

**Denver City Independent School District
Bilingual and ESL Programs Handbook
2024-2025**



Bilingual/ESL/Immigrant/Migrant Programs

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Bilingual and English as a Second Language Program 2024-2025

Bilingual Program Goals

- EBs will become proficient in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the primary language and English.
- EBs will be academically successful.
- EBs will participate equitably in school.

Bilingual Program Description

The Texas Education Code (§29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code Chapter 89, Subchapter BB (§89.1205) specifies that each school district which has an enrollment of 20 or more Emergent Bilinguals (EB) in any language classification in the same grade level district-wide shall offer a Bilingual education program in elementary grades through 5th grade, including 6th grade when clustered with elementary.

The bilingual classrooms in Denver City Independent School District is a program of instruction in which both the students' home language and English is used for instruction. The amount of instruction in each language with the bilingual education program is proportionate to the students' level of proficiency in each language and their academic achievement. The DCISD bilingual program is an integral part of the regular educational program in which state adopted English and Spanish instructional materials are used as curriculum tools to enhance the learning process. The Spanish bilingual program is offered at two campuses: Dodson Primary and Kelley Elementary. The program addresses the affective, linguistic, and cognitive needs of our limited English proficient students by:

1. Providing instruction in their home language to introduce basic concepts of the school environment, both in their home language and in English. Providing instruction in mathematics, science, health and social studies in both their home language and in English. The content area instruction in both languages is structured to ensure that students master the required TEKS and higher order thinking skills in all subjects.
2. Providing instruction in the skills of comprehension, speaking, reading and composition both in their home language and in English. Providing instruction in mathematics, science, health and social studies in both their home language and in English. The content area instruction in both languages is structured to ensure that students master the required TEKS and higher order thinking skills in all subjects.

English as a Second Language Program Goal

The goal of the English as a Second Language Program is to provide non-native English-speaking students of other language with opportunities to develop their reading, writing, listening and speaking skills in English utilizing second language methods and to equip them with the academic strategies necessary for successful study in a language and culture that may differ from their native language and/or culture.

English as a Second Language Program Description

The Texas Administrative Code (§89.1205 (d)) specifies all English language learners for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program (ESL). Our ESL program is designed to develop proficiency in the comprehension, speaking, and reading of the English language. Instruction in our ESL program will commensurate with the students' level of English proficiency and their level of academic achievement.

The English as a second language program is an integral part of the regular educational program required under Chapter 74. Our district uses supplementary materials as curriculum tools to enhance the learning process. The English as a Second Language program addresses the affective, linguistic, and cognitive needs of our ELLS by:

1. Providing instruction using second language methods in English to introduce basic concepts of the school environment which impart confidence, self-assurance, and a positive identity with their cultural heritages.
2. Providing intensive instruction to develop proficiency in reading, listening, writing, and comprehension of the English language.
3. Providing instruction in English in mathematics, science, health, and social studies using second language methods.

Immigrant Student Identification

Under Title III of the No Child Left Behind Act of 2001 (NCLB), the term "immigrant children and youth" is defined as:

- individuals who are aged 3 through 21; and
- were not born in any state; and
- have not been attending one or more schools in any one or more states* for more than three full academic years.

**The term "State" means each of the 50 States, The District of Columbia, and the Commonwealth of Puerto Rico," P.L. 107-110 Title III, Part C, §3301(6)*

Texas is required to use the federal definition under Title III of NCLB to determine immigrant student counts for funding and coding in PEIMS.

Immigrant student identification begins when parents complete the DCISD Home Language Survey.

Immigrant "To-Do" List

- Have parents complete the Home Language Survey (must answer all questions).
- Attach original Home Language Survey in student's Language Proficiency Assessment Committee (LPAC) folder.
- If readily available, make a copy of the student's birth certificate and include in the LPAC folder.
**The original Home Language Survey refers to the very first survey the parents completed when they enrolled the student for the first time in public school in any of the 50 states.*

Migrant Student Identification

A student is eligible for the Migrant Education Program if:

1. The student is younger than 22 and has not graduated from high school or does not hold a GED (this means the student is entitled to a free public education or is of age below compulsory school attendance); and
2. The student is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The student has moved within the preceding 36 months to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek) temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The student has moved from one school district to another.

Migrant identification begins with answering the two questions on DCISD's enrollment form stating the child has moved to Denver City for agricultural reasons and the employment is the income for the family.

Migrant "To-Do" List

- Notify the Federal Programs Director if the parents of a student answered yes to either of the questions.

Who are DCISD Potential Emergent Bilingual Students (EB)?

- Children schooled outside of the United States
- Students with tourist visas
- Foreign exchange students
- Students who have made application for permanent residency
- Undocumented immigrants
- Students who speak or hear at home a language other than English

What Laws Mandate Bilingual and ESL Education?

- No Child Left Behind, 2001 (NCLB)
- Title III Part A
- Texas Education Code 29.051-20.064
- Texas Administrative Code (TAC) Chapter 89
- Denver City ISD Bilingual/ESL Program Policy

Denver City Independent School District provides students with two language programs: Bilingual Education and English as a Second Language program.

2024-2025 Program Campuses and Feeder Patterns

Bilingual Spanish Program Campuses and
Feeder Patterns

Dodson Primary School
Grades PPCD-2nd Grade

Kelley Elementary
Grades 3-5

English as a Second Language Services

All DCISD campuses provide ESL services
to eligible students.

***Bold and underlined = Bilingual program campus**

Identifying Students for English Language Proficiency Assessments

- Upon registration, parents (or students in 9th grade or higher) complete the Home Language Survey (HLS)
- English language proficiency assessments begin when the HLS states responses for language other than English.
- The student must undergo English language proficiency assessment(s), be identified as Emergent Bilingual (EB) or non-EB, and placed in a language program within 20 school days of student enrollment [TAC §89.1225(g)].
- The campus administrator in charge of the assessments should conference with parents whenever the HLS indicates a language other than English to discuss the following:
 - The parents completion of the HLS (front and back) and how their responses on the survey initiate assessments
 - The assessment process
 - The benefits of bilingual and ESL programs
 - Bilingual program is offered at elementary level only
 - State and federal requirements of yearly assessment for all EBs including those whose parents deny services
 - Parental right to place a child in bilingual or ESL program after initial refusal of services depending on qualification

Home Language Survey “To-Do” List

- All personnel working with student records must know what a Home Language Survey looks like and its significance to appropriate educational programming for students.
- Ensure the back side of the HLS has been completed by the parents or guardian.
- Ensure effective communication between student records personnel and campus assessor so students with a HLS stating a language other than English begin assessment process immediately after school enrollment.
- TAC §89.1225(g): A student’s home language survey completed with a response other than English initiates English language proficiency assessments. Districts have 20 school days from the date of student enrollment to complete language assessments and offer and begin delivery of services should the student qualify.

What Assessments are Used to Determine if a Student is an Emergent Bilingual?

Fall Assessments

Tests to be used during Summer Enrollment and through December only for Initial Assessment

Entering Grade	Oral Language Proficiency Test-English	Oral Language Proficiency Test-Spanish- (for Spanish- speaking students only)
PK	Pre-LAS	Pre-LAS
K	LAS Links	LAS Links
1 st	LAS Links	LAS Links
2 nd	LAS Links	LAS Links
3 rd	LAS Links	LAS Links
4 th	LAS Links	LAS Links
5 th	LAS Links	LAS Links
6 th	LAS Links	LAS Links
7 th	LAS Links	LAS Links
8 th	LAS Links	LAS Links
9 th	LAS Links	LAS Links
10 th	LAS Links	LAS Links
11 th	LAS Links	LAS Links
12 th	LAS Links	LAS Links

What Assessments are Used to Determine if a Student is an Emergent Bilingual?

Spring Assessments

Tests to be used from August through May to include end-of-year review

Entering Grade	Oral Language Proficiency Test-English	Oral Language Proficiency Test-Spanish- (for Spanish- speaking students only)
PK	Pre-LAS	Pre-LAS
K	LAS Links	LAS Links
1 st	LAS Links	LAS Links
2 nd	LAS Links	LAS Links
3 rd	LAS Links	LAS Links
4 th	LAS Links	LAS Links
5 th	LAS Links	LAS Links
6 th	LAS Links	LAS Links
7 th	LAS Links	LAS Links
8 th	LAS Links	LAS Links
9 th	LAS Links	LAS Links
10 th	LAS Links	LAS Links
11 th	LAS Links	LAS Links
12 th	LAS Links	LAS Links

Who Determines if a Student is an Emergent Bilingual (EB)?

Once assessments are completed, the Language Proficiency Assessment Committee (LPAC) determines student English language proficiency and recommends the appropriate English language-learning program for ELLs. [TAC §89.1220]

LPAC Members

Elementary Bilingual

Campus Administrator

Bilingual Teacher

ESL Teacher

Parent

Bilingual/ESL Program Specialist

Elementary ESL/Secondary ESL

Two or more professional educators

Parent

Campus Administrator

Bilingual/ESL Program Specialist

What Determines Student Eligibility for English as a Second Language Services?

Qualifying Criteria for ESL Services

Student's Grade Level

Oral Language Proficiency Test Score

PK/K

Negligible English Speaker or Limited English Speaker

1st

Negligible English Speaker or Limited English Speaker

2nd-12th

Negligible English Speaker or Limited English Speaker

Preparing for an LPAC Meeting

The following pages will provide information on how to prepare for an LPAC meeting. Because we continuously enroll new students in Denver City ISD, the assessment process is ongoing; however, at certain times of the year, additional LPAC meetings will be necessary.

What Happens When a Parent Initially Refuses Bilingual Services?

The parent/legal guardian has the right to refuse bilingual education program services for his/her child. When the parent/legal guardian refuses bilingual education services for his/her child, the school must complete the following steps:

1. Conduct an in-person conference with the parent/legal guardian to explain the benefits of the bilingual education program services and to discuss the child's English language proficiency level.
2. Review the district's promotion policy and guidelines that the child will be responsible for in the general program of instruction.
3. Inform the parent/legal guardian the child must be tested annually with the English language proficiency assessment until the child attains the state-set English language proficiency score.
4. Parents must complete the "Refusal of Services" form and shall explain the reasons (in writing) why they are declining services. At this point, the ESL program can be offered.
5. The LPAC contact must provide the Federal Programs Director the name of students whose parent denied services.
6. Here is a summary of what should be placed in the student's LPAC folder:
 - Parent's written statement explaining why they declined services. This statement needs to be signed and dated.
 - "Refusal of Services" LPAC form
 - Parent approval letter indicating a "No" for services
 - Parent approval letter for ESL (if the parent consents to this service)

The action plan is required only when a parent refuses services for a student that is already in the program (in other words, parents want the student to be pulled out from the program).

All documentation must be filed in the student's LPAC folder.

The campus LPAC contact must inform the teacher the student's parent/legal guardian has refused bilingual or ESL education services and needs to provide the student's English language proficiency level to the general education teacher.

Parent wants to terminate Bilingual services



Give the parent the "Action Plan for Denial form" with a scheduled day to have a conference.

Note: The parent must have a letter in hand on the conference day.



On the conference day talk with the parent about the benefits of the program. Use the "Refusal of Services" form to document a conference took place. Ensure the parent initials all the items and signs the document.



If parent still wants to terminate



Offer ESL services. If the parent agrees, have him/her sign the parent permission letter from TEA.

Have the parent sign a permission letter for ESL.

Parent wants to terminate ESL services



Give the parent the "Action Plan for Denial form" with a scheduled day to have a conference.

Note: The parent must have a letter in hand on the conference day.



On the conference day, talk with the parent about the benefits of the program. Use the "Refusal of Services" form to document a conference took place. Ensure parent initials all the items and signs the document.

Placement of Non-LEP Students in Bilingual

Only a parent or a guardian can request placement of a non-LEP student in the bilingual program (TAC §29.058). The number of participating students may not exceed 40 percent of the number of students enrolled in the program. If a parent requests a placement of a non-LEP student in the bilingual or ESL program, please have them sign the “Request of Placement of a Non-LEP in Bilingual/ESL” form and return the document to the child’s school of attendance.

Processing a New Student

- Parents complete Home Language Survey, indicating a language other than English. The Home Language Survey should be stapled on the left side of the folder.
- Administer assessments to determine appropriate tests/grade level.
- Use Data Entry Sheet as a work-in-progress document—filling in test dates and scores as tests are administered allows a quick view of tests left to administer or scores yet to receive from Assessment and Accountability.
- Ensure the administration of appropriate tests.
- Complete ALL information except LPAC recommendation section on the Language Proficiency Assessment Committee Record form found in SuccessED/Frontline.
- Ensure every document is dated in the format of: MM/DD/YR.
- Prepare the LPAC folder with the following items:
 - Completed LPAC Record form (reflecting student’s grade level)
 - Completed Data Entry Sheet
 - Home Language Survey (front and back)
 - Birth Certificate (if available)
- Attach Oral Language Proficiency Test student answer document and results under original LPAC record.
- Attach a copy of the birth certificate (if available), home language survey, and parent forms.
- Take completed and prepared LPAC folders to LPAC meeting, and remember the data entry sheet.
- Complete and send LPAC designated parent approval letter.
- For all students who qualify to receive ESL services, distribute the accommodations form to each classroom teacher. It is crucial for regular education teachers to document all the instructional accommodations used for English language learners.
- Keep the LPAC folder (blue) and permanent record together.

Processing a Former or Returning Student (Prior-LEP)

- Check in Skyward to see student's EB status from previous DCISD enrollment.
- Locate the original Home Language Survey and make every attempt to have it on file.
- Administer assessments to determine appropriate tests/grade level.
- Use Data Entry Sheet as a work-in-progress document—filling in test dates and scores as tests are administered allows a quick view of tests left to administer or scores yet to receive from Assessment and Accountability.
- Find student's original LPAC folder if this is a returning student to DCISD.
 - DO NOT THROW AWAY ANY LPAC DECISION DOCUMENTATION
 - ALWAYS revert back to the original Home Language Survey
- Complete all information except LPAC Recommendation section on appropriate Language Proficiency Assessment Committee Record forms.
- Ensure every document is dated in the format of: MM/DD/YR.
 - Prepare the LPAC folder with the following items:
 - Completed LPAC record form (reflecting student's grade level)
 - Completed Data Entry Sheet
 - Home Language Survey (front and back)
 - Birth certificate (if available)
- Attach Oral Language Proficiency Test student answer document scores and results under original LPAC record.
- Under Home Language Survey attach birth certificate copy (if available) and parent forms.
- Contact the district specialist as soon as she requests folders for the LPAC to schedule a meeting to process the folders.
- Take completed and prepared LPAC folders to the LPAC meeting.
- Complete and send LPAC-designated parent letter.
- For all EBs participating in the ESL program, distribute the accommodation sheet to each classroom teacher. It is crucial for regular education teachers to document all the instructional accommodations used for EBs.
- Keep the LPAC folder (blue) and permanent record together.

Processing All EBs for the End-of-Year Review

The LPAC reviews ALL EBs, active and denials, and students on exit status being monitored to make recommendations and English language program placement for the new school year.

- Use End of Year data entry sheet---use this sheet as a work in progress.
- Administer the IOWA Form F Reading/Language assessment to any student in 1st, 2nd, 11th, and 12th grade who you think may qualify to meet the exit criteria.
- Complete end-of-year LPAC recommendation record form. These are divided by grade levels and will also assist in proper test administration.
- Collect regular classroom teacher(s) accommodations worksheet.

- Ensure ALL pages are complete including the summer school recommendations.
- Attach testing reports (STAAR and TELPAS), copy of report card, and all teacher accommodation forms to the LPAC record.
 - DO NOT DESTROY ANY LPAC DECISION RECORDS OR DOCUMENTATION
- Follow the meeting schedule provided by the bilingual/ESL office for place and time of End of Year LPAC.
- Take the completed forms and the LPAC folders to the meeting.
- After LPAC has made a decision, send the letter corresponding to the LPAC decision to the parent for signature:
 - Denial student who continues to qualify for services
 - Active bilingual student in 5th grade moving to ESL in middle school
 - Exit from Bilingual or ESL becoming Non-ELL
 - Exit monitor review year 1 or 2
 - Exit monitor re-offer program
- Prepare and send end-of-year student progress report, to active bilingual and ESL students.
- Have classroom teachers complete student summer school folder information.
- Keep the LPAC folder (blue) and permanent record together.

Do We Offer Bilingual or ESL Education?

Officially, the LPAC is the only entity able to recommend program options for EBs. In instances where students understand little or no English, after assessments and student qualification, the campus LPAC contact may:

*Recommend bilingual education first when a student is EB, the Home Language Survey indicates Spanish is a language spoken in the home, or the student is better able to communicate in Spanish.

*Offer the English as a Second Language program (ESL) to EBs when the Home Language Survey indicates a language other than English and Spanish is not included.

*Offer ESL to new students whose parents initially deny bilingual education services after a person-to-person conference has been completed [TAC§29.053].

Beginning-of-the-Year Campus Administrator “To Do” List for Bilingual/ESL Students

Like other children, undocumented students are required under state laws to attend school. Due to the U.S. Supreme Court ruling in *Plyer v. Doe* (1982) public schools may not:

1. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
2. Treat a student differently to determine residency.
3. Require students or parents to disclose or document their immigration status.
4. Make inquiries of student or parents that may expose their undocumented status.
5. Require social security numbers from all students, as this may expose undocumented status.
6. Require social security numbers from all students on applications for free/reduced lunch.

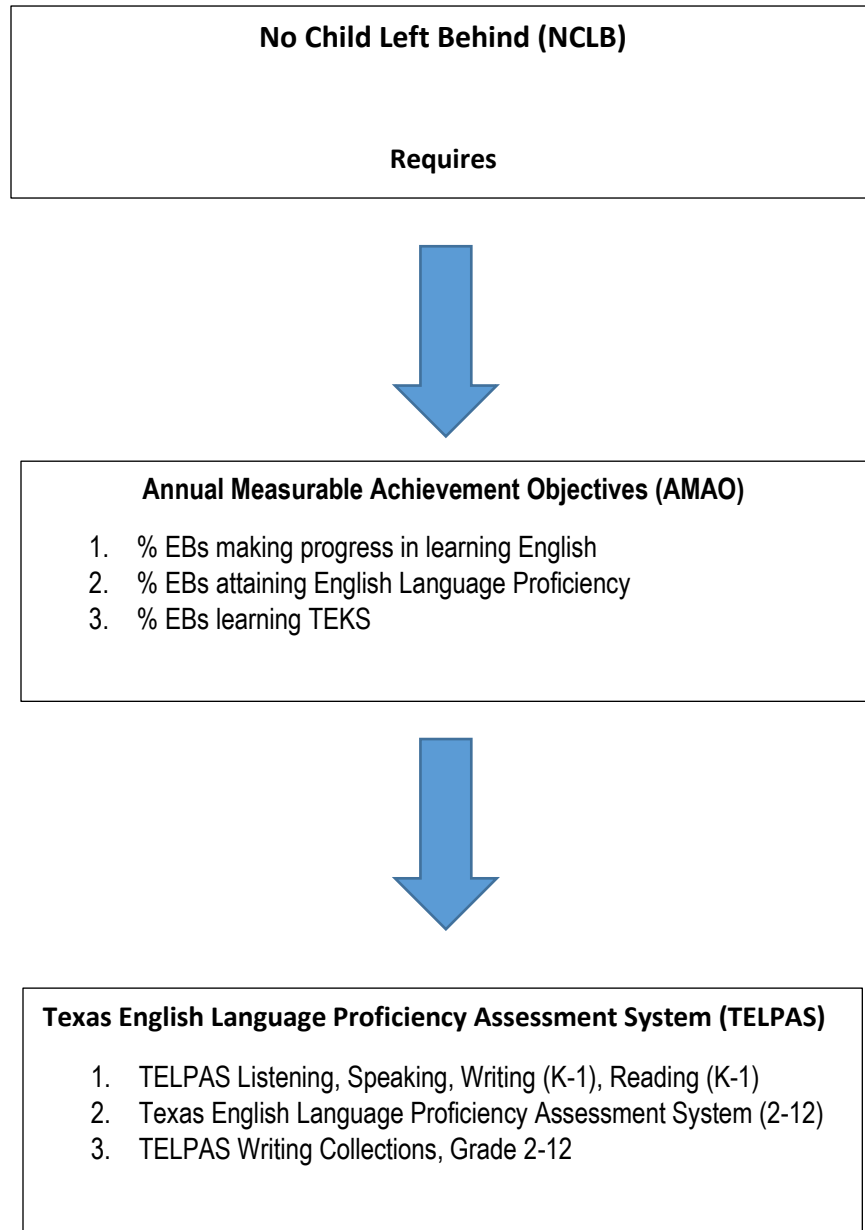
The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency—including the Immigration and Naturalization Service (INS) with any information from a child's school file that would expose the student's undocumented status without first getting permission from the student's parents.

School personnel should be aware they have no legal obligation to enforce U.S. immigration laws.

All staff should:

- Know each student shall have one Home Language Survey (HLS) (the original) in his permanent record file [TAC §89.125 (a)].
- Know a Home Language Survey completed with a language other than English requires the student to undergo English language assessment [TAC §89.125 (d)].
- Know the campus administrator in charge of ensuring English language assessments.
- Campus administrator MUST ENSURE the person assessing is proficient in the language of the assessment and MUST BE ANNUALLY LPAC TRAINED.
- Submit a copy of each Home Language Survey stating a language other than English to the English language assessment administrator so testing may begin immediately—CRITICAL STEP FOR SECONDARY SCHOOLS SINCE QUALIFYING AND ACCEPTING ESL PROGRAMMING MAY REQUIRE CHANGES IN THE STUDENT'S SCHOOL SCHEDULE.

EB Assessment and Monitoring Systems



District ELL services are monitored through Results Driven Accountability (RDA). For more information, visit <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS encompasses listening, speaking, writing, and reading. ALL Emergent Bilinguals in grades K-12, including denials, participate in TELPAS assessments. EBs in grades 2-12 participate in TELPAS until they meet the language program exit criteria.

TELPAS is to ELLs as STAAR is to all students. TELPAS is not an optional test, but a state-required assessment.

ELL Services and the Special Education Student

ATTACHMENT II Text of Adopted Revisions to 19 TAC
Chapter 89, Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating
Limited English Proficient Students

Effective September 17, 2007, new rules have been adopted for students with disabilities in Texas regarding their entry and exit from bilingual/ESL programs. The ARD committee with a key member of the LPAC will make the decision for entry and exit into bilingual/ESL programs of students with disabilities.

[TAC §89.1225] Testing and Classification of Students

- The ARD committee in conjunction with a key member of the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement to exit students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of language proficiency assessment committee.
- The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee (LPAC) in accordance with [TAC §89.1220(g)] of this title (relating to Language Proficiency Assessment Committee).
- The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

Students identified as EB in need of special education services pose a unique situation for DCISD. Special education/EBs receive appropriate services from both programs, given parent permission. The Admission, Review, and Dismissal Committee (ARD) cannot say "all special education/EBs needs will be met through special education" unless the staff providing special education services are bilingual or ESL certified.

Since EB assessment usually begins at registration with the completion of the Home Language Survey, students may be identified as EBs before a student is referred to special education.

The Admissions, Review, and Dismissal committee (ARD) cannot remove an Emergent Bilingual from language services until the student has met exit criteria. A process for considering special exit criteria from bilingual/ESL is available for qualifying students in special education.

The ARD committee makes assessment decisions for students served by special education, including those who are classified as Emergent Bilingual (EB). A member of the language proficiency assessment committee (LPAC) must be included on the ARD committee to ensure issues related to the student's special education needs and language proficiency are carefully considered.

Special Education Students and TELPAS

- Because the span of reading ability is broad on TELPAS and the purpose is to measure annual growth in English acquisition, TELPAS should be an appropriate tool for most EBs served by special education who are receiving TEKS instruction in reading. Exceptions include students who need a Braille version (unavailable) and students with instruction is below the level of reading simple words and simple sentences.
- For each TELPAS domain, observe and rate each ELL/special education student whose IEP includes TEKS instruction in at least the kindergarten level.
- Determine ARD exemptions from TELPAS on domain-by-domain basis.
- In the IEP, document in the student IEP ARD decisions about EB/special education student participation in TELPAS.

End of the Year LPAC Review

Include those being monitored, present ALL Emergent Bilinguals (whether actively participating in ESL/Bilingual or not) to LPAC at the end of every school year.

The committee reviews state assessments (TELPAS and/or STAAR), report card, and the student's teacher evaluation to determine the student's English language placement for the new school year.

End of year assessments may begin at the start of the 4th nine weeks. This handbook includes details on preparing students for end of year review.

Ensure all documentation is available and forms are completely filled out prior to the LPAC meeting.

LPAC Folders of students moving from one campus to another will be included with the transfer of permanent records.

Exiting Students from EB Services

Students identified as EBs, including EB/special education students, and students served by a language proficiency program must meet the following exit criteria in order to have the LPAC consider the student ready to exit from the language program:

- The student Composite Score of Advanced High on TELPAS [19 TAC §89.1225(h)]
- Meets state performance standards for STAAR in grades 3-12 (passes reading and writing in available grades)

- Scores at or above the 40th percentile on the Reading and English Language Arts sections of the IOWA Form F (1st, 2nd, 11th, and 12th grade students) (TEC §39.023).
- Teacher recommendation
- Students in Pre-K or Kindergarten may not exit
- Student exit reviews occur **only** at the end of the school year

Exit Monitoring of EBs

Monitor students meeting exit criteria for two academic years to ensure:

- The student meets state performance standards (in English) of the grade appropriate STAAR test; and
- The student has passing grades in all subjects and courses taken.

Once an exited student meets the above criteria for two consecutive years, the student is deemed “Non-EB.” Parents or teachers of a student who has trouble with academics during the exit process or after the exit is complete, have the right to request student placement back into the bilingual or ESL program.

Prekindergarten Registration

Children who are four-years-old prior to September 1 may qualify for PK if:

- The child is deemed to be an Emergent Bilingual or
- The child’s family qualifies for federally funded free or reduced lunch program or
- The child meets the federal definition of “homeless” or
- The child is a military dependent.

During Prekindergarten registration, Dodson Primary will have staff proficient in both English and Spanish available to administer oral language proficiency tests. Dodson Primary should have available:

- Testing materials
- Home Language Surveys
- LPAC forms
- LPAC folders
- Brochures about bilingual and ESL education

An LPAC meeting is held shortly after PK registration where children are identified as Limited English Proficient (LEP) or as non-LEP. If a student is limited English speaking, the campus LPAC contact should conference with the parents to explain parent and student rights.

The DCISD bilingual/ESL department honors testing from other Texas districts, students that meet the Texas criteria, and appropriate tests (oral language proficiency and achievement test, when available) are on the state-approved test list, and the tests scores are from the previous spring semester.

Bilingual and ESL Staff

Bilingual and ESL staff (teachers, parent liaisons, and paraprofessionals) at each program campus work with bilingual and ESL students. Like other staff members, bilingual and ESL staff want to help in the day-to-day activities of school. However, bilingual and ESL staff work with bilingual/ EBs and parents first.

- The primary responsibility of bilingual and ESL teachers is to identify and then teach bilingual and English language learners. ESL teachers demonstrate to regular education campus staff how to accommodate the curriculum to meet EB needs while they learn grade-level TEKS and English.
- The primary goal of bilingual and ESL paraprofessionals is helping in the identification of bilingual and English language learners and then helping the bilingual and ESL teachers work with these students.

None of the bilingual/ESL staff should be viewed as “extra help” in providing services to students that are not bilingual or EBs. They all have responsibilities to the specific students and parents they were hired to teach as well as to the TEKS/ELPS they are required to teach.

Decisions about Administering STAAR in English or Spanish

EBs are required to take STAAR. The Spanish version of STAAR at grades 3-5 assesses the academic progress of Spanish-speaking students who receive academic instruction in Spanish while they learn English.

The LPAC is responsible for deciding whether a Spanish-speaking student in Grades 3-5 is assessed with STAAR in English, Spanish, or both. This decision is based on the following:

- The language of instruction and the language in which the student is best able to demonstrate his or her academic skills
- Classroom teacher evaluation

What documentation should be kept in the LPAC record?

Original Home Language Survey (HLS)—stapled on left side of the folder
Oral Language Proficiency test results
Parent notifications and permission for placement in bilingual or ESL program
Parent denial (if applicable)
Action plan for denial of services (if applicable)
Refusal of services form (if applicable)
TELPAS results and writing samples
STAAR Reading and Writing results
Letter to the parents regarding student’s progress

Parental notification of eligibility for exit (with parent's signature)
LPAC minutes

Sheltered Instruction

According to the *Student Attendance Accounting Handbook*, Sec. 6.10, all teachers of EBs are encouraged to receive sheltered instruction training to linguistically accommodate instruction and provide comprehensible input for EBs in class. Since the goal of sheltered instruction is to provide comprehensible input and develop academic language, content area teachers bear a special responsibility to provide quality sheltered instruction to EBs.

What Does High Quality Sheltered Instruction Look Like?

- Building on previous experiences and familiar content
- Provide background knowledge
- Use of graphic organizers
- Use pictures, demonstrations, and real-life objects
- Hands-on activities
- Provide redundant information using gestures and visual cues
- Provide additional practice and time for discussion of key concepts
- Designate a language and content objective for each lesson
- Use of sentence stems and models
- Differentiate instruction by students' English language proficiency

Are Students in Early Education (Coded as EE in PEIMS) Eligible for Identification of EBs?

According to the *Student Attendance Accounting Handbook*, section 6.2, students under the age of three and served only through Preschool Program for Children with Disabilities (PPCD) cannot generate average daily attendance for bilingual/ESL. If a child is enrolled in PreK (not PPCD), he/she may be identified and served through the local bilingual/ESL program. The child must be coded in PEIMS as enrolled in PreK. Students who are served only through PPCD or a local program other than PreK, can receive second language support through those programs. They cannot generate bilingual/ESL allotment for program participation and cannot be identified as EBs. If a district/campus secures a Home Language Survey, which indicates a language other than English upon initial participation in PPCD or another local program based on the campus, that Home Language Survey can be retained and then used to initiate the identification process once the student enrolls in PreK and is coded as PK in PEIMS for enrollment.

Stages of Language Development

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Pre-production: Known As silent period	The student: *Does not verbalize *Nods "Yes" or "No" *Draws and points *Student learns by listening	0-6 months but it depends on the student	Show me.... Circle the Where is ...? Who has ...? Use pictures, gestures, learning partner, mimic
Early Production	The student: *Has limited comprehension *Produces one or two word responses *Uses keywords and familiar phrases *Uses present tense verbs	6 months-1 year	Either yes/ or no questions Who....? What...? How many...?
Speech Emergence	The student: *Has good comprehension *Can produce simple sentences *Makes grammar and pronunciation errors *Frequently misunderstands jokes	1-3 years	Why...? How...? Explain...? Questions requiring phrase or short sentence answers
Intermediate Fluency	The student: *Has excellent comprehension *Makes few grammatical errors	3-5 years	What would happen if...? Why do you think...? Questions requiring more than a sentence response
Advanced Fluency	The student has a: *near-native level of speech	5-7 years	Decide if...

Texas Education Agency Resources

Useful web pages on the TEA website: <http://tea.texas.gov>

- Accommodation resources
- Accountability Monitoring Intervention Guidance and Resources
- Annual Measurable Achievement Objectives (AMAO)
- Bilingual/ESL Education
- Information on State Assessments for ELLs
- Language Proficiency Assessment Committee (LPAC) Assessment Resources
- Bilingual Portal
- Title III, Part-English Language Acquisition, Language Enhancement, and Academic Achievement Act