

# **Ennis Independent School District**



## **Bilingual Education and English as a Second Language Program Handbook**

**Ennis ISD**

**Curriculum and Instruction Department  
Bilingual/ESL Education Program**

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## **Bilingual Education and English as a Second Language Program Policy Summary 19 TAC Chapter 89, Subchapter BB**

The goal of Bilingual education (BE) and English as a Second Language (ESL) education programs is to enable Emerging Bilingual (EB)/English Learner (ELs) students to become competent in listening, speaking, reading, and writing in the English language. Bilingual programs will accomplish this through the development of literacy and academic skills in the primary language and English. The ESL programs will use integrated methods of second language acquisition. These programs will emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable Emerging Bilingual students to participate equitably in school.

Bilingual education and ESL programs are an integral part of the total school program. Such programs use instructional approaches designed to meet the specific language needs of Emerging Bilingual students. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards (ELPS) required by the state.

Teachers serving Emerging Bilingual students are certified by the Texas State Board for Educator Certification in Bilingual Education or English as a Second Language. These teachers are trained to deliver high-level academic instruction with linguistic accommodations for Emerging Bilingual students. In addition, many general education teachers are trained in Sheltered Instruction to support ESL students in their classrooms.

Instruction will be delivered in Spanish and English for bilingual students and in English for students served in the ESL program and will address the affective, linguistic, and cognitive needs of EB students. Annual reports will be sent to parents about the progress of their child as a result of participation in either BE or ESL programs.

It is the policy of Ennis Independent School District not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Ennis ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

# **Ennis ISD Program Philosophy and Mission**

## **Philosophy**

The Ennis ISD Bilingual and ESL program is committed to educational excellence and continuous achievement for all its students by embracing bilingualism and biculturalism as valued resources. Today's Emerging Bilingual students will dramatically impact the future of our nation. Emerging Bilingual students must acquire the English skills necessary for academic success and ultimately for success in a global, multicultural, and multilingual society.

## **Mission**

The mission of Ennis Independent School District's Bilingual and ESL program is to provide culturally and linguistically diverse students a consistently high quality education so that students are academically successful and prepared to meet the challenges of a changing world. EISD promotes understanding and respect for diversity by students, parents, staff and community while it enhances the student's self-esteem and promotes a positive school climate.

## **§89.1201 Policy**

(a) It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a),

Ennis ISD shall:

- (1) identify EL students based on criteria established by the state;
- (2) provide Bilingual Education and English as a Second Language programs as integral parts of the general program as described in the TEC, §4.002;

(3) seek appropriately certified teaching personnel to ensure that ELs are afforded the 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 ELs and the schools that serve them.

### **§89.1201(b) Bilingual Program Goal**

The goal of Bilingual Education programs shall be to enable ELs to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELs to participate equitably in school.

### **§89.1201(c) English as a Second Language Program Goal**

The goal of ESL programs shall be to enable ELs to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELs to participate equitably in school.

### **§89.1201(d) Program Description**

Bilingual Education and English as a Second Language programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of Emerging Bilingual students. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) required by the state.

# Identification and Placement of Emerging Bilingual Students

## Texas Education Code, Chapter 29, Subchapter B

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a Bilingual Education or an English as a Second Language program, as required in the TCE, Chapter 29, Subchapter B.

### §89.1226 Testing and Classification of Students

(a) The single state-approved English language proficiency test (PreLAS/LAS) for identification of ELs described in subsection (c) of this section shall be used as part of the standardized, statewide identification process.

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the Home Language Survey (HLS) shall be administered the PreLAS/LAS for identification as described in subsection (c) and shall be identified as an EL and placed into the required BE or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying ELs, school districts shall administer to each student who has a language other than English as identified on the HLS:

(1) in Pre-K through Grade 1, the listening and speaking components of the PreLAS/LAS; and

(2) in Grades 2-12, the listening, speaking, reading, and writing components of the LAS.

(d) School districts that provide a Bilingual Education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the BE program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of PreLAS/LAS. If PreLAS/LAS is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a Bilingual Education and English as a Second Language program, a student shall be identified as an English learner using the following criteria.

(1) In Pre-K through Grade 1, the student's score from the listening and speaking components on the PreLAS/LAS is below the level designated for indicating English proficiency.

(2) In Grades 2-12, the student's score from the listening, speaking, reading, and writing components on the LAS is below the level designated for indicating English proficiency.

(g) A student shall be identified as an EL if the student's ability in English is so limited that the PreLAS/LAS cannot be administered.

(h) The Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) committee shall identify a student as an EL if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a Bilingual Education or English as a Second Language program shall be determined by the LPAC in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to LPAC).

## **Ennis ISD Testing and Classification of Students Process**

(1) Upon initial enrollment with the school registrar, all students must have a Home Language Survey (HLS) completed in the permanent record. The HLS shall be completed by the student's parent or guardian upon enrollment for each student new to the district and to students previously enrolled who were not surveyed in the past. If the student has previously resided in the district or in another school district in Texas, the original copy of the initial HLS should be requested. If a student transfers from outside of Texas, review any documentation brought in by the student and proceed with Texas law for identification as outlined for Texas students new to the district.

(2) If the HLS indicates a language other than English, testing must be initiated to determine English proficiency. All testing is completed at the campus by a teacher or paraprofessional who has been trained to administer the appropriate tests.

(a) In Pre-K through Grade 1, if the student's score from the listening and speaking components on the state-approved English language proficiency test (PreLAS/LAS) is below the level designated for indicating English proficiency the student will be identified as EL and have entry into either BE or the ESL program.

(b) In Grades 2-12, if the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test (LAS) is below the level designated for indicating English proficiency the student will be identified as EL and have entry into either BE or the ESL program.

(3) The Language Proficiency Assessment Committee (LPAC), using testing data and any other available student information, will recommend the appropriate educational program for each EB student, notify the parent of each EL about classification and recommendation and facilitate the participation of EBs in special programs provided by the district with either state or federal funds provided they are eligible. Permission will be obtained from the parent for services in the program. EISD does not place non-ELs in Bilingual programs unless under unique circumstances with district-level approval.

(4) The student will be served in the required program recommended by the LPAC. From the date of enrollment, the district has four calendar weeks from the first day of school to complete all paperwork including written parent permission; however, EISD will expedite this process so students begin receiving appropriate services upon enrollment. Once written parent permission is obtained, the appropriate PEIMS codes can be entered to reflect EB status, program placement, and parent permission. The parent approval or denial date is the date used for the preceding PEIMS code data.

All LPAC members are required to receive training to serve on the committee if one of the members does not understand English the training should be developed in the member's primary language.

Students new to the district shall receive the same services they were receiving in their previous district to provide a continuum of services unless those services are deemed inappropriate after further testing by EISD. An orange identification folder will be filled out for all students whose Home Language Survey shows a language other than

English. All test documents, parent permissions, and Language Proficiency Assessment Committee documentation will be kept in the orange folder and/or entered into the Ellevation LPAC program. Students who do not qualify for services will have an orange folder labeled DOES NOT QUALIFY or DNQ at the top of the folder. The orange folder will be kept in the permanent record for proof of testing and is to remain in the student's cumulative folder.

Any questions that arise during the initial enrollment process should be directed to the Bilingual/English as a Second Language Program Coordinator.

## **Student Expectations**

All students will adhere to the Ennis ISD Student Handbook.

## **Parent Expectations**

Parents will support their children in complying with the student handbook and through parental involvement activities.

## **Administrator Expectations**

Administrators should support training opportunities for general education teachers to address the needs of Emerging Bilingual students.

- Staff development plans should be created for teachers of Emerging Bilingual students.
- Additional resources and training shall be requested through Title I, Title III, State Compensatory Education, etc.
- Opportunities for coordination among Bilingual, English as a Second Language, and content area teachers should be provided.
- Training should include how to modify schedules to include enrollment/placement of Emerging Bilingual students.
- The campus principal or his/her designee will be responsible for scheduling Language Proficiency Assessment Committee meetings at their campus.

## **§89.1220 Language Proficiency Assessment Committee**

The required Bilingual LPAC membership includes, but is not limited to:

- A campus administrator: principal/assistant principal
- A professional bilingual educator
- A parent of an Emerging Bilingual student participating in the program designated by the district (a parent serving on the committee shall not be an EISD employee).

The required ESL LPAC membership includes, but is not limited to:

- A campus administrator: principal/assistant principal
- A professional ESL educator
- A parent of an EB student participating in the program designated by the district (a parent serving on the committee shall not be an EISD employee).

The required Monitor/Denial LPAC membership includes, but is not limited to:

- A campus administrator: principal/assistant principal
- A professional ESL educator or general education educator, if the student is a parental denial or is in the four-year monitoring phase after exit
- A parent of an EB student participating in the program designated by the district (a parent serving on the committee shall not be an EISD employee).

The principal should invite other persons to serve on the LPAC for input on individual cases; for example, the student's homeroom teacher, a content area teacher, a counselor, or an ARD committee member. A professional LPAC member is required by law (Chapter 89.1230) to serve on the ARD committee of each English learner who qualifies for Special Education services.

LPACs are to be formed at the beginning of each school year. A campus may determine the number of LPACs needed based on the total EB enrollment. The LPAC membership is to be reported on the LPAC form. Documentation is to be retained in the school files. All LPAC members are required to receive training in their responsibilities and duties prior to conducting LPAC business.

LPACs are to meet as necessary throughout the school year. Meetings are to be scheduled at a time when all LPAC members can be present.

## **LPAC Training**

EISD shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of Emerging Bilingual students.

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

## **Ennis ISD LPAC Responsibilities**

- Review all pertinent information on EBs, including HLS, the PreLAS/LAS test in English, the student's achievement in content areas, years enrolled in U.S. schools, and the student's social and emotional attainment.
- Classify students as EL or non-EL within four calendar weeks of enrollment based on the PreLAS/LAS assessments.
- Determine the language proficiency level of each EL student based on the PreLAS/LAS results.
- Approve instructional and/or state assessment recommendations.
- Recommend the appropriate instructional placement for all identified EL students, including those identified for Special Education.
- Facilitate the participation of ELs in other special programs for which they are eligible.
- Reclassify ELs, including denials, as English proficient when they meet exit criteria.
- Monitor the academic progress of each student who has exited from a BE or ESL program within the past four years, to determine whether the student is academically successful. Those students who are not academically successful are to be reclassified as EL and recommended for participation in either a BE or ESL program, compensatory education, or other programs, which address their needs.
- Maintain all records, such as HLS, students' level of proficiency, program placement, date of parental approval/denial, date of exit from the program, and results of monitoring.
- Maintain LPAC documentation in the Ellevation LPAC program.
- Document all committee meetings, classifications, actions, and recommendations.
- Ensure representation on the ARD Committee for each EL student who qualifies for Special Education program services.
- Document withdrawal from the district.

## **§89.1205 Required Bilingual and ESL Programs**

### **Program Structure**

In accordance with 19 TAC Chapter 89, EISD will offer Bilingual and ESL programs.

### **§89.1210. Program Content and Design**

(a) Each school district required to offer a BE or ESL program shall provide each EL the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the LPAC in accordance with §89.1220(g) of this title (relating to LPAC). The school district shall accommodate the instruction, pacing, and materials to ensure that EL have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the TEKS and ELPS. Students participating in the BE program may demonstrate their mastery of the TEKS in either their primary language or in English for each content area.

(1) A Bilingual Education program of instruction established by a school district shall be a full-time program of Dual Language instruction (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under TEC, §29.055(a)

(2) An English as a Second Language program of instruction established by a school district shall be a program of intensive instruction in English in which ESL teachers recognize and address language differences in accordance with TEC, §29.055(a).

(b) The Bilingual Education program and English as a Second Language program shall be integral parts of the general educational program required under Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, ELPS, and college and career readiness standards. In Bilingual Education programs, school districts shall purchase instructional materials in both program languages with the district's instructional materials allotment or otherwise acquire instructional materials for use in BE classes in accordance with TEC, §31.029(a). Instructional materials for BE programs on the list adopted by the commissioner of education, as provided by TEC, §31.0231, may be used as curriculum tools to enhance the learning process. The school district shall provide for ongoing

coordination between the Bilingual/ESL program and the general education program. The Bilingual Education and English as a Second Language programs shall address the affective, linguistic, and cognitive needs of Emerging Bilingual students as follows.

(1) Affective

(A) English Learner students in a Bilingual program shall be provided instruction using second language acquisition methods in their primary language to introduce basic concepts of the school environment, and content instruction both in their primary language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritage(s). The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

(B) English Learner students in an ESL program shall be provided instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritage(s). The program shall be designed to incorporate the students' primary languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).

(2) Linguistic

(A) English Learner students in a Bilingual program shall be provided intensive instruction in the skills of listening, speaking, reading, and writing both in their primary language and in English, provided through the ELPS. 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.

(B) English Learner students in an English as a Second Language program shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

### (3) Cognitive

(A) English Learner students in a Bilingual program shall be provided instruction in language arts, mathematics, science, and social studies both in their primary language and in English, using second language acquisition methods in either their primary language, in English, or in both, depending on the specific program model(s) implemented by the district. 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.

(B) English Learner students in an ESL program shall be provided instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(e) Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the EL to master the TEKS for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(f) In subjects such as art, music, and physical education, ELs shall participate with their English speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a language other than English. The school district shall ensure that students enrolled in BE and ESL programs have a meaningful opportunity to participate with other students in all extracurricular activities.

(g) The required Bilingual Education or English as a Second Language program shall be provided to every EL with parental approval until such time that the student meets exit criteria as described in §89.1225(i) of this title (relating to Testing and Classification of Students) or §89.1226(i) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020) or graduates from high school.

## **§89.1227 Minimum Requirements for Dual Language Immersion Program Model**

(a) A Dual Language (DL) Immersion program model shall address all curriculum requirements specified in Chapter 74, Subchapter A, of this title (relating to Required Curriculum) to include foundation and enrichment areas, ELPS, and college and career readiness standards.

(b) A DL program shall be a full-time program of academic instruction in English and another language.

(c) A DL program shall provide equitable resources in English and the additional program language whenever possible.

(d) A minimum of 50% of instructional time shall be provided in the language other than English for the duration of the program.

(e) Implementation shall:

(1) begin at Pre-K or Kindergarten, as applicable;

(2) continue without interruption incrementally through the elementary grades

(f) A DL program shall be developmentally appropriate and based on current best practices identified in research

### **Ennis ISD Program Structure**

Bilingual and/or English as a Second Language programs are located at every campus in EISD. Transportation is provided to eligible students. Ennis ISD will implement a Dual Language One-Way Bilingual program beginning at the Early Childhood Centers (Pre-K-K) in 2020-21. Students currently participating in the Early Exit Bilingual program will continue in that model until program exit. ESL will service Emerging Bilingual students (Pre-K-12) based on LPAC identification, placement, and until reclassification.

Students are placed in classes with others of approximately the same age and level of educational attainment. EISD ensures that the instruction provided is appropriate for the ELs level of educational attainment and accurate academic records.

### **Dual Language Immersion/One-Way**

**Grade PK-1st:** Dual Language is a bilingual/biliteracy program model in which students identified as Emerging Bilingual students are served in both English and Spanish and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in Bilingual Education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in BE or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of EISD DL is for students to attain full proficiency in Spanish as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in Spanish for the duration of the program. Upon attaining full English proficiency, a student may be reclassified but not exited from the DL program.

### **Transitional Bilingual/ Early Exit**

**Grades 2-5:** Transitional Bilingual/Early Exit is a Bilingual program model in which students identified as Emerging Bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in Bilingual Education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of Early Exit BE is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

### **English as a Second Language/Pull-Out**

**Grades 1-12:** An ESL/pull-out program model is an English acquisition program that serves students identified as EB students through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of English as a Second Language pull-out is for Emerging Bilingual students to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

## English as a Second Language/Content-Based

**Grades PK-6:** An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

<b>Ennis ISD English Learner Programs</b>			
	<b>English as a Second Language</b>	<b>Transitional Early Exit Bilingual (phase-out)</b>	<b>Dual Language Enrichment Bilingual (implementation)</b>
<b>Pre-K</b>	<b>Available</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Kinder</b>	<b>Available</b>	<b>2019-20</b>	<b>2020-21</b>
<b>1st</b>	<b>Available</b>	<b>2020-21</b>	<b>2021-22</b>
<b>2nd</b>	<b>Available</b>	<b>2021-22</b>	<b>2022-23</b>
<b>3rd</b>	<b>Available</b>	<b>2022-23</b>	<b>2023-24</b>
<b>4th</b>	<b>Available</b>	<b>2023-24</b>	<b>2024-25</b>
<b>5th</b>	<b>Available</b>	<b>2024-25</b>	<b>2025-26</b>
<b>6th</b>	<b>Available</b>		<b>2026-27</b>
<b>7th</b>	<b>Available</b>		
<b>8th</b>	<b>Available</b>		
<b>9th</b>	<b>Available</b>		
<b>10th</b>	<b>Available</b>		
<b>11th</b>	<b>Available</b>		
<b>12th</b>	<b>Available</b>		

## **Instruction**

- In the Bilingual program, the students' language of instruction will be in Spanish and English.
- For students in the English as a Second Language program, the students' language of instruction will be delivered in English in the regular educational program with a certified ELA/ESL educator through a pull-out or inclusionary setting.
- Instruction will address affective, linguistic, and cognitive needs of Emerging Bilingual students.
- Bilingual students will participate with English speaking peers in art, music, physical education, lunch, and recess.
- ESL students will participate with English speaking peers in all subjects including art, music, physical education, lunch and recess.

## **Second Language Acquisition Instruction**

- Literacy and language development in English through Sheltered Instruction
- Teachers of Emerging Bilingual students will be provided with an Individual Language Acquisition Plan (ILAP) folder and document which includes strategies and best practices for language accommodations
- Support for listening, speaking, reading, and writing with multiple opportunities to practice English
- Rosetta Stone or other software that supports language development

## **Lesson Delivery**

- Spiraling a lesson
- Integrate second language acquisition, ELPS and grade level TEKS
- Language and content objectives that give the students opportunities to listen, speak, read, and write to increase their current levels of English proficiency.
- Sheltered Instruction components
  - ❑ Lesson preparation
  - ❑ Interaction
  - ❑ Building background
  - ❑ Practice and Application
  - ❑ Comprehensible input
  - ❑ Strategies

- Interaction
- Practice/Application
- Lesson delivery
- Review and Assessment

## **Curriculum**

Ennis ISD uses state-adopted bilingual and ESL resources. These resources are supplemental to the state-adopted materials used in all classrooms. Funding has been allocated for additional supplemental materials for EL students as needed and with principal request.

## **Staffing and Staff Development**

### **§89.1245 Staffing and Staff Development**

Ennis ISD takes all reasonable affirmative steps to assign appropriately certified teachers to the required BE and ESL programs. Many general education teachers are trained in Sheltered Instruction to deliver high-level academic instruction with linguistic accommodations for ELs. Ennis ISD will continue to use a “grow your own” program and support paraprofessionals and teachers interested in obtaining a bilingual certification. EISD will attend recruiting sessions at major universities in search of highly-qualified bilingual certified teachers.

### **Staff Preparation**

The Bilingual/ESL Department will support and prepare the teaching staff on how to incorporate second language acquisition methods that are developmentally, affectively, linguistically, and cognitively appropriate. Teaching staff will all be trained in Sheltered Instruction on a regular basis and as needs are seen by the administration. Dual Language teachers will be provided with appropriate professional development in biliteracy and DL best practices.

### **Needs Assessment for Teachers of Emerging Bilingual Students**

Teachers will complete a needs assessment to identify areas where additional training and support will improve instruction.

## **Program Evaluation**

The success of the Early Exit Bilingual and ESL programs is evident by students in the program demonstrating high levels of language proficiency in English and mastery of the TEKS for the foundation and enrichment areas. Indicators of success will include scores on statewide student assessments in English, designation on the language proficiency tests, and students meeting the state criteria for exit from the Early Exit Bilingual or ESL programs. Students in the Dual Language Bilingual program will demonstrate high levels of language proficiency in both English and Spanish, mastery of the TEKS for the foundation and enrichment areas. Indicators of success will include scores on statewide student assessments in English and/or Spanish and fluency on the language proficiency tests in both languages.

### **§89.1265 Evaluation**

(a) All school districts required to conduct a Bilingual Education or ESL program shall conduct an annual evaluation in accordance with the Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with Texas Education Code , §29.062.

(b) Annual school district reports of educational performance shall reflect:

- (1) the academic progress in the language(s) of instruction for EB students;
- (2) the extent to which EB students are becoming proficient in English
- (3) the number of students who have been exited from the Early Exit Bilingual Education and English as a Second Language programs; and
- (4) the number of teachers and paraprofessionals trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to ELs.

(e) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for ELs.

## **§89.1250 Required Summer School Programs**

EISD offers summer school programs for EB students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

(1) Purpose of summer school programs.

(A) ELs shall have an opportunity to receive special instruction designed to prepare them to be successful in Kindergarten and Grade 1.

(B) Instruction shall focus on language development and TEKS appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the ELs in accordance with §89.1210(b) of this title (relating to Program Content and Design).

(2) Establishment of, and eligibility for the program.

(A) Each school district required to offer a BE or ESL program in accordance with the TEC, §29.053, shall offer the summer program.

(B) To be eligible for enrollment:

(i) a student must be eligible for admission to Kindergarten or to Grade 1 at the beginning of the next school year and must be an English learner; and

(ii) a parent or guardian must have approved placement of the EL in the required BE or ESL program following the procedures described in §89.1220(g) of this title (relating to LPAC) and §89.1225(b)-(f) of this title (relating to Testing and Classification of Students) or §89.1226(b)-(f) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).

(3) Operation of the program.

(A) Enrollment is optional.

(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.

(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.

(D) A school district is not required to provide transportation for the summer program.

(E) Teachers shall possess certification as required in the TEC, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).

(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A school district may join with other school districts in cooperative efforts to plan and implement programs.

(H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the TEC, §29.153.

(4) Funding and records for programs.

(A) A school district shall use state and local funds for program purposes.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the TEC, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner. The allotment per unit shall be determined by the commissioner based on funds available.

(iii) Any school district required to offer the program under paragraph (2)(A) of this subsection that has fewer than 10 students district-wide desiring to participate is not required to operate the program. However, those school districts must document that they have encouraged students' participation in multiple ways.

(iv) Payment to school districts for summer school programs shall be based on units employed. This information must be submitted in a manner and according to a schedule established by the commissioner in order for a school district to be eligible for funding.

(B) A school district shall maintain records of eligibility, attendance, and progress of students

## **Program Exit Criteria and Reclassification for English Learners**

### **§89.1226 Testing and Classification of Students**

(i) For exit from a Bilingual Education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in general education, all-English instructional program. This determination shall be based upon all of the following:

(1) a proficiency rating (Advanced High) on TELPAS for exit that is designated for indicating English proficiency in each of the four language domains (listening, speaking, reading, and writing);

(2) passing standard met on the reading assessment instrument under the TEC, §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument (Iowa); and

(3) the results of a subjective teacher evaluation using the state's standardized rubric.

(j) A student may not be exited from the BE or ESL program in Pre-K or Kindergarten. A school district must ensure that ELs are prepared to meet academic standards required by the TEC, §28.0211.

(k) A student may not be exited from the BE or ESL program if the LPAC has recommended designated supports or accommodations on the state reading assessment instrument.

(l) For ELs who are also eligible for Special Education services, the standardized process for EL program exit is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the LPAC in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the LPAC in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

(m) For an EL with a significant cognitive disability, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment, determine an appropriate performance standard requirement for reclassification by language domain under subsection (i)(1) of this section, and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

## English Learner Reclassification Criteria Chart

	1st/2nd	3rd-8th	9th	10th	11th/12th
<b>English Language Proficiency Assessment</b>	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing				
<b>State Standardized Reading Assessment</b>	Iowa Assessments (Reading/ Language) 40th percentile or above	STAAR Reading (English) Approaches or Above	STAAR English I EOC	STAAR English II EOC	Iowa Assessments (Reading/ Language) 40th percentile or above
<b>Subjective Teacher Evaluation</b>	<a href="#">English Learner Reclassification Rubric</a>				

**Note:** ELs may be reclassified no earlier than at the end of first grade based on 19 TAC §89.1226(j). Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.

Parents must be notified in writing when the LPAC recommends a reclassification from the Bilingual or ESL program. The parent must sign and return the exit form to the campus before the student will be exited from the program.

### Ennis ISD Formal Assessments

- Texas English Language Proficiency Assessment System (TELPAS) (K-12)
- State of Texas Assessments of Academic Readiness (STAAR) (3-10)
- Iowa Assessments (Grades 1, 2, 11, and 12)
- Pre Language Assessment Scales (PreLAS) (Pre-K-K)
- Language Assessment Scales (LAS) (Grades 1-12)
- Woodcock-Muñoz Language Survey (Grades 2-12)
- Developmental Reading Assessment (DRA) (Grades K-6)
- Evaluación del desarrollo de la lectura® 2+ (EDL) (Dual Language)

- Children's Learning Institute (CLI) Engage (Pre-K)
- Renaissance Star (Grades K-10)
- Otis-Lennon School Ability Test (OLSAT)
- District Quarterlies/Unit Assessments

### **Ennis ISD Informal Assessments**

- Running Records
- Ongoing Monitoring Notes
- Reading and Math Benchmarks
- Rubrics Informal Observations- Listening, Speaking, Reading & Writing
- Oral testing/Observation

### **§89.1240 Parental Authority and Responsibility**

(a) The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an EL and recommended for placement in the required BE or ESL program. They shall be provided information describing the BE or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the BE or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the Bilingual Education Allotment (BEA). The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required BE or ESL program until the student meets the reclassification criteria described in §89.1225(i) of this title (relating to Testing and Classification of Students) or §89.1226(i) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020), the student graduates from high school, or a change occurs in program placement.

(b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the BE or ESL program and acquire written approval as required under the TEC, §29.056(a). Students meeting exit requirements may continue in the BE or ESL program with parental approval but are not eligible for inclusion in the BEA.

## Denial of Program Services

A parent may deny permission for their child to be enrolled in the state-required BE or the ESL program. When the parent denies program services, every effort must be made to ensure that the parent understands the purpose and content of the BE or ESL program offered.

- A meeting with the parent must be held and the parent must state their denial of services in writing and complete the EISD Denial form. The original signed letter and Denial form must be retained in the student's cumulative record and a copy of both are to be sent to the Bilingual/ESL Coordinator.
- Parent denial of services does not change the student's status from English Learner and does not exempt them from taking the TELPAS.
- The actions and recommendations of the LPAC are documented on the appropriate LPAC forms.
- Re-offer services annually to these students until the student no longer qualifies for the services.
- The LPAC will review data for state assessment of these students at the end of each year to verify if they passed the reading and writing portions.
- Once they meet the exit criteria (TAC Chapter §89.1225) or do not meet the entrance criteria they are no longer classified as Limited English Proficient in PEIMS.
- Denial students are also monitored for four additional years (Title III, Part A, Subpart 2.Sec.3121(a)(4)).

# APPENDIX



## LPAC Confidentiality Statement Ennis Independent School District

I, \_\_\_\_\_ serve as a member of the \_\_\_\_\_  
(school) Language Proficiency Assessment Committee (LPAC) as provided by 19 TAC Chapter  
89.1220(f).

I hereby certify that I have been informed that any educational records examined by me in  
connection with the performance of my duties as a member of the LPAC are confidential  
records as defined by the Family Educational Rights and Privacy Act and the contents are not  
to be released except in compliance with the terms of that statute. 20 U.S.C., Section 1232g;  
34CFR, Part 99.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Yo, el suscrito, \_\_\_\_\_ actúo como miembro del comité de  
evaluación de la competencia lingüística (LPAC, por sus siglas en inglés) de la escuela  
\_\_\_\_\_ de acuerdo con el 19 TAC Capítulo 89.1220(f).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine  
en relación a mis responsabilidades como miembro del LPAC es archivo confidencial, según lo  
estipula la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no  
será divulgado excepto en acuerdo con los términos de dicha ley. 20 U.S.C., Sección 1232g;  
34CFR, Parte 99.

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Special Programs Guidance

## Special Education Program Coordination

Coordination with the Special Education Program

- for EL students referred to Special Education, an LPAC professional member must serve on the Assessment, Review and Dismissal (ARD) committee whenever the ARD meets.

With the Director of Special and Federal Programs, the LPAC determines

- if student was identified as EL and does not appear to have any disability, therefore he/she should be served by the Bilingual/ESL Education Program and NOT referred to Special Education unless there is data that indicates a disability.

LPAC determines

- if student has a disability identified by the Special Education Program and is an English learner. He/she should be served in Special Education and BE/ESL.
- if student has a disability that is not related to being an English learner and the LPAC has determined that the student is not EL, therefore, the student should be served in special education and NOT in the Bilingual/ESL Education Program.

## Gifted and Talented Services Coordination

- Ennis ISD has procedures in place for identifying gifted Emerging Bilingual students.
- Teachers are to be trained to observe cues that indicate giftedness and follow-up with referrals.
- Ennis ISD has access to non-verbal intelligence tests and native language tests available for Emerging Bilingual children.
- Refer to Chapter 89, Chapter 29, Chapter 42, and TAC Title 19, Part II.

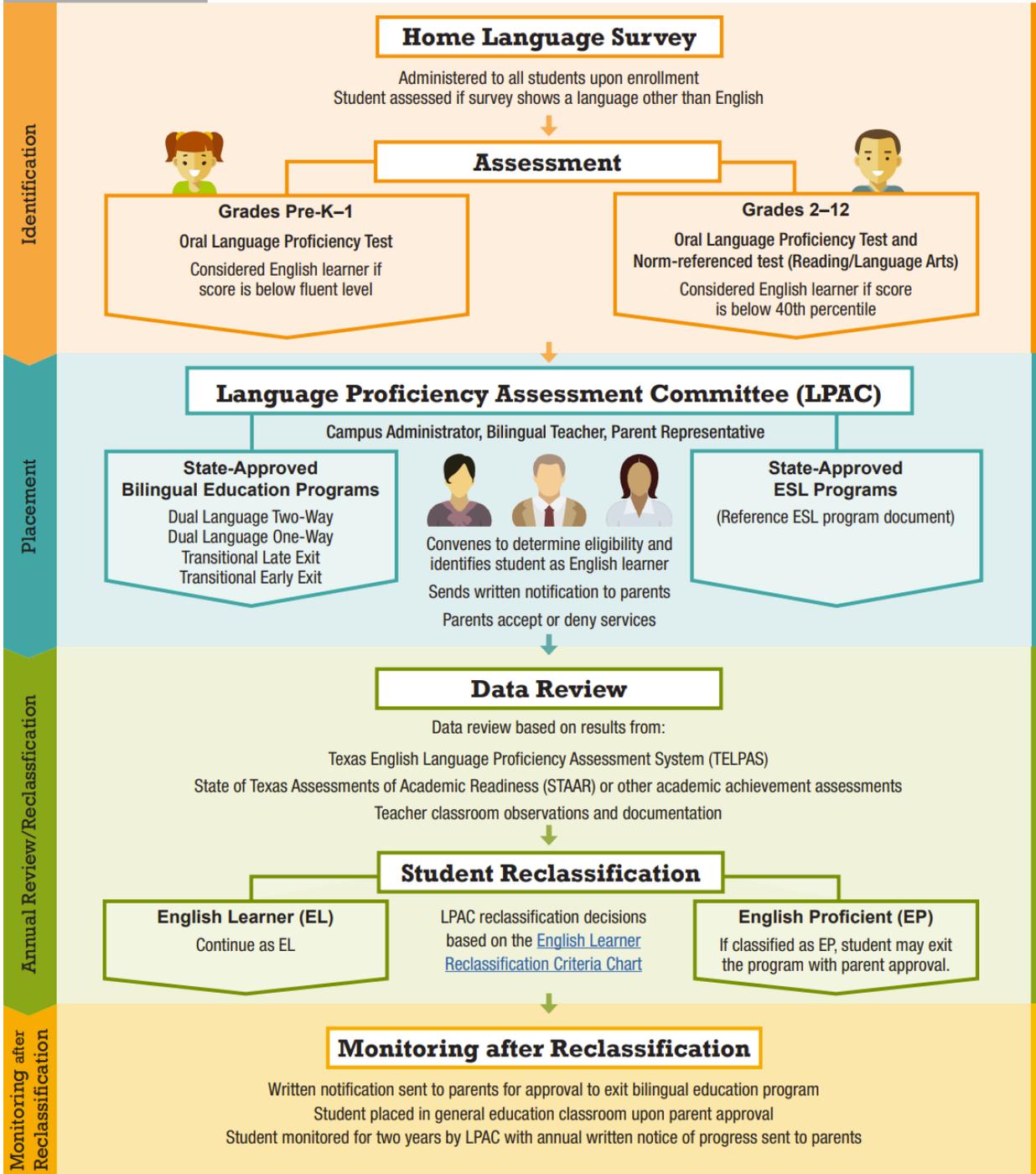
## Dyslexia and Speech Therapy Program Coordination

Ennis ISD has procedures in place for identifying Emerging Bilingual students for the Dyslexia and Speech Therapy Programs.

# Bilingual Education Program



A bilingual education program is provided by teachers certified in bilingual education and who are trained in effective second language acquisition methods. The goal of bilingual education programs is for English learners to build on their primary language and literacy skills to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (ELs).



# English Learner Services

## What is the purpose of the bilingual education program?

Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. The academic, linguistic, and cultural background of English learners is used in a bilingual education program as the platform for acquiring grade level content material in the primary language and in English.

## What are the four state-approved bilingual education program models?

In Texas, there are four state-approved bilingual education program models:

Program Model Type	Goal	Instruction
Dual Language Two-Way	English learners attain full proficiency (including grade-level literacy skills) in their primary language as well as English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual/ESL education. At least half of the instruction is delivered in the students' primary language for the duration of the program.
Dual Language One-Way		
Transitional Bilingual Late Exit	English learners utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.	English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.
Transitional Bilingual Early Exit		

## What are the benefits of bilingual education?

Academic instruction is provided by teachers who

- are proficient in the primary language of your child, as well as English; and
- are trained in second language acquisition methods and how to adapt instruction to meet the specific language needs of your child.

Research indicates that children who participate in a bilingual education program

- build on a literacy foundation in their primary language to acquire stronger cognitive and academic skills in English;
- are more likely to develop a bicultural identity, become biliterate, and have higher self-esteem; and
- may use their bilingual skills to access competitive job opportunities in a global world.

## What instruction will my child receive in a bilingual education program?

Your child will develop language and literacy skills in his/her primary language as a resource for acquiring English. He/she will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Your child's teacher will be proficient in your child's primary language and English and is specially trained to meet your child's language needs. Instruction shall be designed to consider your child's unique learning experiences, instill a positive identity, and honor the culture and experiences of your child.

## How can parents support their child who participates in a bilingual education program?

Parents can support their child's acquisition of English by providing opportunities at home to practice their primary language and English. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English language acquisition include

- reading and engaging in conversations with your child in your primary language, and English, to support development of your child's oral language and literacy skills in the primary language and in English; and
- encouraging your child to achieve by providing him/her a place to study and showing interest in his/her school work.

Ways to support the bilingual education program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering at your child's school and supporting your child's teacher in classroom activities; and
- serving on school and district-based decision-making or other advisory committees.

## Can a child who is also receiving other services participate in a bilingual education program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the bilingual education program. The LPAC, in conjunction with other student service committees, meets to discuss and coordinate services based on the educational need of your child.

For more information please visit <http://www.elltx.org/parents.html>

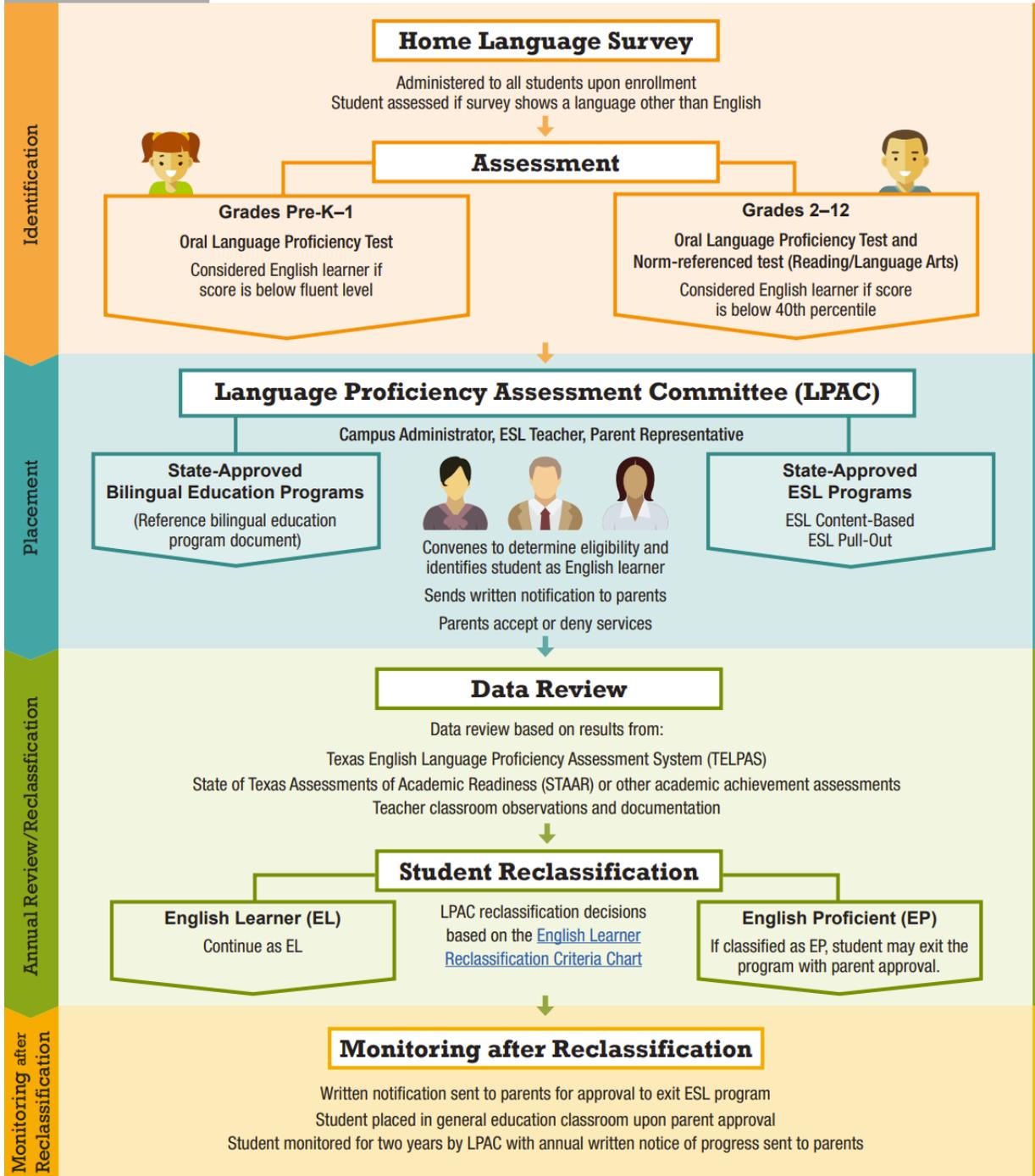


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# English as a Second Language (ESL) Program



ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of ESL programs is for English learners to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying English learners (ELs).



# English Learner Services

## What is the purpose of the English as a Second Language (ESL) program?

ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. This means that the ESL program uses the academic, linguistic, and cultural background of English learners as a platform for acquiring grade level content material in English.

## What are the state-approved ESL program models?

In Texas, there are two state-approved ESL program models:

Program Model Type	Goal	Instruction
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	English learners 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 English learner's classroom, or the English learner may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting.

## What are the benefits of an ESL program?

Academic instruction is provided by teachers who

- are trained in effective second language acquisition methods;
- understand the specific language needs of English learners and how to address them;
- recognize the benefits of an English learner's academic, cultural, and linguistic background; and
- can adapt instruction, pacing, and materials to target an English learner's language proficiency level.

Linguistic accommodations on state assessments can be provided as needed.

Meaningful participation in subjects such as art, music, and physical education will be provided alongside grade level peers.

## What instruction will my child receive in an ESL program?

Your child will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with their grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) of all content areas including English language arts and reading, mathematics, science, and social studies.

## How can parents support their child who participates in an ESL program?

Parents can support their child's acquisition of English through opportunities to practice English as well as opportunities to increase their child's skills in their primary language. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English acquisition include

- reading to your child in English and/or your primary language;
- engaging in conversations that promote a wide-range of vocabulary in either language; and
- oral storytelling in your primary language and/or English.

Ways to support the ESL program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering to engage in classroom activities; and
- serving on school and district site-based decision-making or other advisory committees.

## Can a child who is also receiving other services participate in an ESL program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics may also participate in the ESL program. The LPAC, in conjunction with other student services committees, meets to discuss and coordinate services based on the educational need of your child.

For more information please visit <http://www.eltx.org/parents.html>



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**Ennis Independent School District/Charter School**  
**Parent Approval – Initial Identification and Placement**  
**English as a Second Language (ESL), TEC §29.056**

<b>Campus Name:</b>	<b>Date:</b>
<b>To the Parents/Guardians of</b>	<b>Grade:</b>

Dear Parent(s) or Guardian(s): Federal and Texas laws require language instruction programs for students who are identified as English learners<sup>1</sup>. When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. The language proficiency assessment results are as follows:

<b>English TEA-Approved Oral Language Proficiency Test (PreLAS/LAS), PK-12**</b>			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
<b>Spanish TEA-Approved Oral Language Proficiency Test (PreLAS/LAS)*</b>			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
<b>TEA-Approved Approved Norm-Referenced Standardized Achievement Instrument (Grades 2-12)**</b>			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
<small><i>*Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs            Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: <a href="https://tea.texas.gov/bilingual/esl/education/">https://tea.texas.gov/bilingual/esl/education/</a>.</i></small>			
<b>Other language/academic test(s) reviewed (optional)</b>			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Based on the language proficiency assessment results, your child has been identified as an English learner. Therefore, we recommend that your son/daughter be placed in the ESL program required in the district (19 TAC Subchapter, BB §89.1205).

Participating in the English as a second language (ESL) program will benefit your child’s academic and language development. The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

In the case of a child with a disability, close collaboration will be maintained with the Language Proficiency Assessment Committee and the special education program by following the student’s Individualized Education Program (IEP).

For exit from an ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equitably in non-linguistically accommodated English instruction in all content areas. This determination shall be based upon all of the following:

- (1) English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state's approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test; and
- (4) the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

- I **do** want my son/daughter to participate in the ESL program.
- I **do not** want my son/daughter to participate in the ESL program. I would like to discuss other options that will address my son/daughter's language/academic needs.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

*If you have any questions regarding this placement decision, please contact:*

*(name) \_\_\_\_\_ at our office at (telephone) \_\_\_\_\_.*

<sup>1</sup>Based on the results of the Home Language Survey with responses indicating the use of a language other than English, the school district conducts an assessment to determine how well your child communicates in English. This assessment information is used to determine if a child is to be identified as an English learner. Placement of an identified English learner in a bilingual or ESL program as recommended by the Language Proficiency Assessment Committee (LPAC) requires parental approval.

.....  
For school use:

\_\_\_\_\_  
Date received by campus

**Ennis Independent School District/Charter School  
Parent Approval – Initial Identification and Placement  
Bilingual Program, TEC §29.056**

<b>Campus Name:</b>	<b>Date:</b>
<b>To the Parents/Guardians of</b>	<b>Grade:</b>

Dear Parent(s) or Guardian(s): Federal and Texas laws require language instruction programs for students who are identified as English learners<sup>1</sup>. When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. The language proficiency assessment results are as follows:

<b>English TEA-Approved Oral Language Proficiency Test (PreLAS/LAS), PK-12**</b>			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
<b>Spanish TEA-Approved Oral Language Proficiency Test (PreLAS/LAS)*</b>			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
<b>TEA-Approved Approved Norm-Referenced Standardized Achievement Instrument (Grades 2-12)**</b>			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
<small>*Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs            Tests taken for placement and reclassification/exit are from the state-approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: <a href="https://tea.texas.gov/bilingual/esl/education/">https://tea.texas.gov/bilingual/esl/education/</a>.</small>			
<b>Other language/academic test(s) reviewed (optional)</b>			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Based on the language proficiency assessment results, your child has been identified as an English learner. Therefore, we recommend that your son/daughter be placed in the bilingual education program required in the district (19 TAC Subchapter, BB §89.1205).

Participating in the bilingual education program will benefit your child’s academic and language development. The bilingual program provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content. The goal of bilingual education programs is to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

In the case of a child with a disability, close collaboration will be maintained with the Language Proficiency Assessment Committee and the special education program by following the student’s Individualized Education Program (IEP).

For exit from a bilingual education program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equitably in non-linguistically accommodated English instruction in all content areas. This determination shall be based upon all of the following:

- (1) English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state's approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test; and
- (4) the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

- I **do** want my son/daughter to participate in the bilingual education program.
- I **do not** want my son/daughter to participate in the bilingual education program. I would like to discuss other options that will address my son/daughter's language/academic needs.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

*If you have any questions regarding this placement decision, please contact:*

 (name) \_\_\_\_\_ at our office at (telephone) \_\_\_\_\_.

<sup>1</sup>Based on the results of the Home Language Survey with responses indicating the use of a language other than English, the school district conducts an assessment to determine how well your child communicates in English. This assessment information is used to determine if a child is to be identified as an English learner. Placement of an identified English learner in a bilingual or ESL program as recommended by the Language Proficiency Assessment Committee (LPAC) requires parental approval.

.....  
For school use:

\_\_\_\_\_  
Date received by campus

## Ennis ISD Parental Denial of Bilingual/ESL Program Benefits

District Personnel may not solicit a parent denial. This form may only be given to parents requesting program denial at the time in which the request is made. \*Parents were given the option to choose ESL rather than the recommended Bilingual Program as an alternative to complete denial. Benefits meetings require a certified Bilingual teacher for Bilingual denials or an ESL certified teacher for ESL denials to be present.

Parents must receive notification and written guidance detailing their rights regarding their options to decline enrollment of their child in the recommended language instruction program or to choose another program or method of instruction, if available. This document must be completed upon the parent's request to deny program placement.

Campus: \_\_\_\_\_ Grade Level: \_\_\_\_\_ PreLAS/LAS English level: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_ Birthday: \_\_\_\_\_  
Program Denial Request:  Dual Language  Transitional Bilingual  English as a Second Language (ESL)

As the parent/guardian of \_\_\_\_\_, I understand the following if I request a parental denial of **any and all** language support program placement: (initial next to boxes)

- The decision I have made to deny program placement for my child has not been suggested to me nor coerced by a member of the campus staff.
- At this meeting, I have been informed and have been given information that details the benefits of Bilingual/ ESL Education.
- The decision to deny program placement is a long-term instructional decision I am making for my child.
- I understand I cannot deny my child's status as Limited English Proficient (LEP)/English Learner (EL). My child's English language proficiency was assessed because I indicated that my child spoke a language other than or in addition to English on the Home Language Survey completed upon my child's initial enrollment.
- Although I have denied program participation in the Dual Language, Bilingual, or ESL Program, my child is required to take the following assessments and will not be eligible to receive designated language support testing accommodations on them:  
STAAR in English (3rd-10th); TELPAS (K-12th); and IOWA (1st-2nd; 11th-12th)
- I have attached a handwritten letter of denial to this document, explicitly expressing my reasons for the program denial. I have signed and dated this legal document.
- The Dual Language Program is the only research-based Bilingual Program Model that has been proven nationwide to yield higher student achievement than students participating in the mainstream education program. By denying program placement into the Dual Language (Pre-K -1st), Bilingual (2nd-5th), or ESL Program, my child will be placed in an all-English classroom with a general education teacher, and my child will not receive any specialized language support.
- My child will be ineligible to participate in summer school programs for English learners.

Parent/Guardian's Name (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian's Phone #: \_\_\_\_\_ Email: \_\_\_\_\_ Date: \_\_\_\_\_

**LPAC Chair, LPAC Administrator, & Bilingual/ESL Certified Teacher**

We have given information outlining the benefits of Bilingual/ESL Education and have reviewed it with the parent. The benefits meeting was conducted in the parent's native language, with a translator provided as needed.

We understand that ELs with parental denials shall: • receive the ELPS in all content area instruction, including classroom linguistic accommodations as needed commensurate with the English proficiency level of the student; • take the TELPAS; • be reviewed by the LPAC at least annually to measure linguistic and academic progress and then communicated to parents; • be reclassified as English proficient when reclassification criteria are met; • enter two years of monitoring by the LPAC after reclassification; and • enter additional two years of PEIMS monitoring for federal purposes.

LPAC Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

LPAC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Bilingual/ ESL Certified Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Translator (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

***A denial will not be considered valid until this document is completed and signed by the parent, LPAC Chair, LPAC Administrator, and Bilingual/ESL Certified Teacher. This form must be submitted along with a copy of the handwritten denial letter to the Bilingual/ESL Coordinator office via fax, email, or district mail for signature.***

**Bilingual/ESL Coordinator**

I am aware that any campus with a denial rate > 5% may be subject to further investigation by the Office of Civil Rights.

Bilingual/ESL Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

***\*This original signed document and handwritten letter are to be placed in the student LPAC Folder. LPAC will ensure that the student is PEIMS coded "C."\****