Commerce ISD
English as a Second Language Program Manual

Introduction

Commerce ISD's goal of the ESL program shall be to enable English learners 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 English learners to participate equitably in school.

State Law

ESL/bilingual programs are required when school districts have 20 or more students identified as English Language Learners (ELs) in any language in the same grade level across the district. Students are identified as ELs according to state policy based on the Home Language Survey (HLS). Any student who has an HLS that indicates the primary language spoken in the home is any language other than English will be administered language proficiency assessments approved by Texas Education Agency (TEA).

Texas Education Code §29.051 – State Policy Public Schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program.

Language Proficiency Assessment Committee

As outlined in Chapter 89 of the Texas Administrative Code, each Commerce ISD campus establishes and operates a Language Proficiency Assessment Committee (LPAC).

Members

The Language Proficiency Assessment Committee consists of:
   o A campus administrator
   o One or more professional ESL personnel.
   o A parent of a current English learner participating in the program
      (this parent may not be an employee of the school district).

Responsibilities

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students. The campus LPAC is responsible for determining, implementing and documenting all actions impacting the English Learner including:

   o Identification of the student as an EL/LEP
   o Designation of the student's level of language proficiency
   o Recommendation of program placement
   o Parental approval of placement into the program
   o Timeline - dates of entry into and placement within the program
   o Testing recommendations for state assessments
   o Exits and parental notice
   o Monitoring the academic progress of each student who has been exited from a bilingual or ESL program for first two years after exit.
   o Meeting with ARD for decisions concerning Special Education students (SPED/LEP)
   o Annual/end of year LPAC review

Training of LPAC Members

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Identification

Home Language Survey

Commerce ISD will conduct a home language survey of each student in accordance with Texas Administrative Code §89.1215. The home language survey will be given to each student new to CISD upon enrollment. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in Commerce ISD for the first time, but has been previously enrolled in another Texas school district, a request will be made of the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TREx) system.

Assessment and Classification

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed **within 4 weeks of initial enrollmen**t in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA. Students will be identified as English language learners and enrolled in the appropriate ESL classes also within four weeks of initial enrollment when applicable.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into an ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in Commerce ISD with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-12th, the campus will administer the assessment.
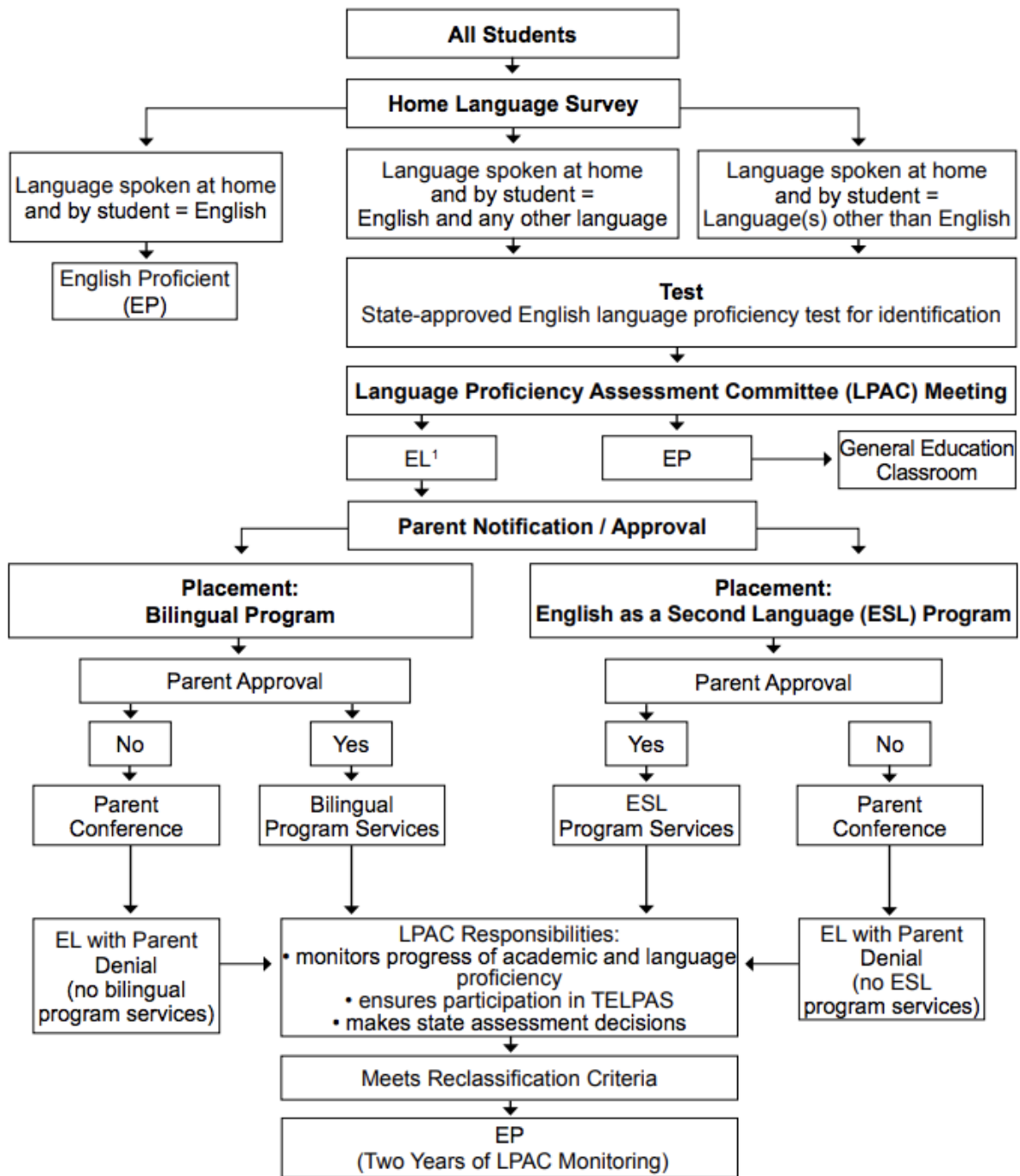
Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

Initial LPAC Meeting

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission.

If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will be served through the ESL program.

English Learner (EL) Identification/Reclassification Flowchart

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                          ┌─────────────────────┐
                          │    All Students     │
                          └─────────────────────┘
                                    ↓
                          ┌─────────────────────┐
                          │ Home Language Survey │
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Language spoken at home and by student = English	Language spoken at home and by student = English and any other language	Language spoken at home and by student = Language(s) other than English

English Proficient (EP)

Test
State-approved English language proficiency test for identification

Language Proficiency Assessment Committee (LPAC) Meeting

| EL[1] | EP | → | General Education Classroom |

Parent Notification / Approval

Placement: Bilingual Program	**Placement: English as a Second Language (ESL) Program**

Parent Approval

| No | Yes | Yes | No |

| Parent Conference | Bilingual Program Services | ESL Program Services | Parent Conference |

EL with Parent Denial (no bilingual program services)

LPAC Responsibilities:
- monitors progress of academic and language proficiency
- ensures participation in TELPAS
- makes state assessment decisions

EL with Parent Denial (no ESL program services)

Meets Reclassification Criteria

EP (Two Years of LPAC Monitoring)

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[1]Criteria 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).

Description of Commerce ISD Programs

Newcomer Support

We are dedicated to providing a nurturing environment for our Newcomer English Learners. Newcomers English Learners (ELs) are students who are:

- in their first year in the United States
- are classified as Non-English Speakers or are at the beginning level of language ability

In our district, English Language Learners (ELLs) who are identified as Newcomer ELs are provided the opportunity to participate in the different programs designed to support students who are beginning to learn the English language. Our program sets the foundation for our students to thrive and be successful in their next years as students in the United States.

Newcomer Programming

Newcomer Programming supports:

- Correctly identifying Newcomers
- Appropriate program placement
- Teacher training on Newcomer-specific strategies
- Providing resources specific to Newcomers

Through doing these, the district will be able to ease the transition of Newcomers into U.S. schools and grow Newcomers to at least one language proficiency level in TELPAS by the end of the school year.

Elementary

At the elementary level, Newcomers are recommended to participate in traditional classrooms as ESL students. All teachers receive training in Sheltered Instruction and/or are ESL certified.

Secondary

Newcomers at the secondary level have teachers that reinforce second language acquisition for newly-arrived immigrants. Teachers in this program also get extra training and support for teaching and helping newcomers. Students attend their traditional campus, and will have additional support via LPAC, EL Secondary Team and the Sheltered Instruction team. All teachers receive training in Sheltered Instruction and/or are ESL certified.

ESL Programs

English as a Second Language (ESL) Programs must be offered when school districts have one or more students enrolled identified as an English Learner. CISD currently offers ESL programs and supports in grades Pre-K to 12. English as a Second Language (ESL) is an intensive instructional program designed to develop proficiency in the listening, speaking, reading, and writing of the English language. All instruction is provided in English and utilizes the TEKS and the ELPS for the development of English language skills and the promotion of academic success in all grade level content areas.

CISD Elementary ESL Model

At the elementary level, Commerce ISD implements an ESL Content-Based and Pull-Out Model. In grades K-Grade 5, students receive services through the Content-Based model as well as a Pull-Out model. The Content Based 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. The Pull-Out model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.

Commerce ISD Secondary ESL Model

At the secondary level, ESL is a Pull-Out model. English Learners are eligible to receive linguistic accommodations to provide the support needed to comprehend the grade level content material while acquiring the English language. This model targets English language development through

academic content instruction that is linguistically and culturally responsive in English language arts and reading. In our Secondary ESL model, additional support is provided for students with higher needs.

All classroom teachers at all grade levels are required to implement the English Language Proficiency Standards (ELPS) in their daily instruction of ALL ELLS as part of the curriculum requirements in CHAPTER 74 of the Texas Administrative Code.

Annual Review for Exit/Reclassification

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may not be exited from a bilingual or ESL program in pre-kindergarten or kindergarten. In order for a student to be exited from the program, they must meet the following criteria established in TAC Chapter 89:

A link to the TEA Exit/Reclassification chart can be found [here](#).

The parent or legal guardian will be notified of reclassification and must give written approval for exit from the program. After a student is exited from either program (ESL/Bilingual), they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain. (see specific guidance given from TEA)

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