



MARLIN

INDEPENDENT SCHOOL DISTRICT

**EMERGENT BILINGUAL
English Learner
HANDBOOK
2022-2023**



OFFICE OF STUDENT SERVICES
2022-2023

Introduction

Marlin ISD `s goal of supporting Emergent Bilingual (EB) students through the districts' English as a Second Language (ESL) program shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

DEFINITIONS

English Learner (EL) is defined by the Texas Administrative Code (TAC) §89.1203 as a student who is in the process of acquiring English and has another language as the primary language. The terms Emergent Bilingual and English Learner are used interchangeably and are synonymous, as used in TEC, Chapter 29, Subchapter B.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Marlin ISD's ESL program is to provide second language instruction for elementary students of other languages than Spanish and older students in grades 6-12 in which bilingual education is not available.

State Law

ESL 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 Marlin ISD campus establishes and operates a Language Proficiency Assessment Committee (LPAC).

Members

The Language Proficiency Assessment Committee consists of:

A campus administrator

- One or more professional bilingual/ESL personnel.
- 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:

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

In accordance with Texas Administrative Code §89.1215 Marlin ISD will conduct only one home language survey to each new student enrolling for the first time in a Texas

public school in any grade from prekindergarten through Grade 12 to establish the student's language classification for determining whether the district is required to provide a bilingual or English as a second language program. 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 Marlin 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. The home language survey shall be administered in English, Spanish, and Vietnamese; for students of other language groups, the home language survey shall be translated into the primary language whenever possible. MISD shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record. If an earlier HLS is received from a student's prior district, and only if that district is a public school in Texas, this will replace the one conducted by the district as the original in the permanent folder.

If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with Texas Administrative Code §89.1226. For students previously enrolled in a Texas public school, MISD shall secure the student records, including the home language survey. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made. If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.

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 enrollment** 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 a ESL education or 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 Marlin 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.

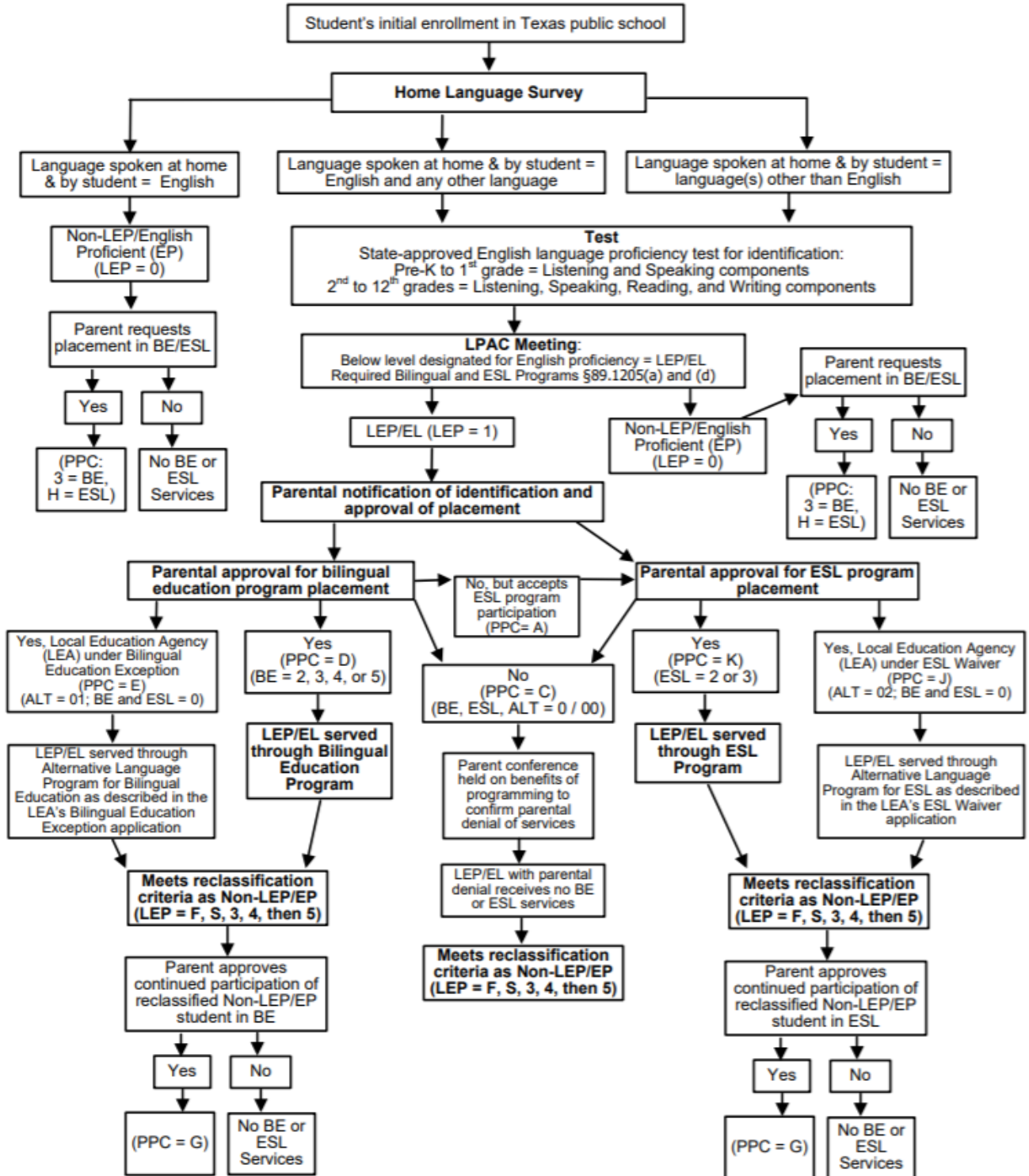
Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

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 either a 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 also be served through the ESL program.

Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)



LEP = Limited English Proficient Code PPC = Parental Permission Code BE = Bilingual Education Program Code
ESL = English as a Second Language Code ALT = Alternative Language Program Code

Description of Marlin ISD ESL Program

English as a Second Language (ESL) Programs must be offered when school districts have one or more students enrolled identified as an English Learner. MISD 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.

MISD Elementary ESL Model

Marlin ISD Spanish ESL programs are offered in grades Pre-K to 5 to Spanish speaking students who are identified as EL. The ESL education program is a fulltime instructional program that utilizes the student's native language as a foundation for teaching the academic content outlined in the Texas Essential Knowledge and Skills (TEKS) while utilizing specific strategies to increase a student's proficiency of the English or Spanish language.

At the elementary level, Marlin ISD implements an ESL content-based and push-in model. In grades K-5, student receive services through the content-based model. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

Marlin ISD Secondary ESL Model

At the secondary level, ESL is a push in model of instruction. 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.

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 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:

2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’s disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from the ESL program, 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)

DISTRICT ESL PROGRAM FORMS AND RECORDS

All district LPAC forms and records are maintained and accessible online to authorized personnel through ASCENDER system. Paper copies are kept in each student's cumulative folder.

DOCUMENTATION

The student's permanent record shall contain documentation of all actions impacting the English learner and shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

- (A) the identification of the student as an English learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information
- (G) additional instructional interventions provided to address the specific language needs of the student;
- (H) the date of exit from the program and parental approval;
- (I) the results of monitoring for academic success, including students formerly classified as English learners on the home language survey.

At MISD, all LPAC documentation shall be maintained in a Green EL Folder placed inside the student's cumulative folder. For ease of review, each year's LPAC data shall be stapled together and placed in the folder in the following.

STAFFING AND STAFF DEVELOPMENT

Marlin ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language programs.

General education classroom teachers who teach language arts in grades Pre-K through grade twelve are encouraged to obtain an ESL Supplemental Certification.

Marlin ISD endorses the position that quality staff development cannot be overemphasized. Marlin ISD will ensure that all ESL teachers receive ongoing, in-depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all EL students.

Personnel Roles & Responsibilities for ESL

The educators listed below perform a variety of roles within the ESL program guidelines. Collectively, they are responsible for identifying ELs, coordinating and providing services based on assessed needs, and insuring students' civil rights to education are not compromised.

LPAC facilitators, and ESL teachers to:

- Maintain a program that aligns with state and federal regulations;
- Develop and administer a budget to support the program;
- Coordinate the communication and dissemination of information about the ESL program to campus and district administration, teachers, parents/guardians of ELs, and other interested community members;
- Serve as a resource of professional information and support for ESL teachers;
- Facilitate inter-department collaboration on issues related to the program;
- Provide support to campuses for improvement of instructional practice and support of ELs;
- Regularly evaluate ESL programs and develop plans for continued improvement of program services and support.

Campus Principal

As the instructional leader and administrator of the school, the principal plays a key role by ensuring that:

- The Home Language Survey (HLS) is completed during the registration process;
- The ESL teacher and LPAC Facilitator assigned to the campus are notified that a potential EL has enrolled;
- A full range of appropriate services are provided to identified EB students: ESL services, accommodated core classroom instruction, specialty or elective instruction, and special services (e.g., Title I, Gifted and Talented, and/or Special Education) when appropriate;
- All records are carefully maintained;
- The campus LPAC functions in accordance with the state and federal policies regarding the identification, placement, monitoring and support of ELs.

LPAC Administrator

As the administrator over LPAC, this person is responsible for having knowledge of current laws and procedures regarding ESL programs and LPACs ensuring that:

- The Home Language Survey is present in the student's folder and that there is only one Texas HLS;
- He/she attends all LPACs;
- All laws and procedures regarding ESL students and LPACs are followed;
- The needs of all EL students are being addressed and met.

LPAC Facilitator

The primary role of the campus LPAC Facilitator, is to provide campus leadership in appropriately serving ESL students as required by the district and state in the following ways:

- Serve as communication link for ESL teachers and campus/district personnel.
- Assist in parent communication.
- Represent campus at ESL meetings as assigned by campus administration.
- Assist campus/district administration in validation of PEIMS information for students.
- Coordinate with campus personnel in registration, testing, and identification of ESL students.
- Ensure that LPACs are conducted in a timely fashion and that LPAC minutes are current and correct.
- Disseminate the correct Emergent Bilingual/LPAC required information to the principal, Director of Academics, and Data Specialist.
- Monitor ESL student records assuring they are current and correct.
- Assist campus administration in properly transmitting ESL records from campus to campus.

ESL Teacher (Secondary)

As the educator with specialized training regarding English language acquisition and the social, emotional, and academic needs of ELs, the teacher's role is to:

- Evaluate the student's level of proficiency using state-approved instruments;
- Enter proficiency data into the school's record keeping system;
- Communicate with classroom teachers regarding student linguistic accommodations, assessment standards, performance level descriptors;

- Notify appropriate school personnel when a student's proficiency meets the requirements for exiting the ESL program;
- Monitor and document the progress of M1 and M2 students;
- Deliver instruction based on best-practice for ELs;
- Implement the English Language Proficiency Standards (ELPS) into every lesson, articulating and posting language objectives for students during each class;
- Carefully analyze student TELPAS data to implement appropriate linguistic accommodations based on students' proficiency levels;
- Communicate students' progress to LPAC Facilitator;
- Collaborate with the LPAC Facilitator to develop students' EB Plan
- Monitor ESL student progress by reviewing grades, reading level, assessment scores and other relevant data and reports regularly;
- Stay abreast of best-practice in delivering high-quality instruction to ELs in the content areas.

ESL Teacher (Elementary-Middle)

The teacher is responsible for the English language acquisition during instruction in the content areas through instructional strategies designed to support ELS. In addition, the classroom teacher:

- Follows the district ESL Model along with the district Time and Treatment Plan for ESL students;
- Ensures that students gain mastery of the English language and exits the program within 3 to 4 years after entering the program;
- Evaluates the student's level of proficiency using state-approved instruments;
- Enters proficiency data into the school's record keeping system;
- Notifies appropriate school personnel when a student's proficiency meets the requirements for exiting the ESL program;
- Monitors and documents the progress of M1 and M2 students;
- Delivers instruction based on best-practice for ELs;
- Implements the English Language Proficiency Standards (ELPS) into every lesson, articulating and posting language objectives for students during each class;
- Carefully analyzes student TELPAS data to implement appropriate linguistic accommodations based on students' proficiency levels;
- Communicates students' progress to LPAC Facilitator;

- Collaborates with the LPAC Facilitator to develop students' EB Plan
- Monitors ESL student progress by reviewing grades, reading level, assessment scores and other relevant data and reports regularly;
- Stays abreast of best-practice in delivering high-quality instruction to ELs in the content areas.

Registrar

- Administer the Home Language Survey
- Notify appropriate personnel when a Home Language Survey indicates a language spoken other than English
- Request records from previous campus
- Conduct interview with parents and student
- Transmit records between campuses
- Forward records to receiving campuses:
 - Years in US Schools History
 - Signed Parent Permission Letters
 - Summary of Woodcock-Munoz English and Spanish results
 - Summary of ITBS results
 - Original Home Language Survey

Campus Counselor (Secondary)

As a professional within the school who has a specific role to perform, the counselor performs that role, keeping in mind the unique characteristics of ELs that may require a counselor to:

- Interact with ELs in a way that supports the cultural, social, emotional adjustments students are making;
- Confer with the ESL Teacher when planning a student's middle or high school schedule;
- Collaborate with the ESL Teacher to help parents and students understand Texas' standards for language acquisition (ELPS);
- Communicate to parents the participation of ELS in Texas' Assessment Program (STAAR/EOC, TELPAS, or ITBS Form F), and the requirements for graduation.

Parents of ELs

Parents, defined as natural parents or legal guardians, play an important role in the decisions that impact their child's education. They support the efforts of the campus and district in programming and service provision by:

- Completing and signing the Home Language Survey (HLS) for students in Grades PK-8;
- Providing input to campus LPACs in determining the student's primary language proficiency and English language proficiency;
- Giving written permission for student placement into or exit from the ESL program;
- Supporting the programming decisions for the campus by serving as a member of the LPAC and receiving training to carry out the LPAC functions;
- Monitoring progress of student in ESL program by regularly reviewing grades, assessment data or other information;
- Communicating regularly with ESL Teacher and Classroom Teachers about student progress and/or concerns.

PARENT AND COMMUNITY INVOLVEMENT

Marlin ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

MISD shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Marlin ISD to involve the parents in all decisions regarding their child. Parents of students in the and ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children.

Parents and community members are invited to be a part of the district and campus site-based decision committees.

MISD offers evening English as a Second Language (ESL) classes for parents through the Office Student Academy Education Program.

Additional Information

Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency. <http://programs.esc20.net/default.aspx?name=lpac.framework>

Texas Administrative Code §89 Subchapter BB

Texas Education Code §29.052

Every Student Succeeds Act (ESSA)

For further information on this or any program offered at Marlin ISD, please contact the Office of Student Services:

Phone: (254) 883-3585

Reference:

Chapter 89. Adaptations for Special Populations

Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners