



Department of Bilingual Education
&
English as a Second Language

Emphasizing Excellence

Embracing Diversity

Empowering Students

The Kaufman Independent School District recognizes that in order to succeed in our multicultural community, students must be empowered with the skills, confidence, and knowledge that prepare them for the challenges of tomorrow.

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Program Goals

The goal of the Bilingual and English as a Second Language program shall be to enable Emergent Bilinguals (EB) 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 language for students in the Bilingual program; and through the integrated use of second language acquisition methods for students in the ESL program. The 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 EB to participate equitably in school.

Kaufman ISD promotes:

1. Academic and linguistic achievement to enable students to become proficient in the areas of listening, speaking, reading, writing, and comprehension.
2. Professional development among Bilingual/ESL teachers to ensure implementation of effective teaching practices for the success of the students.
3. Opportunities for parental engagement by providing programs that strengthen parenting skills and allowing parents to provide educational support at home.
4. Multicultural and multilingual awareness among peers.

Bilingual Education Program

Kaufman Independent School District believes that in order to effectively meet the needs of every student whose primary language is other than English, and who is identified as an Emergent Bilingual (EB), the student shall be provided a full opportunity to participate in a bilingual education or English as a Second Language (ESL) program, using their primary language to support instruction as needed, while transitioning to English.

The goal of Kaufman ISD's bilingual program shall be the achievement of English proficiency in reading, writing, listening, and speaking within 3-4 years through the

integrated use of research-based second language acquisition methodology. English language proficiency shall be demonstrated by meeting reclassification criteria as mandated by the [Texas Administrative Code \(TAC\), Chapter 89](#).

All Emergent Bilinguals (EB) are required to show adequate yearly progress on the Texas English Language Proficiency Assessment System ([TELPAS](#)), by progressing one level per year from beginner, intermediate, advance, to advanced high.

English as a Second Language Program

To ensure equal education opportunity, Kaufman Independent School District believes that all students with a language other than English and who are identified as Emergent Bilinguals (EB) shall be supported instructionally with the goal of achieving full competence in the reading, writing, listening, and speaking of the English language within 3-4 years through the integrated use of research based second language methodology. English language proficiency will be demonstrated by meeting the reclassification requirements as mandated by the [Texas Administrative Code \(TAC\), Chapter 89](#).

All Emergent Bilinguals are required to show adequate yearly progress on the Texas English Language proficiency Assessment System ([TELPAS](#)) by progressing one level a year from beginner, intermediate, advanced, to advanced high.

Critical Attributes of Instruction for Emergent Bilinguals:

Teachers will be cognizant of the student's level of English proficiency, developmental stage, academic background, and learning style, in order to provide ample opportunities for Emergent Bilinguals to:

- Interact with peers and teachers in a risk-free environment

- Respect oneself and diversity of others
- Cooperate and collaborate with their peers to complete tasks
- Question for clarification
- Employ cognitive strategies to demonstrate conceptual knowledge
- Utilize comprehension strategies such as context clues and visuals
- Demonstrate metacognitive strategies to include planning, self-monitoring, and evaluation tasks
- Employ technology to accelerate academic learning and communication
- Engage in the scientific research process
- Exhibit accountability and responsibility

Language Acquisition Characteristics

- **Students whose primary language is not English have specific needs as learners.** Not only do they have to acquire a new language, they also have to adapt to a new culture and actively participate in American schools.
- **Language is embedded in culture.** When learning English, non-native speakers transfer the knowledge they have in their own language and culture to the acquisition of the new language. *Students who are well educated in their first language, use their language along with their prior knowledge and skills in the acquisition of English.*
- **Language is contextual in nature.** Language acquisition is a developmental process that relies on the integration of listening, speaking, reading, and writing skills within the context of academic learning. Time is a major factor in the student's progress.
- **CALP (Cognitive Academic Language Proficiency).** Language needed to access learning in academic settings. *CALP is language students need in order to think critically, understand, and learn new concepts, process complex*

academic material, interact and communicate in academic contexts. **Research shows that CALP takes from 4-7 years to acquire.**

- **BICS (Basic Interpersonal Communicative Skills).** Everyday language needed for social interaction. BICS takes 2-3 years to acquire and is often easy to observe. ***Listening and Speaking:** Discourse among friends in the hallway between classes, at recess, at lunch, on the bus, on the telephone, at the mall, etc. **Reading and Writing:** Reading a note from a friend; writing a letter to a relative; composing/reading casual email; reading bulletin boards, announcements, and other environmental print; writing lists, etc.*
- Students may be fluent in “survival” and social language, BICS, but may face difficulty with CALP, for it is a more complex level of reading, writing, speaking and listening needed to function successfully in an academic environment.
- **Factors that affect the acquisition of cognitive academic language proficiency.** Age, motivation, attitude, and background knowledge. The level of literacy and academic background in the native language play an important role. A student who is below level in academic skills in the native language, faces a major challenge in learning the academic skills in English.

Principles of Instruction

Language Acquisition and Learning

To ensure cognitive grade level growth, Emergent Bilinguals will master academic content as they learn the English language. Language acquisition research has shown that it can take 4-7 years for Emergent Bilinguals to develop Cognitive Academic Language proficiency. Best practice research emphasizes the critical nature of integrating English language learning with academic content instruction. Effective instruction promotes the integration of language, cognition, and mastery of academic content.

Comprehensible Input

In order to make content accessible to Emergent Bilinguals, modifications to the instructional program are required but do not entail a dilution of conceptual or academic content. To facilitate comprehension, instructional strategies are implemented commensurate with a student's proficiency level, academic background, stage of development, and learning style.

Problem Solving and Critical Thinking

Emergent Bilinguals are encouraged to interact with their peers and teachers in a risk-free environment by demonstrating respect for themselves and the diversity of others, engaging in cooperative and collaborative tasks, and by learning and applying cognitive strategies. Students will receive explicit instruction in learning cognitive and metacognitive strategies to develop the ability to regulate their own learning, apply prior knowledge, and search for meaning through the use of higher order thinking skills. Students will plan, monitor, elaborate, and evaluate their own learning and acquisition of language.

Reading and Writing

Quality and age-appropriate literature will provide increasingly complex models of language to challenge Emergent Bilinguals to develop new vocabulary, learn effective use of mechanics, and acquire the structures of language through the reading process. Quality literature utilizes human experience combined with universal themes to speak across cultures and language backgrounds. Well-selected texts provide a common experience that encourages students to interact and find meaning for themselves.

Emergent Bilinguals are able to work in the craft of writing as they acquire language. Students respond to the writing of others and take into consideration the ideas of others. Students are exposed to a variety of writing and daily opportunities to practice writing across the content areas. Reading a variety of texts: poetry, essays, narrative fiction, fantasy, and songs, provide Emergent Bilinguals with models of how writing can serve a multitude of purposes.

Classroom Strategies Checklist for Emergent Bilinguals

Student's Name: _____ Date: _____ Grade level: _____

	Cooperative learning
	Use diagrams, graphs, timelines, graphic organizers
	Restatement of content question, key concepts
	Activate prior knowledge, Pre-reading of content in a simplified format
	Provide visual clues, such as facial expressions, gestures, pictures, cartoons, posters, charts, maps, manipulatives, and videos
	Role playing
	Reduced or modified assignments (this is specially important if you know the student comes from a non-English speaking home)
	Give clear, short oral directions accompanied by written directions
	Student dictates responses to teacher or peer
	Word banks and vocabulary cards with pictures prior to lesson
	Multi-sensory teaching aids
	Wait time, manipulatives, projects
	Use illustrated simplified texts, text in student's first language and/or audio texts, highlighted texts
	Provide copy of notes,
	Use preferential seating close to the front of the classroom
	Check for understanding intentionally (head nodding is not always true)
	Find opportunities for one-on-one help, tutorials, peer tutoring
	Promote multicultural awareness in the classroom
	Model and teach learning strategies
	Emphasize comprehension over pronunciation
	Bilingual dictionaries
	Read to students

Instructional Program Design Overview

Kaufman ISD provides Bilingual Education (BE) services at Helen Edwards Early Childhood Center and all the Elementary Campus in the District for students in grades PreK - 5. ESL services are offered at every campus for students in grades PreK - 12. Teachers certified and trained in BE/ESL methods and accommodations provide services for students. These programs are available to students that have a native language other than English and who qualify to participate in the program through the state mandated language assessment. Students receive instructional support through BE/ESL classes and sheltered instruction. Students also exit the program once they demonstrate English proficiency and meet the reclassification criteria.

The BE/ESL programs shall be an integral part of the general education program required under the [Texas Administrative Code \(TAC\) Chapter 74](#). KISD shall provide ongoing coordination between the BE/ESL program and the general education program.

The Bilingual/ESL program addresses the affective, linguistic, and cognitive needs of the Emergent Bilingual by providing language and academic instruction to develop proficiency in comprehension, listening, speaking, reading and writing in the English language. Instruction shall be commensurate with the student's level of English proficiency and level of academic achievement.

Affective: Emergent Bilinguals in BE shall be provided instruction in their home language and English, using second language acquisition methodology; students in ESL shall be provided instruction using second language acquisition methodology in English, to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both, the student's home language and that of the United States.

Linguistic: Emergent Bilinguals in BE shall be provided instruction in the skills of comprehension, speaking, reading, and writing both, in home language and English. Students participating in the ESL program shall be provided intensive instruction to

develop proficiency in the comprehension, speaking, reading and writing of the English language. The instruction in academic content shall be structured to ensure that BE/ESL students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Cognitive: Emergent Bilinguals in BE shall be provided instruction in mathematics, science, health, and social studies both, in their home language and in English. Students in ESL shall be provided instruction using second language acquisition methods. The instruction in academic content areas for both programs shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Elementary Bilingual and ESL Programs

Instructional Time

The Bilingual Education Program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language shall be commensurate with the student's level of proficiency in both languages and their level of academic achievement. The student's level of language proficiency and academic achievement shall be designated by the Language Proficiency Assessment Committee (LPAC).

The English as a Second Language Program of instruction shall be a program in which the amount of instruction provided is commensurate with the students' level of English proficiency and level of academic achievement as designated by the Language Proficiency Assessment Committee (LPAC). In Pre-Kindergarten through grade 5, instruction in English as a Second Language may vary from the amount of time accorded to instruction in English Language Arts in the general education program for non-limited English proficient students to total immersion in second language approaches.

In High School the English as a Second Language program shall be consistent with graduation requirements under TAC, Chapter 74 (relating to curriculum requirements). The Language Proficiency Assessment Committee (LPAC) may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a Second Language courses, additional state elective English courses, and special assistance provided through local determined programs.

Transitional Bilingual Education Program Model

The United States Department of Education (USDE) defined the Transitional Bilingual Education (TBE) as a “program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the Emergent Bilinguals transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary” (U.S. Department of Education, 2016, p.10). TBE programs use 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 role of the primary language, therefore, is to assist in the acquisition of English, resulting in a transition, or shift, to majority language (English) and loss of primary language, a process referred to in the research as language shift (García, 2009).

The amount of time that Emergent Bilinguals receive primary language instruction typically ranges from a minimum of two years (early-exit TBE) to six years (late-exit TBE). In order to facilitate the transition to English, teachers in TBE classrooms build on what students know in their primary language as the basis for what they are learning in English.

KISD: Transitional Bilingual Education: Early Exit

Grade	Reading/ELA	Math	Science/Social Studies
PK	90/10 Concepts in English/Spanish and reinforce in Spanish as needed	90/10 Concepts in English/Spanish and reinforce in Spanish as needed	100% Introduce concepts in English and reinforce in Spanish as needed.
k	90/10 Concepts in English/Spanish and reinforce in Spanish as needed	90/10 Concepts in English/Spanish and reinforce in Spanish as needed	100% Introduce concepts in English and reinforce in Spanish as needed.
1	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.
2	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.
3	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.
4	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.
5	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.	100% Introduce concepts in English and reinforce in Spanish as needed.

Alternative Language Program

The Alternative Language Program (ALP) at KISD is implemented at the elementary campuses to support Emergent Bilingual/English Learners on language

acquisition and academic growth. The goal is to support EB/ELs to become competent in listening comprehension, speaking, reading and writing of the English language through the use of Bilingual/ESL instructional methodologies, as well as to support the students cross culturally. At KISD most students in PreK, Kinder and 1st participate in a bilingual self-contained classroom instruction. Students in grades 2nd through 5th participate in ALP. 2nd and 3rd graders receive academic instruction in the areas of ELAR by a Bilingual certified teacher and all other subjects such as math, science and social studies by an ESL certified teacher; 4th and 5th graders participate in an ESL Content Based Program model. All EB/ELs receive additional supplemental support provided by a bilingual paraprofessional using their primary language as needed. The ALP also gives students the opportunity to develop socially and cross culturally as they interact with English speaking only students.

The ALP facilitates targeted scaffolded instruction for our bilingual/ESL students on a regular basis and promotes efficient language acquisition for Emergent Bilingual students using their home language for background understanding.

Bilingual Education/Alternative Language Program by KISD

Grade	Structure	Instruction
PreK-K	Self-contained Bilingual (not alternative) Alternative Push in, pull out, small group, RTI	Bilingual Certified Teacher ESL Certified Teacher Bilingual Support Staff
1st	Self-contained Bilingual (not alternative) Alternative Push in, pull out, small group, RTI	Bilingual Certified Teacher ESL Certified Teacher Bilingual Support Staff
2nd/3rd	ELAR: Bilingual classroom Math/Sci/SS: ESL classroom Push in, pull out, small group, RTI	Bilingual Certified Teacher ESL certified Teacher Bilingual Support Staff
4th/5th	All subjects Push in, pull out, small group, RTI	ESL Certified Teacher Bilingual Support Staff

Secondary ESL Instructional Program

The English as a Second Language Program (ESL) for middle and high school students is an intensive instructional program designed to meet the linguistic needs of Emergent Bilinguals (EB) in preparation for success in the more rigorous content and elective courses. The expectations for EBs include: learning academic content using language acquisition methodologies so that they may achieve academic success in general education classes; pursue their lifetime goals; and function effectively as educated, informed, productive members of society.

Student schedules reflect ESL courses and sheltered courses that use second language acquisition strategies to make instruction more comprehensible and meaningful. Sheltered courses include math, science, social studies, and language arts. Elective courses should require speaking, reading, writing, and comprehension skills based on the language proficiency of the student designated by the LPAC at the beginning of the school year.

All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). The ESL program addresses the affective, linguistic, and cognitive needs of all students and provides EBs with instruction for the acquisition of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). The program ensures that EBs are provided the same academic and extracurricular opportunities as the students enrolled in general education classes.

Newcomer Program

The Newcomer program addresses the specific needs of recent immigrant students (those attending US schools for 0-3 years) at the middle school and high school level, while providing required credits for graduation. The program serves non-English speakers and limited English students, especially those with limited or interrupted schooling in their home countries. ESL teachers provide newcomers with extended ESL instructional time to accelerate English language development and

literacy skills in a supportive and meaningful environment. Newcomers also receive integrated content instruction in all core classes along with supplemental support, including academic study skills, to help students acculturate to the US school system.

Sheltered Instruction

Instruction is made comprehensible for Emergent Bilinguals (EBs) by providing intensive English language development and sheltered content courses that use proven ESL methodologies. ESL teachers use state adopted materials and supplementary materials to provide the same content as is offered to English proficient students, but the instruction is modified to include second language teaching strategies. Teachers implement sheltering techniques such as incorporating language objectives and visuals into daily instruction, connecting content to students' background experiences, pre-teaching vocabulary and providing scaffolds to ensure comprehension of input and to support production of language output.

It is recognized that native language development and support are powerful ESL strategies that lower the anxiety level and facilitate the academic achievement of EBs. However, using native language instruction exclusively or for a significant portion of the ESL class does not foster the target language development and may inhibit the development of English skills necessary to succeed academically.

Planning effective English language instruction is critical to the EBs endeavors. The following are targeted strategies with the intention of achieving effective instruction, a foundation, and framework for middle school and high school ESL program:

- Making connections to students' background, culture and language
- Seeing students as experts who contribute greatly to the classroom
- Recognizing learning in the absence of teaching
- Helping students feel a sense of belonging
- Involving all students in the learning experience regardless of language proficiency level

- Drawing upon students' life experiences, culture, and language to make connections to literature, legends, stories, multi-media and the arts
- Providing thinking time so students can process information
- The use of technology as teaching tools.

Emergent Bilingual Students are Successful when they:

- Are accepted, valued, and supported as members of the school community
- See the power of language as it is used in limitless ways in their environment
- Are invited to engage in strategies that allow them to reveal more about themselves personally and academically
- Are provided opportunities in which they simultaneously learn and apply language
- See their mistakes and miscues as part of learning rather than indicators of failure
- Are acknowledged to possess their native language as a valuable part of their culture

Program Placement and Implementation

Plan of Action

This plan of action supports requirements for language programs as specified in the Texas Administrative Code (TAC) Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Emergent Bilinguals; and parental notification requirements found in Title III of the No Child Left Behind Act of 2001 (NCLB) as they pertain to the function of the Language Proficiency Assessment Committee (LPAC).

Role of the Language Proficiency Assessment Committee (LPAC)

All districts must establish a Language Proficiency Assessment Committee (LPAC). The LPAC plays an important role in the implementation of a consistent and standardized process when supporting the needs of their English learners.

For the Bilingual program, the Bilingual LPAC is composed of an appropriately certified Bilingual educator; a parent or guardian of an English learner participating in a bilingual or ESL program; and a campus administrator. For the ESL program the ESL LPAC is composed of an appropriately certified ESL educator; a parent or guardian of an Emergent Bilingual participating in a bilingual or ESL program; and a campus administrator.

The LPAC serves students who are classified as limited English proficient (LEP), or as an Emergent Bilinguals (EBs). Members of the LPAC review the progress of EBs with parent approval, including the EBs for whom parents have denied services.

All LPAC members, including the parent representatives, must represent the school district, be aware of the laws related to EBs, and also respect the privacy and confidentiality of the students.

The school district is responsible for the orientation and training of the LPAC members, which includes parents who will be serving on the committee. All of the information shared at the meetings is confidential according to the Family Educational Rights and Privacy Act (FERPA): visit the link, [FERPA](#) for more information.

LPAC Responsibilities

- Designate the language proficiency level of each Emergent Bilingual
- Designate the level of academic achievement of each Emergent Bilingual
- Designate the initial instructional placement of each Emergent Bilingual, subject to parent or guardian approval
- Facilitate the participation of Emergent Bilinguals in other special programs
- Reclassify students at the end of the school year only

Identification Process

1. Upon initial enrollment, the parent or guardian of the student must complete a Home Language Survey (HLS). A HLS is applicable only for students enrolling in Pre-Kindergarten through grade 12 for the first time in a Texas school. All students must have an original copy of their HLS in their permanent record. It is the responsibility of the parent or legal guardian (or the student in grades 9-12), not the school, to provide the language information requested by the survey. *For students who have previously attended a Texas school, the LEA must request an original copy of the HLS from the previous school attended by the student.*
2. If the response on the HLS indicates a language other than English is used, the student will then be administered an oral language proficiency test (OLPT) in English and Spanish.
3. The LPAC will review the scores of the language assessment given to determine eligibility as an Emergent Bilingual.
4. For a more detail view of the process please visit [English Learner Identification Reclassification Chart](#)

Placement

Once the LPAC reviews the results of the assessment/s, the LPAC recommends participation in a bilingual education or ESL program if the results indicate that English proficiency is not at a required level. The parent or guardian:

- is notified of the child's classification.
- is notified of the child's program placement, either bilingual education or English as a second language program.
- shall be provided information describing the bilingual education or ESL program recommended.

The process is completed within four calendar weeks of student initial enrollment.

Review and Reclassification

At the end of the year, the LPAC reviews:

- Every Emergent Bilingual served in a bilingual or ESL program.
- Emergent Bilinguals with a parent or guardian denial.
- Students in Monitor year 1 and 2

The LPAC reviews the following:

- Oral language proficiency test data
- The student's academic proficiency level
- Grades
- Classroom tests
- State assessments
- Subjective teacher evaluation

Note: *Students in pre-kindergarten and kindergarten may not be reclassified or exited from a bilingual education or ESL program. Students may be considered for reclassification after grade 1. Students must meet established reclassification criteria and show mastery of listening, speaking, reading, writing, and comprehension in English to be successful in the general education program.*

Reclassification Criteria:

- Score Advanced High on all TELPAS domains
- Reclassify under the English Language Proficiency Assessment Allowances for Individual Students [2020-2021 English Learner Reclassification Criteria Chart](#)
- Score in the 40th percentile on the Norm referenced standardized achievement test (only applies for students in grades 1, 2 and 11, 12)

Decision Making Process: State Assessments, Requirement and Considerations

The LPAC may meet before state assessments testing window to determine:

- Testing accommodations
- Eligibility for exemption from testing
- Language of testing

In granting exemptions from the state assessment, the LPAC must follow the procedures outlined and explained by the Texas Education Agency (TEA) at: www.tea.state.tx.us/student.assessment

Required Documentation

All items are required to be in the students Limited English Proficiency (LEP) folder inside their Permanent records folder.

- Home Language Survey (original-only)
- IPT/PreLAS/LAS Links results in English and Spanish used for identification
- Agency Approved Norm-Referenced Test(s)
- Parental Approval of entry or placement into the program (Bilingual or ESL Letter)
- Parent Denial Letter if applicable or Documentation of number of times contacting parent for approval
- LPAC Initial process documentation
- Student History Worksheet (Entry or Placement dates)
- LPAC Review
- Assessment Data
- Date and record of documentation sent for Parental Report on Student Progress
- LPAC Monitored or Exited Review
- Last 2 years of Writing Samples (TELPAS grades 2-12)
- End of Year Report Card to be in student's perm folder
- Emergent Bilingual Intervention Plan or Accommodations
- STAAR Participation Form (Grades 3-12)
- Special Education documentation for Emergent Bilingual Students ONLY
- Process for Considering Special Education Reclassification Criteria Form
- Bilingual or ESL Summer School Program, grades K-1, if applicable

If the student DOES NOT QUALIFY (DNQ) they do not have an LEP folder. The LPAC committee will mark DNQ on the student's HLS and language assessment, date and sign. All Language Assessment forms and LPAC decisions are documented in the student's Permanent records folder.

Parent Denials

Kaufman ISD staff will make every effort to ensure that parents understand the instructional benefits of Bilingual and ESL program participation. In addition to a verbal explanation of the program benefits, parents shall be provided with a brochure in English and/or Spanish explaining the benefits. Parents have the choice to whether or not to enroll their child in a Bilingual or ESL program. Students with a parental denial are classified as Emergent Bilinguals and are listed in PEIMS as Emergent Bilinguals with a parental denial until they meet reclassification criteria. Students with a parental denial for the Bilingual program but show parents approve placement in the ESL program are coded in PEIMS as having a bilingual denial with permission for placement in the ESL program. It is a requirement for parents who deny language services for their student, to meet in person with an LPAC representative before denial is documented.

Parent Request

Kaufman Independent School District believes that in order to effectively meet the needs of every student whose primary language is other than English it must protect the availability of the program. A student who is identified as an Emergent Bilingual (EB), shall be provided a full opportunity to participate in a bilingual education or English as a Second Language (ESL) program, and use their primary language to support instruction as needed, while transitioning to English.

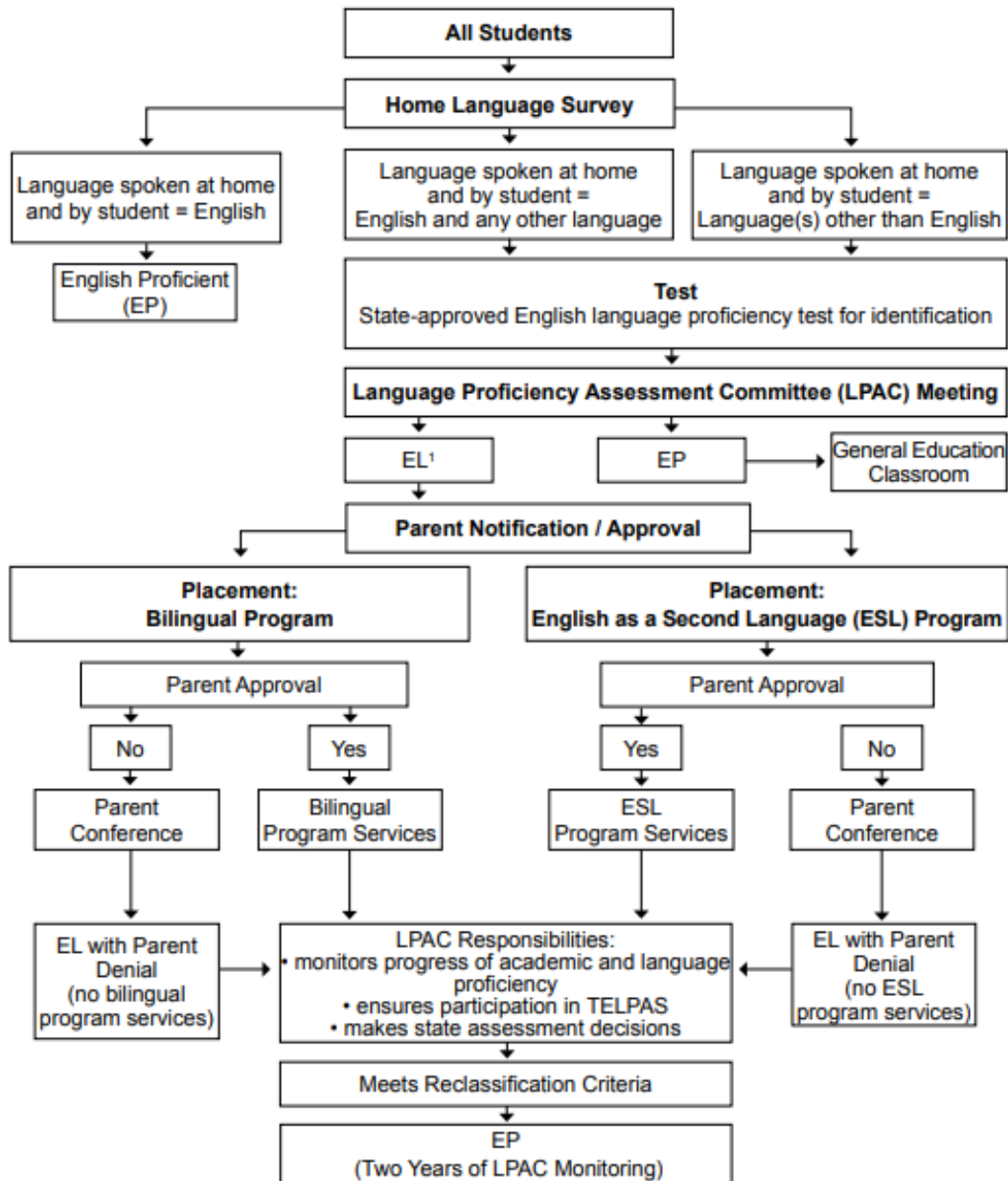
Parents of students who are not Emergent Bilinguals but prefer that their student participate in the Bilingual/ESL program, can submit a parent request in writing. The request shall include academic reasons why they believe the student will benefit from the Bilingual or ESL program. Kaufman ISD reserves the right to review each request case by case and make a decision based on student need and program availability. For more information regarding program classification visit [Texas Administrative Code \(TAC\), Chapter 89](#).

LPAC and ARD Collaboration

When a student with a disability is, or might be identified as an English learner (EL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate identification and reclassification criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §§89.1226(h), (l), and (m)). For guidance on identification/reclassification of a student with a disability visit: [LPAC and ARD Committee Collaboration](#)

For more information regarding LPAC procedures please visit [Language Proficiency Assessment Committee](#)

English Learner (EL) Identification/Reclassification Flowchart



¹Criteria for EL Identification:

Pre-K – 1st: State-approved English language proficiency test (listening and speaking) below English proficient level = EL

2nd – 12th: State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level = EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).

Language Assessments

Kaufman ISD utilizes two state assessments to determine the language proficiency of students: PreLAS/LAS links and the Texas English Language Proficiency Assessment System (TELPAS). Students who enroll in the district for the first time and come from a different country or different state, are required to complete a Home Language Survey (HLS). If the HLS indicates a language other than English is spoken by the student or at home, students are assessed using the PreLAS/LAS Links to identify the student's language proficiency. These assessments assist the LPAC committee in determining program placement for the new student. The TELPAS is used to measure language proficiency growth for the year. During the Spring semester all English learners in grades K-12, including parental denials, must participate in the TELPAS.

For more information on language identification assessment visit [LAS Links](#) for TELPAS visit [State Assessments for English Learners](#)

English Language Proficiency Standards (ELPS)

The State Board of Education approved the English Language Proficiency Standards (ELPS) as the second language acquisition curriculum necessary for the success of Emergent Bilinguals. The ELPS are Federally required instructional standards designed to ensure that Emergent Bilinguals are taught the academic English they need for school purposes. The ELPS are used in foundation and enrichment instruction of K-12 Emergent Bilinguals. The English language proficiency standards outline English language proficiency level descriptors and student expectations for Emergent Bilinguals (EB).

School districts shall implement the ELPS as an integral part of each subject in the required curriculum. The ELPS are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

In order for an Emergent Bilingual to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that Emergent Bilinguals acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

Effective instruction in second language acquisition involves giving Emergent Bilinguals opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

The cross-curricular second language acquisition skills apply to Emergent Bilinguals in Kindergarten-Grade 12.

The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. Emergent Bilinguals may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct Emergent Bilinguals commensurate with students' linguistic needs.

School district responsibilities

In fulfilling the requirements of this section, school districts shall:

1. identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency

level descriptors for the beginning, intermediate, advanced, and advanced high levels

2. provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
3. provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in a manner that is linguistically accommodated to help the student acquire English language proficiency; and
4. provide intensive and ongoing foundational second language acquisition instruction to Emergent Bilinguals in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These Emergent Bilinguals require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

Proficiency Language Descriptors:

Beginners: Emergent Bilinguals have little or no ability to use the English language in social and academic settings.

Intermediate: Emergent Bilinguals have the ability to speak in a simple manner using English commonly heard in routine social and academic settings.

Advanced: Emergent Bilinguals have the ability to speak using grade-appropriate English, with second language acquisition support, in social and academic settings.

Advanced High: Emergent Bilinguals have the ability to speak using grade appropriate English, with minimal second language acquisition support, in social and academic settings.

Special Programs

Gifted and Talented

Emergent Bilinguals have the opportunity to participate in the Gifted and Talented program available to all students who qualify by means of assessment measures collected from multiple sources. Once a student has been referred by a parent, teacher or community member, a letter is sent home to request permission for screening or additional testing. After the identification process is completed, parents are notified of the results of the testing.

Dyslexia

Dyslexia is defined as an unexpected difficulty in learning to read. Emergent Bilinguals who show a consistent difficulty with one or more components of reading, may be referred to the Student Support Team (SST) and additional information is collected to evaluate the need for a dyslexia assessment. However, language proficiency plays an important role in the evaluation process.

Special Education

The campus SST should proceed with caution when considering a Full Individual Evaluation for a student who is not a native English speaker. In the case of a non-English speaker, it is the responsibility of the SST to determine the student's proficient language. *A student may not be served in the special education program if his/her deficiencies are directly attributed to a lack of command of the English language.*

Second language acquisition is a complex phenomenon that requires several years to accomplish, 2-3 year for social and 4-7 for academic language. It is possible

that a student who has been in an English speaking environment for less than three years would meet Specific Learning Disability (SLD) eligibility criteria, this could be the result of the lack of language proficiency.

In the case of speech referral, there is no problem when considering stuttering, voice, or articulation. However, if the problem appears to be language based, assessment should be deferred the same as for SLD.

In addition, Emergent Bilinguals who have recently arrived may not have attended school for several years. Lack of educational opportunity is not a reason for special education intervention.

Summer School Program

Kaufman ISD provides a Bilingual Summer School for Emergent Bilinguals (EB) who are eligible for admission to Kindergarten and First grade.

Emergent Bilinguals shall have the opportunity to receive instruction designed to prepare them to be successful in the Kindergarten and First grade. The instruction shall focus on language development and shall address the affective, linguistic, and cognitive needs of EB students.

Enrollment in the program is optional. The program shall be operated on a one-half day basis, with an equivalent of 120 hours of instruction. The student teacher ratio shall not exceed 18 to1. KISD is not required to provide transportation.

For additional information regarding Bilingual Summer School visit [English Learner Summer School Guidance](#)

In addition, Kaufman ISD invites English learners in grades 2-5 to participate in a Summer Program with the intention of closing the learning gap by offering reading and math targeted instruction in a small learning setting.

Parent Engagement

Kaufman ISD recognizes that family involvement is crucial to a student's academic success; therefore, family involvement is actively encouraged on all campuses. Bilingual staff on each campus act as family liaisons and may provide Spanish translation and interpretation services for parent-teacher conferences, ARD meetings, LPAC meetings, and other school functions. School communication is provided via translation.

Parenting Programs

In order to promote collaboration between school and home, Kaufman ISD offers parenting programs in person and virtually for all parents of elementary and secondary students. These classes are led by the Bilingual Coordinator using resources such as The Latino Family Literacy Project and Raising Highly Capable Kids.

Parents of elementary students who participate in the program meet once a week for 10 weeks. Each week they complete activities to implement academic routines at home, and they take books home to read with their children in both languages, English and Spanish. For more information regarding these programs visit:



[Raising Highly Capable Kids](#)



[Latino Family Literacy Project](#)

Parents of secondary students are invited to the Language and Literacy Center for multiple informative events. Parents have the opportunity to attend *College & Career Awareness Nights*, four designated evening sessions to discuss graduation requirements, the college application process, FAFSA, and scholarships.

Adult ESL

Parents and community members are invited to participate in adult ESL classes. These classes are taught by certified teachers using Rosetta Stone and Intercambio: uniting communities curriculum.



[Rosetta Stone](#)



[Intercambio Uniting Communities](#)

Additional Parent Resources (click on the link):

[English Learner Portal Home Page](#)

[El Proceso para Brindar Servicios a Estudiantes Aprendices del Idioma Inglés-Video](#)
[The Process for Serving English Learners- Video](#)

[Bilingual Education Parent Brochure](#)
[Bilingual Education Parent Brochure-Spanish](#)

[ESL Parent Brochure](#)
[ESL Parent Brochure-Spanish](#)

[TELPAS K-1 Parent Brochures](#)
[TELPAS 2-12 Parent Brochures](#)

Program Evaluation

Kaufman ISD conducts an annual evaluation of the Bilingual/ESL program. This report is to be used for program modifications and improvement. Other evaluation data required for Title III programs must be reported as directed by the Texas Education Agency (TEA).

Included in the Evaluation is:

- KISD Bilingual/ESL Program description
- Instructional models
- Parent Engagement
- Program implementation information
- Bilingual/ESL staffing
- Student population
- Student Assessment information
- Program goals
- Program budget

For more information contact:

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