

Corsicana ISD

Bilingual and ESL Programs Handbook

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Special Programs Department

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**Chapter 1:
Identification of Emergent Bilinguals
(EBs)**

TOPIC	HOME LANGUAGE SURVEY (HLS)
TASK	To identify students with a primary or home language other than English
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment in school
PERSON(S) RESPONSIBLE	Principal, Campus LPAC Coordinator, PEIMS Clerk/Registrar
PROCEDURE	<p>Texas requires that Emergent Bilingual students be identified, tested, placed and parental permission received within 4 weeks of the student's enrollment in the school district.</p> <p>The home language survey (HLS) is the first step in the screening process to identify students who might be eligible for the Bilingual or ESL program.</p> <p>The first time a student enrolls in a Texas public school, the parent is required to complete a HLS which consists of three questions:</p> <ul style="list-style-type: none"> • What language(s) is/are used in the child's home most of the time? • What language(s) does the child use most of the time? • If the child had a previous home setting, what language(s) was/were used for communication in that home setting? <p>If the response to ANY of these QUESTIONS on the HLS is a language other than English, the student must be tested for language proficiency in accordance with TAC 89.1215. The parent will also check a box stating that they understand a request to correct an error on the HLS can only happen if:</p> <ol style="list-style-type: none"> 1) The child has not yet been assessed for English proficiency; and 2) Corrections are made within two calendar weeks of child's enrollment <p>Only one survey is completed for each student. That survey follows the student for the rest of the student's school history. If a student transfers from another Texas school district, the receiving district must request the original HLS from the previous district.</p> <p>The initial Home Language Survey is a required part of the student's cumulative folder, and it must be completed within ten (10) days of the student's initial enrollment in a Texas public school. To be valid, the HLS must be dated and signed by the student's parent or guardian for each student in PK through grade 12 or signature of the student if in Grades 9-12.</p> <p>The receiving campus office personnel should notify the designated campus LPAC coordinator of the recent enrollee for further directions.</p>
FORM	Home Language Survey
LAW or REGULATION	Tac 89.1215

TOPIC	ASSESSMENT OF LANGUAGE PROFICIENCY										
TASK	To determine the student's language proficiency										
GRADE(S)	PK-12										
TIMELINE	Within 4 weeks of a student's initial enrollment in school										
PERSON(S) RESPONSIBLE	Campus LPAC Coordinator										
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying students for the Bilingual or ESL program.</p> <p>Trained test administrators must administer the state approved LAS Battery of Assessments to all new students who have a primary language other than English identified as the answer to any of the three questions on their initial home language survey.</p> <p>These students' language proficiency must be assessed in the following languages:</p> <ul style="list-style-type: none"> • Administer the English test to all new students PK-12 • Administer the Spanish tests to all students in grades PK-5 with Spanish as their home language. <p>Four different levels of the LAS are administered, depending on the grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 30%;">Grade Level</th> <th>Approved Assessment(s) for Identification</th> </tr> </thead> <tbody> <tr> <td>PreK, Kindergarten</td> <td> <ul style="list-style-type: none"> ▪ preLAS English Form C ▪ preLAS Spanish Form C ▪ Paper for student </td> </tr> <tr> <td>1st Grade</td> <td> <ul style="list-style-type: none"> ▪ LAS Links Form A (Administer: Speaking & Listening) ▪ LAS Links Español Form A (Administer: Hablando, Escuchando) ▪ Online </td> </tr> <tr> <td>2nd – 12th Grade</td> <td> <ul style="list-style-type: none"> ▪ LAS Links Form A (Administer: Speaking, Listening, Reading & Writing) ▪ Online </td> </tr> <tr> <td>2nd – 5th Grade</td> <td> <ul style="list-style-type: none"> ▪ LAS Links Español Form A (Administer: Hablando, Escuchando, Leer, Escribir) ▪ Online </td> </tr> </tbody> </table> <p>Test administrators must be fluent in the language of the test which they are administering.</p>	Grade Level	Approved Assessment(s) for Identification	PreK, Kindergarten	<ul style="list-style-type: none"> ▪ preLAS English Form C ▪ preLAS Spanish Form C ▪ Paper for student 	1 st Grade	<ul style="list-style-type: none"> ▪ LAS Links Form A (Administer: Speaking & Listening) ▪ LAS Links Español Form A (Administer: Hablando, Escuchando) ▪ Online 	2 nd – 12 th Grade	<ul style="list-style-type: none"> ▪ LAS Links Form A (Administer: Speaking, Listening, Reading & Writing) ▪ Online 	2 nd – 5 th Grade	<ul style="list-style-type: none"> ▪ LAS Links Español Form A (Administer: Hablando, Escuchando, Leer, Escribir) ▪ Online
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FORM	PreLas or LAS Links exam										
LAW or REGULATION	Tac 89.1225 (a-c)										

TOPIC	LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)
TASK	To create a committee to review all pertinent information on all Emergent Bilingual students.
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment in school
PERSON(S) RESPONSIBLE	Campus LPAC Coordinator
PROCEDURE	<p>Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC)</p> <p>Required Campus LPAC Membership:</p> <ul style="list-style-type: none"> ▪ Campus Administrator ▪ A professional bilingual educator (for students served through a bilingual education program) ▪ A professional ESL educator (for students served through an ESL program) ▪ Parent of an EB student participating in a bilingual or ESL program (may not be a school district employee) ▪ All members of LPAC Committee must be trained and sign oath of confidentiality <p>**An ARD representative must be present at all LPAC meetings regarding EBs receiving special education services and an LPAC representative must be present in all ARDs regarding EBs.</p> <p>Role of the LPAC Committee upon initial enrollment and at the end of each school year:</p> <ol style="list-style-type: none"> 1. Identify EBs and designate the language proficiency level of all students. 2. Designate the level of academic achievement of each EB using <ul style="list-style-type: none"> • STAAR scores • Reading assessments • Report card grades • Teacher input 3. Designate program placement (subject to parent approval) <ul style="list-style-type: none"> • Bilingual (through 5th grade if home language is Spanish) • ESL 4. Facilitate participation of EBs in other special programs and hold LPAC meetings <ul style="list-style-type: none"> • Upon initial enrollment-within 4 weeks of the student's enrollment • In the spring to determine appropriate assessments and/or language of testing (if applicable) • At the end of the year for annual review and for the following year's placement • As needed to discuss and monitor student progress
FORM	LPAC Minutes Form; LPAC Review Form

TOPIC	EMERGENT BILINGUAL CLASSIFICATION CRITERIA
TASK	To determine students' eligibility for Emergent Bilingual (EB) classification
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student's initial enrollment in school
PERSON(S) RESPONSIBLE	Campus LPAC Coordinator
PROCEDURE	<p>Texas requires that Emergent Bilingual students be identified, tested, and placed, within 4 weeks of the student's enrollment in the school district.</p> <p>For entry into a bilingual education or English as a second language program, the following criteria will be followed:</p> <ol style="list-style-type: none"> 1. In PK-K grades: The student scored as a non-English or Emergent Bilingual student on the preLAS Battery of Assessments. 2. In grades 1st – 12th: The student scored as a non-English or Emergent Bilingual student on the LAS Battery of Assessments. <p>All students in grades PK-5 who meet the criteria above to be identified as an EB and have Spanish as their home language must be recommended for bilingual program placement.</p> <p>EB students whose home language is not Spanish are to be recommended for ESL program placement.</p>
FORM	HLS Form, Initial LPAC Form, Parent Permission Form & LAS Battery Test Results
LAW or REGULATION	Tac 89.1225(d-g)

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT
TASK	To place students designated as EBs in an Emergent Bilingual program of instruction
GRADE(S)	PK-12
TIMELINE	No later than the 10 th day after the date of student's classification (LPAC Meeting)
PERSON(S) RESPONSIBLE	Campus LPAC Coordinator
PROCEDURE	<p>The LPAC determines EB status and appropriate program placement for EBs.</p> <p>The LPAC must give written notice to the student's parent advising that the student has been classified as an EB (within 4 weeks of student enrollment) and requesting approval to place the student in the recommended Bilingual or ESL program</p> <ul style="list-style-type: none"> • Parents must sign and date the "Parent Notification-Identification and Placement" form. • The date on the parent notification form must be on or after the LPAC date • Send the parent notification form home in the parent's native language when possible • If a parent denies the placement recommended by the LPAC, a conference with an administrator to explain the benefits of the program must be held and documented. <p>Pending parent approval, CISD shall place the student in the recommended program. Only Bilingual EBs with parent approval will be coded for the bilingual education allotment.</p> <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EB will be removed from an EB program and placed in a mainstream program. However, the student will continue to be an EB until he/she meets the requirements for reclassification.</p> <p>EBs with parent approval for placement in the Bilingual Education (BE) program shall be placed with a bilingual certified teacher for core subjects required for the program of that campus.</p> <p>EBs with parent approval for placement in the English as a Second Language (ESL) program shall be placed with an ESL certified teacher for English Lang Arts & Reading upon enrollment.</p> <p>By Federal and State law, all EB students must be placed in a Bilingual or ESL program unless the parent requests otherwise.</p> <p>With the approval of the school district and a student's parents, a student who is not an EB may also participate in the Bilingual program at Sam Houston Elementary. The number of participating students who are non EBs may not exceed 40 percent of the number of students enrolled in the program in that grade. Students who are not EB (non EB) and who wish to participate in the Dual Language BE program at Sam Houston will be given a school readiness assessment before being considered for entry. These non EB students will be allowed entry through 1st grade pending space availability. After 1st grade, non EB students will only be admitted if they have attended a Spanish dual language program, pending space availability.</p>
FORM	Initial LPAC Form, Parent Permission Form, Parental Denial Form & Parental Approval form for Sam Houston
LAW or REGULATION	TAC 89.1220 (m) & 89.1240 & 89.1233 & TEC Sec. 29.056 (d)

**Chapter 2:
Instructional Programs for EB's in
Corsicana ISD**

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN
TASK	To Implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English and Spanish
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Corsicana ISD is required to provide each Emergent Bilingual student in grades PK-5 whose native language is Spanish the opportunity to participate in a bilingual education program.</p> <p>Standards of Instruction: The curriculum for EBs in the bilingual education program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English and Spanish as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Students participating in the bilingual education program may demonstrate their mastery of the TEKS in Spanish and English for each content area.</p> <p>Students in the bilingual program shall receive instruction in all core subjects from Bilingual or ESL-certified teachers who utilize both the students’ home language and English for instruction. The amount of instruction in each language within the bilingual education program should be commensurate with the students’ level of proficiency in each language and their level of academic achievement.</p> <p>Corsicana ISD shall modify the instruction, pacing, materials, and the language of instruction (for those in the bilingual program) to ensure that EBs have a full opportunity to master the Texas Essential Knowledge and Skills (TEKS) at their grade level.</p> <p>In Corsicana ISD, there are two bilingual programs implemented.</p> <ol style="list-style-type: none"> 1. Carroll Elementary & Early Learning Center – Transitional Bilingual Early Exit <ul style="list-style-type: none"> ○ PK-2 follows a model which uses the children’s primary language in instruction typically only until they develop English proficiency, at which time the students transition into all-English instruction for the remainder of their schooling. The amount of time EBs receive primary language instruction typically ranges from two to five years. 2. Sam Houston Elementary – Gomez & Gomez Two-Way Dual Language model <ul style="list-style-type: none"> ○ PK-1 have an instructional day which is in the student’s primary language for Reading/Language Arts, in English for Math and in Spanish for Science/Social Studies. ○ Grades 2-4 have an instructional day split with 50% English and 50% Spanish. Each day they receive instruction in both English and Spanish for Reading/Language Arts, in Spanish for Science/Social Studies and in English for Math. 3. Collins Intermediate – Gomez & Gomez Two-Way Dual Language model <ul style="list-style-type: none"> ○ Grade 5 follows the Gomez Two-Way Dual Language model where instruction is in Spanish for Science and in English for Math and Language Arts/Reading. <p>At all campuses, non-academic subjects such as art, music, and physical education are taught in English.</p>
LAW or REGULATION	TAC 89.1210 (a-d)

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN (continued)
TASK	To Implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English and Spanish
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Corsicana ISD is required to provide each Emergent bilingual in grades PK-5 whose native language is Spanish the opportunity to participate in a bilingual education program. CISD's dual language participants may be given high school Spanish credit (LOTE credit) if students meet the following requirements:</p> <ol style="list-style-type: none"> 1. The student must have participated in a dual language immersion program for at least five consecutive school years. 2. The student must achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessment of Academic Readiness (STAAR) in English or Spanish, as applicable. (In CISD, scores in STAAR Reading are assessed). 3. The student must achieve proficiency in both English and Spanish as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages. (Scores from TELPAS and/or LAS Links are used to assess their proficiency).
LAW or REGULATION	TAC 89.1210 (a-d), TEC 28.0051, TAC 74.12 (b)(5)(f)

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT AND DESIGN
TASK	To Implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English.
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal
PROCEDURE	<p>Corsicana ISD is required to provide an English as a second language (ESL) program to every Emergent Bilingual student who is not required to be in the bilingual education program.</p> <p>Standards of Instruction: The curriculum for EBs in the ESL program should reflect the same academic standards established for English proficient students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of EBs.</p> <p>Corsicana ISD English as a Second Language Program Models:</p> <ul style="list-style-type: none"> • In PK-2 and most 3rd grade classes, a content-based program model will be implemented in CISD elementary schools with ESL. This is an English program that serves students identified as EBs by providing a full-time ESL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates ESL instruction with subject matter instruction that focuses not only on learning a second language but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. • In some grade 3, 4 and all 5th - 12th grade classes, a pull-out model is implemented in Corsicana schools. This is an English program that serves students identified as EBs by providing an ESL-certified teacher to provide English language arts instruction while the remaining content areas may or may not have an ESL-certified teacher. <p>Teachers of EBs shall be responsible for:</p> <ul style="list-style-type: none"> • Knowing the English proficiency levels of the EBs listed on their class rosters • Adjusting instruction to students’ levels of language development • Implementing the ELPS in their instruction.
LAW or REGULATION	TAC 89.1210 (e-j)

TOPIC	BILINGUAL/ESL PROGRAM MONITORING
TASK	To Monitor the progress of Emergent Bilingual students throughout the school year
GRADE(S)	K-12
TIMELINE	Nine Weeks
PERSON(S) RESPONSIBLE	Campus LPAC Coordinator
PROCEDURE	<p>Corsicana ISD will monitor the English Learner's progress by evaluating their progress after each grading period.</p> <p>Once grades have been entered by the classroom teachers, the following will occur:</p> <ol style="list-style-type: none"> 1. A designated staff member will run a report from Skyward which gives information of specific Emergent bilingual students who failed any core content course during that nine weeks. 2. Teachers will advise Campus LPAC Coordinators of any other EB students they have concerns about 3. LPAC meeting will be held at BOY, MOY, and EOY and as needed for any of these students to discuss concerns/plans to help students.
FORM	LPAC Annual Review Form

Chapter 3:
**Assessment, Reclassification &
Monitoring of Student Progress**

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

TOPIC	EB STAAR REQUIREMENTS & CONSIDERATIONS
TASK	To determine the STAAR assessments EBs must participate in, the language of their assessments, and the appropriate linguistic accommodations for each Emergent Bilingual student.
GRADE(S)	3-12
Spring	Spring
PERSON(S) RESPONSIBLE	LPAC
PROCEDURE	<p>State of Texas Assessments of Academic Readiness (STAAR) program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. For grades 3 – 8, this includes assessments of mathematics, reading, writing, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra 1, Biology, English I, English II, and U.S. History.</p> <p>LPACs must make and document test participation decisions in accordance with STAAR program requirements and in making these decisions, keep the following in mind:</p> <ul style="list-style-type: none"> • LPACs are responsible for obtaining the necessary information from the student’s teachers. Test participation decisions must be made on an individual student basis. • STAAR Spanish is only available to EBs in grades 3-5. In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, it may be appropriate for an EB in an ESL program. Examples: <ul style="list-style-type: none"> ○ A Spanish speaker who has recently moved to the U.S. ○ An EB who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program ○ A student in an ESL program who receives substantial support in Spanish • LPACs are required to determine and document the number of school years in which EBs have been enrolled in U.S. schools. This information is used in TELPAS reporting, STAAR assessment decisions and accountability and PBM measures. It is vital that LPACs follow state policies and procedures to determine and annually document this important data element. • In the case of an EB who receives Special education services, the LPAC is responsible for working with the student’s ARD committee to make and document assessment decisions. The decision may be made by key members of each committee if necessary. • See the STAAR Decision-Making Guide for information about EBs who qualify as unschooled asylees or refugees. <p>LPACs are responsible for</p> <ul style="list-style-type: none"> • Making linguistic accommodation decisions for EBs in accordance with the TEA policies in the STAAR Decision-Making Guide and • Maintaining required documentation of the decisions.
FORM	LPAC Annual Review Form and Decision Making Assessment Form
LAW or REGULATION	TAC 101.1003

TOPIC	RECLASSIFYING, EXITING, OR TRANSITIONING EBs
TASK	To determine if an EB has developed English language skills necessary to succeed without second language support services.
GRADE(S)	1-12
Spring	On a yearly basis
PERSON(S) RESPONSIBLE	Principal/Campus LPAC Coordinator/LPAC Committee
PROCEDURE	<p>An EB student shall be assessed annually and shall be reclassified as English proficient at the end of the school year in which the student would be able to participate equally in a general education, all-English instructional program. This determination shall be based on the following:</p> <ol style="list-style-type: none"> 1. The student must be in grades 1-12. 2. The student has developed reading proficiency by achieving a composite score of Advanced High on TELPAS and; <ol style="list-style-type: none"> A) If in grades 3-10, student must also score Approaches or above on STAAR English Reading, EOC I or EOC II without any linguistic accommodations offered through the LPAC; and B) If in grades 2, 11, or 12, student must also score above 40% percentile on ITBS testing 3. Students in Pre-K and Kindergarten may not be reclassified or exited from Bilingual or ESL programs. <p>The LPAC shall notify the student’s parents when reclassifying, exiting, or transitioning EBs. For reclassified students, the parents must sign and date the Reclassification/Program Exit Form, and the district must maintain this document in the student’s LPAC folder within the student’s cumulative folder.</p> <p>The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard for exiting EBs who receive both special education and special language services.</p>
	Reclassification/Program Exit Form
LAW or REGULATION	TAC 89.1225 (h-k) & 89.1240 (b)

TOPIC	ANNUAL REVIEW OF EB & MONITORED STUDENTS
TASK	To Review all pertinent information on all EBs and monitored students to evaluate their language proficiency and academic achievement levels and determine program placement for the following year.
GRADE(S)	PK-12
Spring	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Principal/Campus LPAC Coordinator/LPAC
PROCEDURE	<p>At the end of the year, the LPAC is required by law to review the progress of every student:</p> <ul style="list-style-type: none"> • Identified as LEP in PEIMS, being served in a bilingual or ESL program • Identified in PEIMS as a LEP parent denial (PD), denying any BE or ESL services • Identified in PEIMS as Non-LEP, but is in their first or second year as a monitored student F(M1) or S(M2) <p>The LPAC shall review all pertinent information on these students and shall:</p> <ol style="list-style-type: none"> 1. Designate the language proficiency of each EB, using Spring TELPAS scores 2. Designate the level of academic achievement of each EB and M1 and M2, using spring STAAR results for grades 3-12. 3. Designate the placement of each EB and M1 and M2 for the next year: BE, ESL, Parent Denials (PD, M1, or M2) 4. Facilitate the participation of each EB in other special programs for which they are eligible provided by the school district with either state or federal funds. 5. Classify students as English proficient per state criteria and recommend that EBs exit from the BE or ESL program or that Parent Denials be reclassified as non-LEP <p>EBs: LPACs should recommend appropriate instructional and supplemental support services for those EBs not making satisfactory academic progress.</p> <p>RECLASSIFIED STUDENTS: LPACs shall review the progress of reclassified fluent English proficient students during the two years after they have been reclassified monitored.</p> <p>The LPAC shall report to the parents the progress of their child regarding participation in the program offered to EBs in English and the home language if possible.</p>
FORM	LPAC Annual Review Form
LAW or REGULATION	TAC 89.1220 (g) & 89.1265 (c)

TOPIC	MONITORING RECLASSIFIED STUDENTS
TASK	To Determine that an EB has been correctly reclassified as fluent English proficient and to monitor the progress of "former EBs".
GRADE(S)	3-12
Spring	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Principal/Campus LPAC Coordinator/LPAC
PROCEDURE	<p>A reclassified, or exited, student will be monitored every 9 weeks for two consecutive years after exiting the program.</p> <p>Grades should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions.</p> <p>When an LPAC is held for a monitored student in year one or two, included will be the homeroom English Language Arts teacher to evaluate discipline and classroom progress. In addition, for a special education student, a representative from the special education department should be invited.</p> <p>EOY LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:</p> <ul style="list-style-type: none"> • The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level. • The student does not have passing grades in all subjects and courses taken.
FORM	LPAC Annual Review Form for Monitored students
LAW or REGULATION	TAC 89.1225 (j)

**Chapter 4:
Program Evaluation,
Summer School, and
EB Parent and Community
Engagement**

TOPIC	ANNUAL BE & ESL PROGRAM EVALUATION
TASK	To Determine program impact and student outcomes in all subject areas
GRADE(S)	3-12
Spring	At the end of each school year
PERSON(S) RESPONSIBLE	District ESL/Bilingual Coordinator
PROCEDURE	<p>Student Performance: As required by law, CISD conducts periodic assessments in the languages of instruction to determine program impact and student outcomes in all subject areas through common assessments. MAP assessments are given 3 times a year for grades K-8. MAP Assessment is given in the L1 for K-1st and in both English and Spanish for 2nd – 4th in our Dual Language and for K-2 Bilingual classrooms. Data from administration of the STAAR assessments each spring is also used to determine student outcomes.</p> <p>Annual reports of EBs' educational performance reflect their academic progress in either English or Spanish (for recent immigrant bilingual students in BE), the extent to which they are becoming proficient in English, and the number of students who have been exited from the BE and ESL programs.</p> <p>At the end of each school year, CISD shall report to parents, in English and in their home language, the results of their participation in the BE or ESL program.</p> <p>Campus Improvement Plan: 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 for the purpose of improving student performance for Emergent Bilingual students, taking into account the performance of the campus EBs and their teachers' professional needs.</p> <p>Professional Development: CISD shall compile and retain at the campus level reports to reflect the number of teachers and aides trained and the frequency, scope, and results of the training. Principals should arrange with the BE/ESL Office to provide in-service presentations to meet site-specific staff development goals. Training is available in the following areas:</p> <ul style="list-style-type: none"> • Second Language Acquisition and ESL Methodology • ELPS Training • EB Program Design, Class Designations and Student Placement • Sheltered Instruction Strategies • Scoring/Assessing TELPAS Listening, Speaking, Reading and/or Writing
LAW or REGULATION	TAC 89.1225 (j)

TOPIC	SUMMER PROGRAMS FOR EB STUDENTS
TASK	To meet the language development needs of EBs
GRADE(S)	PreK and Kindergarten
Spring	The summer after dismissal of regular academic school year
PERSON(S) RESPONSIBLE	District ESL/Bilingual Coordinator
PROCEDURE	<p>Required Bilingual/ESL for Pre-K and Kindergarten EBs: Corsicana ISD will offer a summer program for EBs. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> • The student must be identified as an Emergent Bilingual as per LPAC guidelines • The EB must be eligible for Kindergarten or grade 1 for the following school year • The guardian must have approved placement in the required BE or ESL program <p>The program shall be operated the equivalent of 120 hours of instruction.</p> <ul style="list-style-type: none"> • The student/teacher ratio for the program shall not exceed 18 to one. • CISD does offer transportation though this is not a state requirement. • CISD provides free breakfast and lunch to all attendees though this is not required. • Teachers shall possess certification or endorsement as required for BE or ESL positions. • A summary of progress shall be provided to parents at the conclusion of the program.
FORM	Registration Forms and Information Sheets to parents/guardians
LAW or REGULATION	TAC 89.1250

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

Local processes:

Who are ISD's 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 a language other than English at home

What Laws Mandate Bilingual and ESL Education?

- Every Student Succeeds Act (ESSA), 2015
- Title III Part A
- Texas Education Code 29.051-20.064
- Texas Administrative Code (TAC) Chapter 89
- CISD Bilingual/ESL Program Policy

Corsicana Independent School District provides students with two language programs: Bilingual education and English as a second language program.

Program Campuses and Feeder Patterns

Bilingual Spanish & ESL Program Campuses and Feeder Patterns

ELC @ Carroll Elementary (PreK) Bilingual / ESL students will:

- A) Attend Elementary Home Campus (ESL) for Kinder – 4th grades
 - B) Stay at Carroll Elementary for Bilingual for Kinder
 - C) Apply for entry at Sam Houston Dual Language Two-Way for Kinder
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Sam Houston Elementary (PreK – 4th) Dual Language Two-Way students will attend:

5th grade at Collins Intermediate (Dual Language Two-Way) unless they choose to exit this pathway.

Carroll Elementary (Kinder – 4th) Bilingual / ESL students will attend:

5th Grade at Collins Intermediate (ESL)

Bowie, Navarro, and Fannin Elementary (Kinder – 4th) ESL students will attend:

5th Grade at Collins Intermediate (ESL)

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Collins Intermediate (5th) All Dual Language / ESL students will continue into:

6th grade ESL at Collins Intermediate

Collins Intermediate (6th) All ESL students will continue into:

7th grade ESL at Corsicana Middle School

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Corsicana Middle School (7th & 8th) ESL students will attend:

9th Grade ESL at Corsicana High School

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Corsicana High School (9th – 12th) ESL students will continue in ESL classes until they exit or graduate.

All ISD campuses provide ESL services to eligible students. .

No EB student will be required to transfer to another campus for ESL services.

**For questions or concerns about the ESL/Bilingual programs at Corsicana ISD,
please contact Molly Corrington, ESL/Bilingual Coordinator, Special Programs
Department @
mcorrington@cisd.org or 903-602-8102**