



***Wharton***  
**Independent School District**

## **Bilingual/ESL Program Guidelines 2024–2025**



*Emphasizing excellence and embracing cultural diversity.*

### **Nondiscrimination**

*Wharton ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Denise Ware, 2001 N. Fulton, Wharton, Texas 77488, 979.532.3612.*

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# Wharton ISD

## Bilingual and English as a Second Language (ESL) Program Guide

Wharton ISD has developed this comprehensive program guide describing the bilingual and ESL education programs, services, assessments, and communication, which is accessible to parents, community, and students and includes district BESL contact information.

### **Mission Statement**

The mission of the Wharton Independent School District's Bilingual and ESL programs is to provide English learners with a prime education that allows a full opportunity to master essential knowledge and skills while promoting pride in cultural and linguistic heritage for learners to reach their full potential in a multicultural, global society.

## **A. Definition**

The Wharton ISD Bilingual and ESL Programs are full-time programs serving the Emergent Bilingual (EB) population through carefully structured and sequenced instruction focused on academic success and English language development. The Transitional Bilingual Early Exit Program model is a full-time program of transitional instruction that serves students identified as students of limited English proficiency. The amount of instruction in each language (L1 and L2) shall be appropriately designated based on students' language proficiency and academic potential in both languages. Academic growth is accelerated through cognitively challenging academic work in the student's first language and meaningful academic content taught through the student's second language, English.

The English as a Second Language (ESL) Program model is an intensive instructional program designed to meet the linguistic needs of Emergent Bilinguals (EB) at the secondary level in preparation for success in the more rigorous content and elective courses they will face in their academic futures. The expectations for EBs are to be able to learn academic content through English as a Second Language so that they may achieve academic success in general education classes, pursue their lifetime goals, and function effectively as informed, productive members of society. The ESL program addresses all students' affective, linguistic, and cognitive needs. It provides EBs with instruction for the acquisition of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP).

## **B. Goals**

The Wharton ISD, Bilingual/ESL program strives to:

- instill self-assurance, confidence, and cultural pride in students.
- ensure students experience success in their academic careers by focusing on improving students' English language proficiency through the use of appropriate research-based methods.
- provide a quality education for students in their native tongue while progressing to their second language.
- provide learners with the opportunity to become proficient in listening, speaking, reading, and writing in their first and second language through the development of literacy and academic skills in the primary language and English.
- provide an instructional program for EBs that ensures fluency in English and Spanish and high academic achievement in all areas of the curriculum throughout the program with support in their native language.

*These goals can be obtained by:*

- utilizing student assessment data to guide instructional planning and tracking academic progress.

- developing and implementing a challenging and culturally relevant bilingual curriculum.
- providing a comprehensive staff development program for bilingual/ESL certified teachers and other instructional staff in best methods and practices of instruction and assessment of bilingual/ESL students. (i.e., sheltered instruction, language-rich environments, etc.)
- collaboration among special program staff to maximize resources in meeting the needs of all students.
- fostering and supporting the parent-teacher partnership, in which the parents play an active role in the educational process of their children.
- providing and participating in cultural awareness programs for schools and the community, which enhance self-esteem and the cultural pride of our students.

### **C. Objectives**

The Bilingual/ESL Program will ensure that EBs participate in and receive equitable opportunities with regard to positive learning environments and high-stakes curriculum, which will enable them to:

- become literate and competent in the comprehension, speaking, reading, and writing of the English language through the development of grade-level TEKS in both their primary language and English through effective second language strategies.
- attain academic skills in mathematics, science, and social studies.
- achieve mastery through the teachers' use of individualized instruction, pacing, appropriate curriculum, materials and strategies, assessment, and supplementary/enriched instruction.

The Bilingual/ESL Program will ensure that EBs participate in and receive equitable opportunities with regard to positive learning environments and high stakes curriculum through:

- equitable participation in gifted and talented programs, technology (e.g., computers, lab equipment/time), and other special programs/services available to students, including school-to-work, leadership skills, community service, and independent study, and
- ensuring that their affective, linguistic, and cognitive needs are met.

### **D. Overview of the Transitional Early Exit Bilingual and ESL Programs**

19 TAC Chapter 89 Adaptations for Special Populations specifies that the Bilingual Education program must address English Learners' affective, linguistic, and cognitive needs.

Implementation will require:

- A. support from families, the community, and school administration;
- B. well-trained, certified teachers with bilingual education certification, endorsements, or permits to provide instruction;
- C. appropriate and well-designed, research-based strategies and teaching materials;

- D. the use of state-adopted English and Spanish texts and supplementary materials for instruction, to enhance the learning process.

## E. Program Features

The Transitional Bilingual Early Exit Program follows the program features as written by the Texas Education Agency (TEA)

1. Pre-literacy skills and reading will be taught in Spanish for students who are identified as LEP and dominant in Spanish;
2. Spanish language instruction and support for the Spanish-dominant students will continue as long as the students remain in the Transitional Bilingual Early Exit Program and until criteria are met for transfer to English instruction. This will be achieved by providing high levels of language development in the primary language and English as a Second Language;
3. The program follows the district program model with fidelity in maintaining the designated language of instruction throughout specific content area blocks;
4. ESL instruction must occur daily. English instruction gradually increases as the students' proficiency in English develops;
5. Assessment is administered in the primary language and/or the second language as specified by the Language Proficiency Assessment Committee (LPAC);
6. The classroom environment is language- and content-rich and reflects a bilingual setting. There is evidence of English and Spanish in the following: state-adopted instructional materials, instructional bulletin boards, center labels, center materials and equipment, student products, posted classroom and school rules, and written communications to parents; and
7. Strong parental support and involvement will be encouraged, as they are essential to reinforcing children's native and English language development and communicating high expectations about academic achievement.

## F. Target Students/Class Composition

The TBEEP is primarily designed for LEP students with parent approval. The participation of non-LEP students is allowed by law at the parent's request, as long as the bilingual program prioritizes all LEP/EB students and ensures they are not displaced.

## G. Identification/Placement

A Home Language Survey (HLS) should be given to any student new to the district entering WISD as the first Texas public school in their academic career. If the HLS indicates a language other than English, testing must be initiated to determine English proficiency. **It is imperative that staff review the HLS upon completion to ensure that only one language is listed in each of the two**

**questions asked on the survey. Additionally, staff should carefully review all surveys to ensure students are properly identified within the required four calendar weeks of enrollment.**

Student identification, parent notification, and placement must occur within the student's first four calendar weeks of enrollment. Students in PK-Kindergarten whose response on the home language survey indicates that a language other than English is used shall be evaluated with *PreLAS/LAS Links* language proficiency testing. Placement should be determined by the LPAC after determining the dominant language for literacy development.

**For students in grades PK-1:**

- Administer an oral language proficiency test (OLPT) in English and Spanish (*PreLAS/LAS Links*). \*Districts required to offer a bilingual program must test students in English and their primary language.
- PK-1 students scoring LES (Limited English Speaker) or NES (Non-English Speaker) on the OLPT are considered Limited English Proficient.

**For students in grades 2-12:**

- Administer the listening, speaking, reading, and writing proficiency assessment (*LAS Links*)
- Students in grades 2-12 scoring LES or NES on the OLPT are considered Limited English Proficient.

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

The LPAC, using testing data and any other available student information, will:

- determine whether the student is LEP.
- recommend the appropriate education program for each LEP student.
- notify the parent of each LEP student about classification and recommendation (Bilingual, ESL).
- facilitate the participation of LEP students in other special programs provided by the district with either state or federal funds for which they are eligible.

For students transferring to WISD from another Texas school district, the original home language survey (HLS) should be requested from the previous school. Every attempt to acquire the original HLS should be documented. It is important to have a copy of the original HLS as a basis for determining/identifying an LEP student.

Students entering WISD in the 1st-6th grades and having been in ESL or English-only classes in another school district should be carefully evaluated with LAS Links language proficiency testing to determine their optimal language for continued literacy instruction. Placement should be determined by the LPAC after determining the dominant language for literacy development.

## **H. Primary Language Instruction - Transitional Bilingual Early Exit Program**

Because children bring a rich array of natural language from their homes, the schools must develop each child's primary language from the concrete to the abstract or formal levels. Knowledge learned in one language paves the way for knowledge acquisition in the second language.

Thus, students in the Transitional Bilingual Early Exit Program will learn content (reading, mathematics, science, etc.) in their native language during their early primary grades with targeted language support.

### **Premises for First Language Development and Reading in the First Language**

- Concept development in the first language should precede re-labeling the same concepts in the second language.
- All language skills should be integrated: listening, speaking, reading, and writing.
- Second language acquisition is most successful when there is a strong foundation in the first language.
- Academic skills learned in school transfer readily from one language to the other so that skills taught in the native language in a transitional bilingual program do not have to be re-learned in English.
- A child who learns to read well in his/her first language can later transfer reading skills to the second language, usually with better results than learning to read directly in the second language.

Language Use/Allocation: For elementary-level EBs entering school speaking predominantly Spanish, the primary language of instruction shall be primarily Spanish. The amount of instruction in each language is noted to ensure the continuing development of

- the student's native language
- cognitive academic skills in the student's native language
- linguistic and cognitive academic proficiency skills in English

Campuses may vary language usage as students progress from beginner, intermediate, and advanced levels of proficiency to provide primary language and content area instruction commensurate with individual student needs.



## I. EB Language Acquisition Profile and ESL Categories

All EB students in the Transitional Bilingual Early Exit Program shall be assigned an English language level as per the Oral Language Proficiency Test (OLPT) and an ESL proficiency level (Beginning, Intermediate, Advanced, and Advanced High) upon initial entry and at the end of every year thereafter through the use of the Texas English Language Proficiency Assessment (TELPAS). These levels will establish benchmarks for second language growth. The [EB Student Language Acquisition Profile](#) (See EB Student Language Acquisition Profile Form) will be completed for every child beginning in PK and thereafter.

## J. LAS Links Language Proficiency Level Descriptors

The *pre*LAS and LAS Links Assessments measure language proficiency across six grade spans: PK3 (age 6), K-1, 2-3, 4-5, 6-8, and 9-12. Within each grade span, a student can be assigned to one of the proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient. The following table provides a description of learners at each proficiency level.

	Level 1 - Beginning	Level 2 - Early Intermediate	Level 3 - Intermediate	Level 4 - Proficient	Level 5 - Above Proficient
<b><i>Pre</i>LAS/ LAS Oral Language Proficiency Level Descriptors</b>	A level 1, Non-English Speaker (NES), student is beginning to develop receptive and productive skills in English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	A level 2, Limited English Speaker (LES), student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.	A level 3, Limited English Speaker (LES), student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 4, Fluent (proficient) English Speaker (FES), student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	A level 5, Fluent (proficient) English Speaker (FES), student communicates effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

## K. TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) will be administered annually in the Spring semester. All EB students (including parent denials) will be assessed for English language proficiency in kindergarten through grade 12. Students are assessed in four language domains: listening, speaking, reading, and writing. Student performance is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators.

Grade-level assessment components include the following areas:

*Kindergarten-1<sup>st</sup> grade:* holistically rated observational assessments of listening, speaking, reading and writing

*2<sup>nd</sup> grade - 12<sup>th</sup> grade:* multiple-choice online reading tests  
online listening, speaking, and writing tests

Students will be rated as Beginning, Intermediate, Advanced, or Advanced High on each section of the TELPAS assessment. To be considered for exit from the Bilingual/ESL program in grades 1<sup>st</sup> through 12<sup>th</sup>, the EB student must receive a score of Advanced High as a composite score on TELPAS and meet the passing standard on the STAAR Reading exam. For students at grade levels not assessed by STAAR (1st, 2nd, 11th, 12th), a 40th percentile or higher on English reading and language arts is required on a state-approved norm-referenced standardized achievement instrument (IOWA).

## L. TELPAS Proficiency Levels

“TELPAS assesses the English language proficiency of EBs in grades K–12 in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress EBs make in becoming proficient in academic English. The assessment components for grades K–1 and grades 2–12 differ in the following ways:

- Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2–12: TELPAS includes online listening, speaking, reading, and writing tests.

ESL teachers must know and tailor instruction with these ESL instructional levels in mind.

Level 1–Beginning	Level 2–Intermediate	Level 3–Advanced	Level 4–Advanced High
<p><b><i>The student comprehends...</i></b>            -few simple conversations with linguistic support            -modified conversation            -few words, does not seek clarification, watches others for cues  <b><i>The student speaks...</i></b>            -very little or no English            -using single words and short phrases with practiced material; tends to give up on attempts            -using limited bank of key vocabulary            -with recently practiced familiar material            -by responding to yes/no questions in English and/or simple questions in English with 1-2 words in English            -with frequent errors that hinder communication            -with pronunciation that inhibits communication  <b><i>The student reads...</i></b>            -little except recently practiced terms, environmental print, high frequency words, concrete words represented by pictures            -slowly, word by word            -with very limited sense of English structure            -with comprehension of practiced, familiar text            -with need for visuals and prior knowledge            -modified and adapted text  <b><i>The student writes...</i></b>            -with little ability to use English            -without focus and coherence, conventions, organization, voice            -labels, lists, and copies of printed text and high frequency words/phrases, short and simple, practiced sentences primarily in present tense with frequent errors that hinder or prevent understanding  <b><i>The student may...</i></b>            -demonstrate literacy skills in native language.            -be on grade level in first language (L1*)            -have little or no previous school experience or interrupted schooling            -be an immigrant student enrolling in Grade 3 or higher</p> <p>*At entry, PK-12 PreLAS/LAS level NES or LES</p>	<p><b><i>The student comprehends...</i></b>            -unfamiliar language with linguistic supports and adaptations            -unmodified conversation with key words and phrases            -with requests for clarification by asking speaker to repeat, slow down, or rephrase speech  <b><i>The student speaks...</i></b>            -some oral English, still very limited            -with simple messages and hesitation to think about meaning            -using basic vocabulary            -with simple sentence structures and present tense            -with errors that inhibit unfamiliar communication            -with pronunciation generally understood by those familiar with English language learners  <b><i>The student reads...</i></b>            -wider range of topics: and everyday academic language            -slowly and rereads            -basic language structures            -simple sentences with visual cues, pre taught vocabulary and interaction            -grade-level texts with difficulty            -at high level with linguistic accommodation  <b><i>The student writes...</i></b>            -with limited ability to use English in content area writing            -best on topics that are highly familiar with simple English            -with simple oral tone in messages, high-frequency vocabulary, loosely connected text, repetition of ideas, mostly in the present tense, undetailed descriptions, and frequent errors  <b><i>The student may...</i></b>            -be literate in native language            -have minimal English literacy skills            -master beginning ESL objectives            *At entry, PK-12 , PreLAS/LAS level LES – Limited English speaker</p>	<p><b><i>The student comprehends...</i></b>            -with some processing time, visuals, verbal cues, and gestures; for unfamiliar conversations            -most unmodified interaction            -with occasional requests for the speaker to slow down, repeat, rephrase, and clarify meaning  <b><i>The student speaks...</i></b>            -in conversations with some pauses to restate, repeat, and clarify            -using content-based and abstract terms on familiar topics            -with past, present, and future            -using complex sentences and grammar with some errors            -with pronunciation usually understood by most  <b><i>The student reads...</i></b>            -abstract grade appropriate text            -longer phrases and familiar sentences appropriately            -while developing the ability to construct meaning from text            -at high comprehension level with linguistic support for unfamiliar topics and to clarify meaning  <b><i>The student writes...</i></b>            -grade appropriate ideas with second language support            -with extra need for second language support when topics are technical and abstract            -with a grasp of basic English usage and some understanding of complex usage with emerging grade appropriate vocabulary and a more academic tone  <b><i>The student may...</i></b>            -have good command of English oral skills            -have English literacy skills            -have Mastery of Intermediate ESL objectives Writing rubric – advanced level            *At entry, PK-12, PreLAS/LAS level LES or FES - Fluent English speaker</p>	<p><b><i>The student comprehends...</i></b>            -longer discussions on unfamiliar topics            -spoken information nearly comparable to native speaker            -with few requests for speaker to slow down, repeat, or rephrase  <b><i>The student speaks...</i></b>            -in extended discussions with few pauses            -using abstract content based vocabulary except low frequency terms; using idioms            -with grammar nearly comparable to native speaker            -with few errors blocking communication            -occasional mispronunciation  <b><i>The student reads...</i></b>            -nearly comparable to native speakers            -grade appropriate familiar text appropriately            -while constructing meaning at near native ability level            -with high level comprehension with minimal linguistic support  <b><i>The student writes...</i></b>            -grade appropriate content area ideas with little need for linguistic support            -develop and demonstrate grade appropriate writing            -nearly comparable to native speakers with clarity and precision, with occasional difficulties with naturalness of language  <b><i>The student may...</i></b>            -have been in U.S. for previous three years            -have had most of schooling in the U.S.            -have Mastery of Advanced ESL objectives Writing rubric – advanced level            *At entry, PK-12 , PreLAS/LAS level of FES</p>
<p>*L1 – The students home/native language      *L2 – English, the target language            NES – Non-English Speaker    LES – Limited English speaker    FES - Fluent English speaker</p>			

## **M. ESL Component in a TBEEP Model**

The ESL component of the TBEEP for Spanish-dominant LEP students is essential to the student's academic achievement and his/her second language development as he/she progresses through the program. The amount of daily instruction in English via ESL is specifically controlled by proficiency level. During the ESL time, the teacher shall teach the ESL objectives for listening, speaking, reading, and writing that are appropriate for the student's level of English (i.e. beginning, intermediate, advanced). The ESL objectives are outlined in the TEKS by grade level and are part of the English Language Proficiency Standards (ELPS).

Based on a student's Language Proficiency Level and ESL Instructional Level, the content area objectives may be taught in the student's native language. Additionally, those content skills that have been well mastered should be integrated into ESL instruction in order to accelerate the development of English Cognitive Academic Language Proficiency (CALP).

The time allotted for ESL must focus on:

- teaching objectives for listening, speaking, reading, and writing that are appropriate for the student's level of English proficiency
- integrating content objectives into the ESL lessons
- reinforcing in English the concepts/vocabulary which have already been mastered in the primary language

## **N. Critical Attributes of Instruction for EBs (Bilingual/ESL)**

- Interact with peers and teachers in a risk-free environment
- Respect oneself and the diversity of others
- Cooperate and collaborate with 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
- Exhibit accountability and responsibility

## **O. Staffing Requirements**

Students assigned to bilingual classes in the TBEEP model must receive instruction in the native language (i.e. Spanish) and English by a bilingually certified teacher or one on permit.

\*In the event that staffing requirements are not met, students will be served by an ESL teacher with primary language support being offered to the best of the district's ability. (*Bilingual (Spanish)*

*ESL-certified teacher, Bilingual paraprofessional support, ESL content-based, etc.)*

\*If the district is unable to meet the minimum requirements of a bilingual/ESL program, an application for a Bilingual Exception and ESL Waiver must be submitted by Nov. 1.

## **P. Instruction**

Students in the TBEEP must receive instruction from certified bilingual educators using the native language state-adopted materials (as applicable) and the ESL state-adopted materials. Additional instructional materials that are both developmentally and linguistically appropriate should be incorporated into teaching the objectives for each subject.

The ESL program emphasizes the development of concepts and content in language and literacy. The program uses grade and course-appropriate Texas Essential Knowledge and Skills (TEKS) as the basis for all instruction and follows the English Language Proficiency Standards (ELPS).

All Emergent Bilinguals (EBs) take the appropriate Texas state assessment(s). English language proficiency is assessed by the state-mandated Texas English Language Proficiency Assessment System (TELPAS). EBs are exited from the ESL program as they meet appropriate exit criteria. Secondary student schedules reflect ESL 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 assessed at the start of the school year.

## **Q. Amount of Instruction Time**

The TBEEP shall be a full-time program of instruction in which both the student's native language (L1) and English (L2) are used for instruction according to the bilingual framework model. ([see WISD Bilingual Framework](#)) The amount of instruction provided in English as a Second Language (ESL) shall be commensurate with the student's level of English proficiency and his/her level of academic achievement. The LPAC should designate these levels. In high school, the ESL program shall be consistent with graduation requirements. The LPAC may recommend appropriate services, including content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs.

## **R. Sheltered Instruction**

Sheltered instruction is content-area instruction using second language acquisition strategies to provide academic subject matter and linguistic assistance to EBs through visuals, modified texts, and assignments. ESL teachers use state-adopted materials and supplementary materials to provide the exact content offered to English-proficient students, but the instruction is also modified to develop English proficiency.

Planning effective English language instruction is critical to the future endeavors of EBs. With the goal of achieving effective instruction, a foundation and framework for middle school and high school ESL curriculum focuses on the following:

- the importance of making connections to students' lives, cultures, and languages

- seeing the students as experts, building on their experiences and familiarity with content
- providing students with the necessary background knowledge
- communicating instruction and learning activities
- helping students feel a sense of belonging
- providing differentiated instruction for students according to their language proficiency level
- drawing upon students' life experiences, cultures, and languages to make connections to literature, legends, stories, multi-media and the arts
- providing extra thinking and practice time for processing information and for practicing discussion of key concepts
- the use of multiple media as teaching tools (graphic organizers, pictures, demonstrations, real-life objects, hands-on/interactive learning activities, gestures, visual cues, sentence frames, models)
- designating language and content objectives for each lesson

**Bilingual Emergent 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 virtually limitless ways in their environment
- are invited to engage in strategies which allow them to reveal more about themselves personally and academically
- (their) mistakes and miscues are seen as natural, normal, and an expected part of learning rather than indicators of areas for concern
- are acknowledged to possess the language they have because it is the language of the group they value, identify with, and trust. It is language related to their cultural ties and thus should not be seen as a language to be corrected.

## **S. Promotion**

A student enrolled in a bilingual instructional program shall be promoted to the next grade level if he/she meets the WISD and state promotion standards. Promotion for EB students must be based on assessment in the language used most for instruction. No EB students shall be retained based on their lack of English language proficiency. The LPAC is responsible for ensuring that every LEP student is afforded the fullest opportunity to master all the grade-level essential knowledge and skills. The LPAC is also responsible for reviewing the progress of all **identified** EB students at the end of the school year to make recommendations regarding promotion per state and local policy.

In determining eligibility for promotion, the LPAC should review each EB student **individually**, taking special care to review not only the gains the student has made in learning the content, as evidenced by his/ her grades but also the scores on tests required for promotion (i.e. STAAR). The LPAC should also review the type of instructional modifications and interventions provided to each student in question. The LPAC is charged with carefully documenting and communicating any extenuating circumstances that would adversely affect the student's participation in the required assessments or accelerated instruction.

## **T. Language Proficiency Assessment Committee (LPAC)**

All members of the LPAC, including parents, shall act for the school district and observe all laws and rules concerning the confidentiality of information for individual students. All committee members shall receive orientation and training concerning the duties of the LPAC and receive annual updates as needed. If one of the members (parent) does not understand English, the training should be presented in the member's primary language. The LPAC is responsible for recommending students to the bilingual/ESL program.

### **LPAC Membership**

The district/campus **bilingual program LPAC** membership consists of:

- A campus administrator
- A certified bilingual teacher and/or a certified ESL teacher, if appropriate
- A parent of an EB student who is not employed by the school district
- Classroom teacher(s) with knowledge of students being discussed

The district/campus **ESL program LPAC** membership consists of:

- A campus administrator
- A certified ESL teacher
- A parent of an EB student who is not employed by the school district
- Classroom teacher(s) with knowledge of students being discussed

### **Required LPAC Meetings**

The LPAC should meet as frequently as necessary to fulfill its responsibilities and duties. The LPAC committee is required to meet:

- Upon Initial Enrollment—LPAC must convene within four calendar weeks of the initial enrollment for identification and/or review of students. Students must be tested and reviewed by LPAC for eligibility in Bilingual/ESL classrooms. Complete a PEIMS data sheet by the end of the fourth week of enrollment.
- Prior to State Assessments—LPAC must convene prior to state assessments to determine appropriate assessments, testing exemptions, and designated supports. All decisions must be documented, and written documentation must be placed in the student's folder. The language of testing for EB students participating in the Spanish bilingual program and for Spanish-dominant LEP students participating in ESL programs should be considered.
- End of the School Year (EOY)—LPAC must convene at the end of the year for an annual review of every Bilingual/ESL student, all parent denials, and any monitored students. The LPAC must discuss the following year's placement decisions (providing recommendations for promotion in accordance with state and local policy).
- As needed, to discuss student progress (providing recommendations to ensure student success for students who may be failing) or if a student qualifies to exit the program.

***\*LPAC must convene on students who are being monitored,  
are parent denials and students who are failing.***



## LPAC Procedures

<u>New Student from out of the Country or State (PK–1)</u>	<u>New Student from out of the Country or State (Grades 2-12)</u>	<u>Transfer Student from another Texas District (PK – 12)</u>
<ul style="list-style-type: none"> <li>→ Give Home Language Survey (HLS) [If language other than English is indicated, move to the next step.]</li> <li>→ Administer Oral Language Proficiency Test: PreLAS listening and speaking NES/LES=LEP FES=Student is fluent and does not qualify. Complete DNQ form.</li> <li>→ Convene LPAC within 20 days of enrollment for students who qualify for the program.</li> <li>→ Seek parent permission within 20 days of enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>→ Give Home Language Survey (HLS) [If language other than English is indicated, move to the next step.]</li> <li>→ Administer OLPT test (LAS Links-listening, speaking, reading, and writing Score of 1, 2, or 3 in ANY domain=LEP</li> <li>→ Convene LPAC within 20 days of enrollment for students who qualify for the program.</li> <li>→ Seek parent permission within 20 days of enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>→ Request records (Original HLS and LPAC) from prior district</li> <li>→ Parent Permission (seek parent permission if not received in previous district)</li> <li>→ Reviews TELPAS/STAAR Results</li> <li>→ Student History Worksheet</li> <li>→ LPAC Decision Making Documents (3<sup>rd</sup> – 12<sup>th</sup>)</li> <li>→ Convene LPAC within 20 days of enrollment</li> </ul>

### End-of-Year LPAC Review of LEP Students

At the end of the school year, the campus LPAC, together with the respective student's teacher, **must** review every Emergent Bilingual (EB) student, including the review of assessment results and academic records, to make the following decisions:

- 1) Determine if transition, exit, or promotion criteria have been met; determine whether the student remains LEP or meets exit criteria (and becomes non-LEP).
- 2) Determine student's placement for next year.
- 3) If the student remains LEP, determine his/her ESL Instructional level for next year.
- 4) Recommend promotion and /or prepare required documentation for the Grade Placement Committee regarding the reasons for promoting, after parent appeal, or retention.
- 5) Determine if the student could benefit from additional instructional interventions/programs and make recommendations accordingly (i.e. GT testing, special tutoring, etc.)

\*The LPAC must record minutes during the review LPAC meeting that address each student's Intensive Program of Instruction (IPOI). Details of the IPOI implemented for each student who has not reached grade-level proficiency in the four content areas must be documented in their LPAC records.



### **Program Exit/Reclassification**

For exit from a bilingual education or ESL program, a student may be classified as English proficient at the end of the school year if meeting all of the following criteria:

- proficiency rating in each of the four language domains (listening, speaking, reading, and writing) on the state-approved English language proficiency test for reclassification (TELPAS);
- passing standard met on the reading assessment instrument (STAAR), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument (IOWA); and
- the results of a subjective teacher evaluation using the state's standardized rubric.

Students exiting the program shall be monitored for two years to determine academic success. A student is considered to be academically successful if they are meeting STAAR grade-level standards and have passing grades in all subjects taken. If an exited student is unsuccessful in the regular educational program, the LPAC can recommend instructional interventions or placement back into the bilingual or ESL program. Students reclassified as LEP cannot be counted for funding purposes.

### **U. Required Documentation (LPAC Folders)**

The permanent record folder of each LEP student will include the following documentation:

1. Home Language Survey
2. Identification of the student as an English learner - Initial review Form (designating student as LEP and program placement recommendation)
3. Parent Notification—Identification and Placement Form (parental or guardian approval and date of entry or placement in the Bilingual or ESL program)
4. Recommendation of program placement
5. Designation of the student's level of language proficiency
6. Annual End-of-the-Year Review Form
7. Record of dates of exemptions from STAAR with determination criteria used, additional intervention provided to students to ensure adequate yearly progress
8. Standardized Assessment Information
9. TELPAS
10. Writing collections (recent 2 years only)
11. Monitoring Reviews
12. Additional instructional interventions provided to address the specific language needs of the student
13. Date of exit from the program and parental approval
14. Results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, 29.063 (c) (4)
15. Parental Denial Form—if a parent denies services

\*EOY LPAC Folder Protocol - After the end-of-year LPAC meeting, and once all proper documentation has been recorded in students' LPAC folders, folders shall be transferred to campuses receiving incoming 2nd (WES), 6th (WJH) and 9th (WHS) graders. A printed roster and the LPAC Folder Transfer Documentation Form shall be attached to the transferred folders.

### **V. Parent Denials**

Wharton ISD staff will make every effort to ensure parents understand the instructional benefits of participating in the bilingual/ESL program. In addition to a verbal explanation of the benefits of the bilingual and/or ESL program,

parents shall be provided with a brochure in English and/or Spanish explaining the benefits of program participation. Parents have a choice whether or not to enroll their child in the Bilingual or ESL program, and if they refuse placement in a Bilingual or ESL program, this request must be submitted in writing. Students with a parental denial are classified as limited English proficient and are listed in PEIMS as LEP with a parental denial until they meet exit criteria. Students with parental denial of the bilingual program may be served in the ESL program with parent permission. Students with a parental denial for the bilingual program but whose parents have approved placement in the ESL program are coded in PEIMS as having a bilingual denial with permission for the ESL program.

#### W. End-of-Year Assessment

At the end of each school year, the LPAC committee shall review each LEP student's progress to document academic growth and to determine program placement for the following year. Based on instructional modifications/requirements, LEP students in the TBEEP model shall be assessed as follows:

ASSESSMENT IN TRANSITIONAL BILINGUAL EARLY EXIT PROGRAM		
Grade	Assessment Type	Purpose
PK	Informal/Formal Assessment CLI Engage PreLAS Links	Progress Monitoring Progress Monitoring English Language Development
K	mClass Screener PreLAS Links	Progress Monitoring English Language Development
1-2	mClass Screener TELPAS	Progress Monitoring English Language Development
3-6	mClass Screener TELPAS STAAR	Progress Monitoring English Language Development Assessment of Academic Progress
*3-6 Recent Immigrant Student	<b>Low schooled or unschooled recent immigrant</b> mClass Screener (Eng./Spa.) STAAR <i>(Spanish-should be considered by LPAC)</i> TELPAS	Progress Monitoring Assessment of Academic Progress English Language Development

#### X. Required Summer School Program

Wharton ISD will provide a summer school program for English learners entering kindergarten or grade 1 as required. This program will allow students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level. The program will address English language learners' affective, linguistic, and cognitive needs.

Enrollment in the program is optional, and the duration should be 120 hours. The student/teacher ratio should not exceed 18:1, and the program should be staffed by teachers appropriately certified for the bilingual/ESL program. The campus shall maintain records of student eligibility, attendance, and progress. A summary of student progress shall be provided to parents/guardians at the conclusion of the program and to the next year's teacher.

## **Y. Annual Review/Program Evaluation**

All districts must conduct an annual evaluation of the Bilingual/ESL program in accordance with Texas Education Code (TEC), 29.053. The evaluation should review a full range of data to determine program effectiveness and ensure student academic success. The annual evaluation report must be presented to the board of trustees before November 1.

Annual reports shall include academic progress in the language(s) of instruction for English learners, the extent to which EBs are becoming proficient in English, the number of students who have been reclassified as English proficient, the number of teachers and aides trained, and the frequency, scope, and results of the second language acquisition strategies professional development.

For districts filing a bilingual education exception and/or ESL waiver in the previous year and/or will be filing an exception and or waiver in the current year, the report should also include the number of teachers for whom an exception or waiver was filed, the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification, and an overview of the comprehensive professional development plan, its implementation, and results.

Each school year, the principal and campus-level committee of each school campus shall develop, review, and revise the campus improvement plan (CIP) to improve student performance for English learners.

## **Z. Parent, Family, and Community Engagement**

As a requirement of the ESSA Consolidated Federal Grant application, WISD must provide supplemental engagement activities for parents, families, and the community, including parent outreach training and activities, family outreach and training, family literacy services, and community participation programs for English learners, immigrant students, and their families. Wharton ISD recognizes that family involvement is crucial to a student's success in school; therefore, family involvement is actively encouraged on all campuses. Bilingual staff on each campus act as family liaisons and may provide Spanish translation services for conferences, ARD meetings, LPAC meetings, and other school functions. Additionally, school notices and communications are translated into Spanish. WISD will make every effort to exceed the required supplemental engagement activities by offering multiple opportunities for family and community engagement throughout the school year.