students. The assessment is the second step in the screening process to identify qualifying students for the Bilingual/ESL programs. The test is designed around the four major language sections: speaking, listening, reading, and writing, with a mix of constructed-response and multiple-choice questions. The preLAS and LAS Links placement test descriptors:

- ★ Test for initial placement of K-12 students
- ★ Align with College and Career Readiness Standards (CCRS)
- ★ Assess speaking, listening, reading, and writing
- ★ Administer paper/pencil or online
- ★ Complete assessments in about 30 minutes
- ★ NOTE: Results correspond with LAS Links Forms C and D and Español B

Test administrators must be fluent in the language of the test which they are administering. Therefore, each campus must designate a fluent English test administrator and a fluent Spanish test administrator. Suppose a campus does not have a fluent Spanish-speaking paraprofessional. In that case, the principal or the designee should notify the bilingual district office to arrange for a fluent Spanish tester to assist them. (LAS links an English language proficiency assessment: LAS links an English language proficiency assessment, 2021).

For more information, click on the link below:
[Identifying Emergent Bilinguals with the LAS Battery of Assessments (brainshark.com)](brainshark.com)

Four different levels of the LAS are administered, depending on student grade level:

Texas English Learner Identification: Program Overview

Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• *pre*LAS English Form C • *pre*LAS Español Form C • Available in Online or Paper Formats
1st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper Formats
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper Formats
1st – 6th Grade	• LAS Links Español Form A • Speaking and Listening • Available in Online or Paper Formats

Language Proficiency Assessment Committee (LPAC)

Texas requires school districts to establish a process for selecting and training the Language Proficiency Assessment Committee (LPAC) members. Assessment data review is the third step in the identification process.

LPAC members:

★ Campus Administrator

★ A professional bilingual educator (at bilingual campuses)

★ A professional ESL educator

★ A parent of a current emergent bilingual student (may not be district employee)

★ All LPAC members shall receive training and sign confidentiality oaths.

The role of the language proficiency assessment committee upon the initial enrollment to the end of each school year:

LPAC is required to review the home language survey for all incoming students to identify students who need to be administered the language assessment.

The LPAC assists with parent communication and shall give written notice to the student's parent or guardian, advising the student has been classified as Emergent Bilingual and requesting approval to place the student in the required bilingual education or ESL program.

The LPAC shall determine the appropriate assessment option for each Emergent Bilingual student prior to the test administration of the state assessments.

The LPAC shall monitor the academic progress of each Emergent Bilingual and identify those who have met the criteria to exit.

Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal (ARD) committee members to review and provide recommendations to ensure appropriate identification and reclassification about the educational needs of each Emergent Bilingual who qualifies for services in the special education program (TEA, *BEGINNING OF YEAR LPAC GUIDANCE, 2021*).

Click the link below to access the 2021-2022 BEGINNING OF YEAR LPAC GUIDANCE: [LPAC BOY Guidance Checklist (texas.gov)](texas.gov)

Emergent Bilingual Classification Criteria

Emergent bilingual students' classification shall be determined within 4 weeks of a student enrollment in school. In order to qualify for transitional bilingual programs or English as a Second language program, a student must be identified as an Emergent Bilingual student using the following criteria:

★ Pre-K – Kinder. The student scored as a non-English or limited-English proficient speaker on the preLAS oral language proficiency test.

★ Grade 1st-12th. The student scored as a non-English or limited-English proficiency o the LAS Battery of assessments.

★ The ARD committee must work in conjunction with the LPAC committee to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or ESL program (19 TAC §89.122 (h), (l), and (m).

All students PK-6 who meet the criteria above and Spanish home language must be recommended for bilingual placement. Parents/guardians have the right to accept or deny services. Emergent bilingual students who speak another language must be recommended for ESL placement.

Texas City ISD Campuses Provide Bilingual Programs

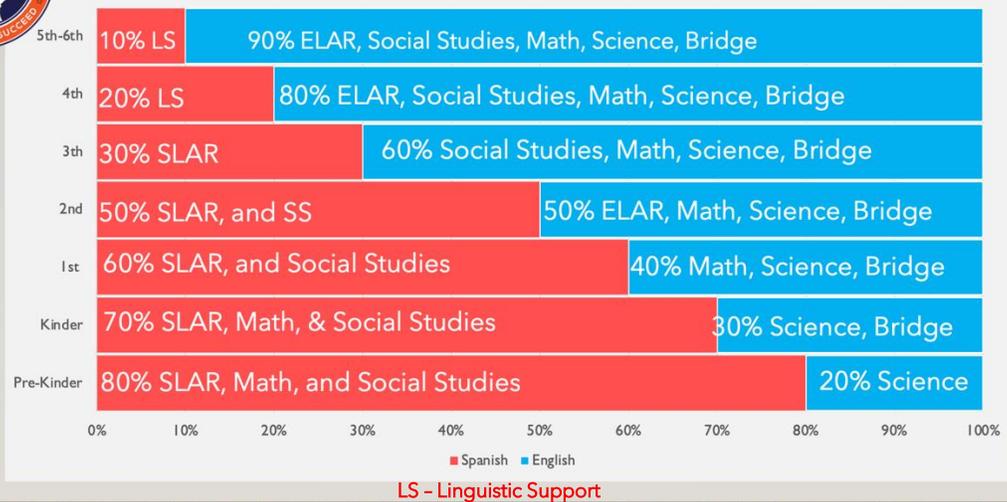| CAMPUS	PK	K	GR 1	GR 2	GR 3	GR 4	GR 5
Calvin Vincent Early Childhood C.	✓						
Heights Elementary School	✓	✓	✓	✓	✓	✓	
Kohfeldt Elementary School	✓	✓	✓	✓	✓	✓	
Hayley Elementary School	✓	✓		✓	✓	✓	
Roosevelt Wilson Elementary S.	✓	✓	✓	✓	✓	✓	
Levi Fry Middle School							✓

TCISD Current Bilingual Program

Texas City ISD Early Exit Transitional Bilingual Program

Grade Level Bilingual/ESL Program Guidelines
Language Allocation

Grade Level	Percentage of Instructional Time in Spanish	Percentage of Instructional Time in English
Pre-K	80%	20%
Kindergarten	70%	30%
First	60%	40%
Second	50%	50%
Third	30%	70%
Four	20%	80%
Fifth-Six	10%	90%

Percentage of Language of Instruction

Grade	Spanish	English
5th-6th	10% LS	90% ELAR, Social Studies, Math, Science, Bridge
4th	20% LS	80% ELAR, Social Studies, Math, Science, Bridge
3th	30% SLAR	60% Social Studies, Math, Science, Bridge
2nd	50% SLAR, and SS	50% ELAR, Math, Science, Bridge
1st	60% SLAR, and Social Studies	40% Math, Science, Bridge
Kinder	70% SLAR, Math, & Social Studies	30% Science, Bridge
Pre-Kinder	80% SLAR, Math, and Social Studies	20% Science

■ Spanish ■ English

LS – Linguistic Support

English as a Second Language

ESL teachers shall design lessons and incorporate instructional approaches to make grade-level academic content accessible to Emergent Bilingual students. The ESL program targets the English language development that includes all ELPS domains listening, speaking, reading, and writing skills. To inform instructional practices, teachers shall locate and analyze the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student. TEA guidelines:

★ Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction with the content objective for each lesson.
★ Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective.
★ Prepare to linguistically accommodate the instruction, pacing, and materials for ELs, based on their English proficiency levels.
★ Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity.
★ Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for ELs at all proficiency levels to demonstrate their content knowledge.
★ Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments.
★ Communicate to the LPAC on academic and linguistic progress of current and former ELs (up to two years after reclassification) and about which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EL, as applicable.

ESL Models

Program Model Type	Goal	Instruction
Content-Based ESL	Emergent Bilingual Students will attain full proficiency in English in order to participate equitably in school.	Emergent Bilingual students receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers.
Pull–Out ESL		A pull-out model can be implemented within the Emergent Bilingual student's classroom, or the learner may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting.

Emergent Bilingual Student
Reclassification Criteria

Emergent bilingual students may be reclassified as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition assistance as determined by academic satisfactory performance and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner reclassification rubric.
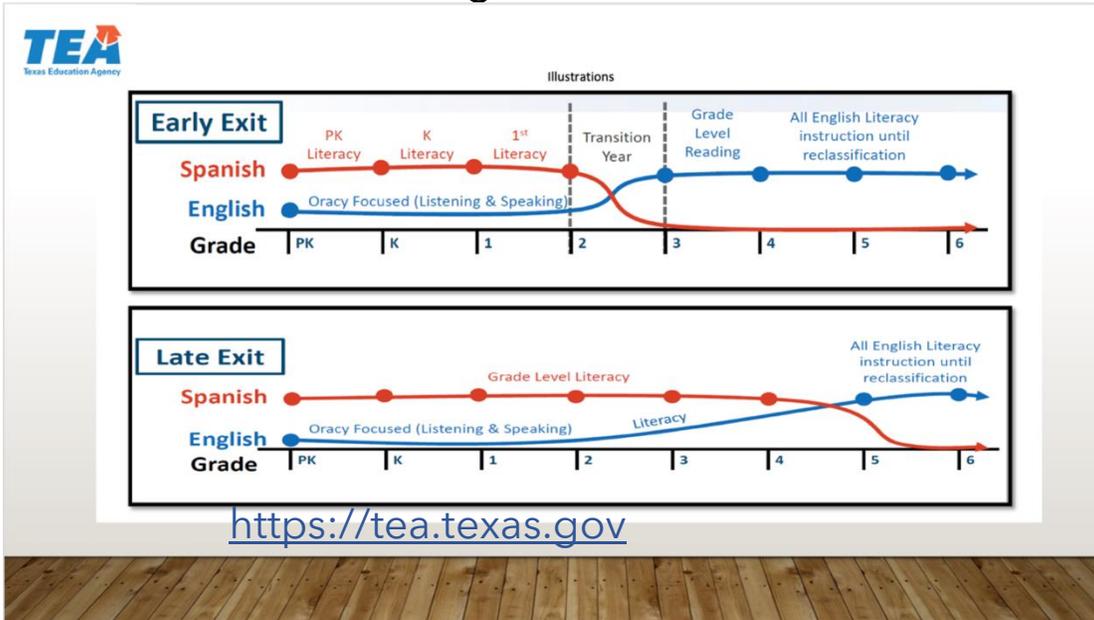
An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend reclassified students exit bilingual or English as a second language (ESL) program. Parental approval for exit or continuation in the program beyond reclassification must be obtained (Emergent Bilingual/English Learner Reclassification Criteria Chart, 2021).

Click below to access the reclassification criteria chart:
[2021-2022 EB-EL Reclassification Criteria Chart (texas.gov)](https://texas.gov)

Appendix A
TEA Program Illustrations

https://tea.texas.gov

https://tea.texas.gov

Bilingual teachers in any program model must recognize that language variety exists for geographic, cultural, and social reasons, and that **all varieties should be respected and honored as valid.** The consequences of language variety choice in various situations should be discussed to support academic, linguistic, and sociocultural goals.

Appendix B
Emergent Bilingual Student Overview Classification Criteria
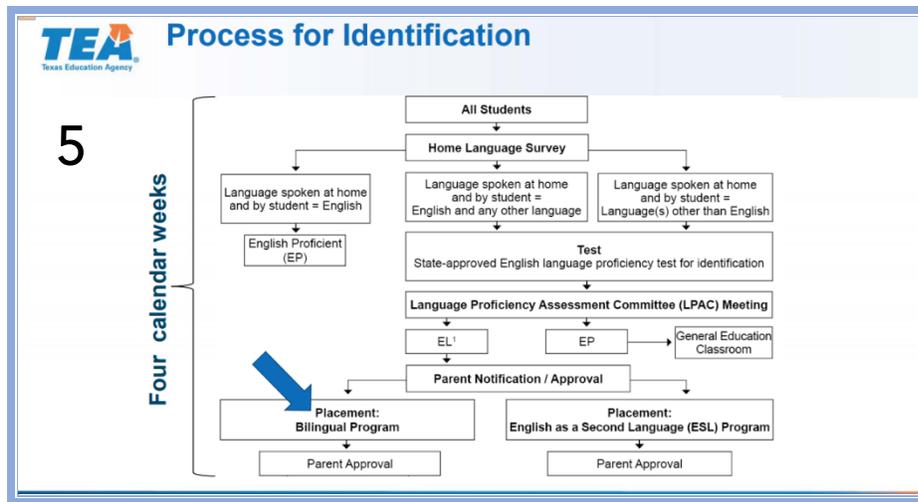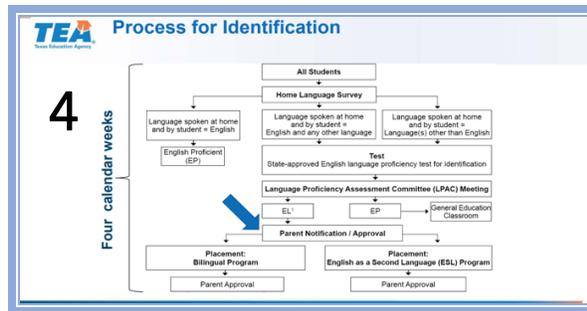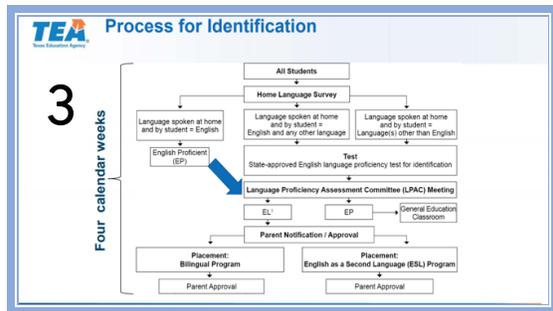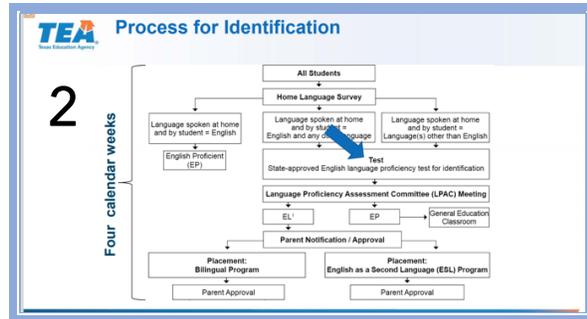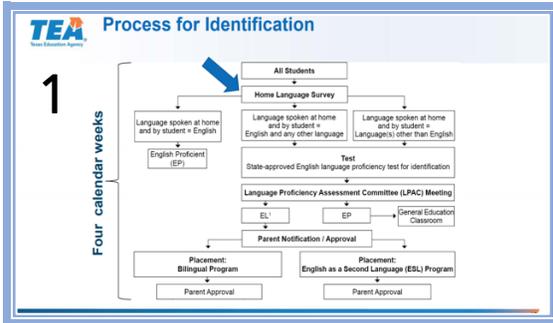
Appendix C

Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)

Student's initial enrollment in Texas public school

Home Language Survey

- Language spoken at home & by student = English
- Language spoken at home & by student = English and any other language
- Language spoken at home & by student = language(s) other than English

Non-LEP/English Proficient (EP) (LEP = 0)

Parent requests placement in BE/ESL
- Yes → (PPC: 3 = BE, H = ESL)
- No → No BE or ESL Services

Test
State-approved English language proficiency test for identification:
Pre-K to 1st grade = Listening and Speaking components
2nd to 12th grades = Listening, Speaking, Reading, and Writing components

LPAC Meeting:
Below level designated for English proficiency = LEP/EL
Required Bilingual and ESL Programs §89.1205(a) and (d)

LEP/EL (LEP = 1)

Non-LEP/English Proficient (EP) (LEP = 0)

Parent requests placement in BE/ESL
- Yes → (PPC: 3 = BE, H = ESL)
- No → No BE or ESL Services

Parental notification of identification and approval of placement

Parental approval for bilingual education program placement

No, but accepts ESL program participation (PPC= A)

Parental approval for ESL program placement

Yes, Local Education Agency (LEA) under Bilingual Education Exception (PPC = E) (ALT = 01; BE and ESL = 0)

Yes (PPC = D) (BE = 2, 3, 4, or 5)
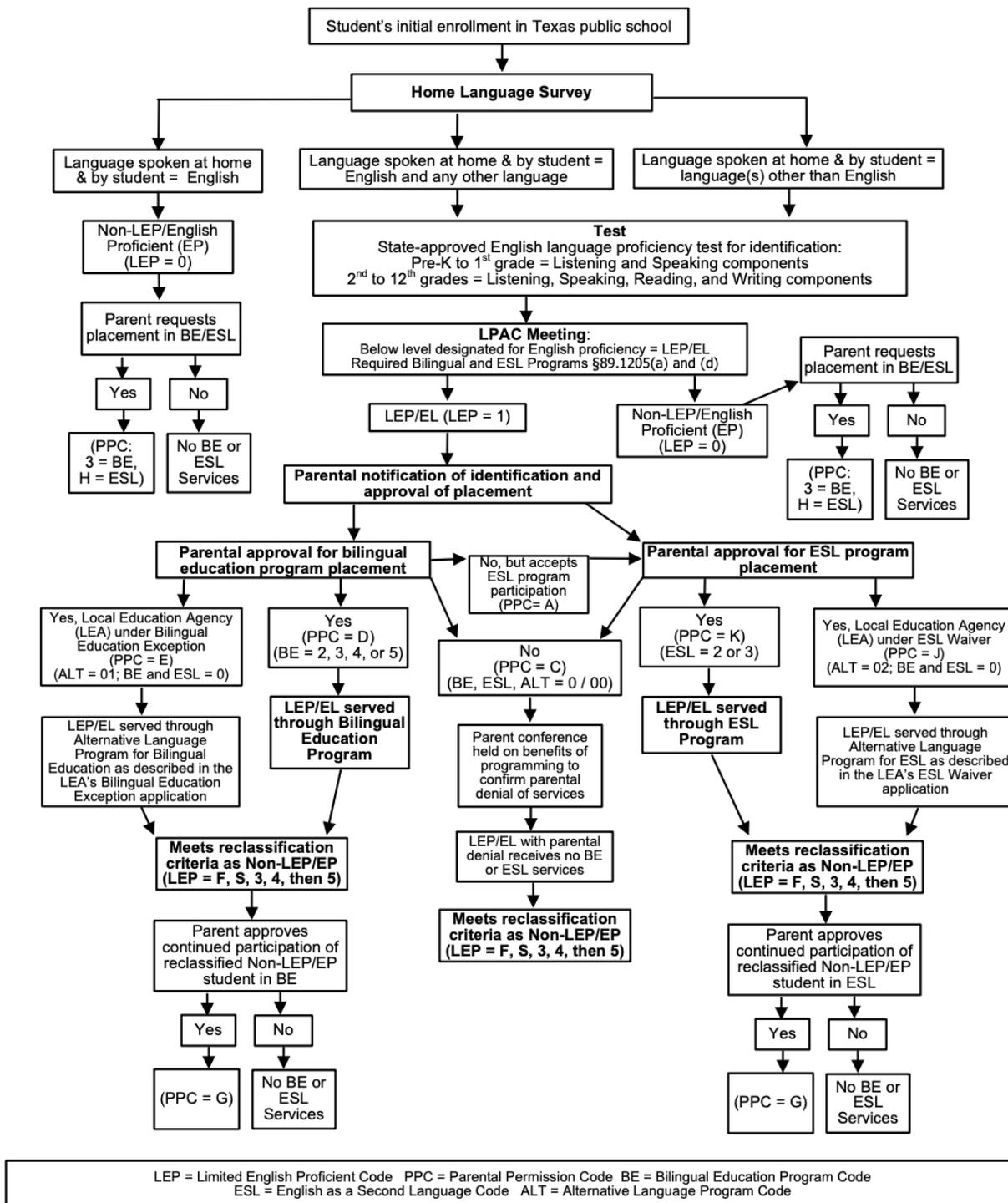
No (PPC = C) (BE, ESL, ALT = 0 / 00)

Yes (PPC = K) (ESL = 2 or 3)

Yes, Local Education Agency (LEA) under ESL Waiver (PPC = J) (ALT = 02; BE and ESL = 0)

LEP/EL served through Alternative Language Program for Bilingual Education as described in the LEA's Bilingual Education Exception application

LEP/EL served through Bilingual Education Program

Parent conference held on benefits of programming to confirm parental denial of services

LEP/EL served through ESL Program

LEP/EL served through Alternative Language Program for ESL as described in the LEA's ESL Waiver application

LEP/EL with parental denial receives no BE or ESL services

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Meets reclassification criteria as Non-LEP/EP (LEP = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified Non-LEP/EP student in BE
- Yes → (PPC = G)
- No → No BE or ESL Services

Parent approves continued participation of reclassified Non-LEP/EP student in ESL
- Yes → (PPC = G)
- No → No BE or ESL Services

LEP = Limited English Proficient Code   PPC = Parental Permission Code   BE = Bilingual Education Program Code
ESL = English as a Second Language Code   ALT = Alternative Language Program Code

References

Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners. https://tea.texas.gov/sites/default/files/ch089bb.pdf. (2020).

LAS links an English language proficiency assessment: LAS links an English language proficiency assessment. LAS Links. (n.d.). https://laslinks.com/.

Texas Education Agency (TEA). (n.d.). 2021-2022 BEGINNING OF YEAR LPAC GUIDANCE. https://tea.texas.gov/sites/default/files/lpac-boy-guidance-checklist.pdf.

Texas Education Agency. (n.d.). LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification. https://www.txel.org/media/jwjdo5ns/identification-suggested-forms.pdf.

(2019, January). https://tea.texas.gov/sites/default/files/Bilingual%20Education%20Programs%20Literature%20Review%20Jan%202019.pdf.