



Bilingual and
English as a Second Language
Programs

Handbook

Revised August 2023

Table of Contents

This handbook contains state policies copied directly from the Revisions to 19 Texas Administrative Code §89 Subchapter BB, and Texas Education Codes §29.052 for Bilingual Education and Special Language Programs. Included with these policies are local guidelines for serving Emergent Bilingual students at PISD.

PISD Bilingual/ESL Handbook

Position Statement and Definitions	2
Goals and Program Guidelines	3
Extended Year Program	4
Program Organization	4
Language Proficiency Assessment Committee (LPAC)	5
LPAC Members	5
Training; Duties	6
Student Identification	7
Home Language Survey; Assessment	7
Placement of Students	8
Parent Authority/Notification	9
Appeals	10
Exit Criteria	10
Monitoring of Exited Students	11
Emergent Bilingual Flowchart	12
Reevaluation/Reenrollment	13
State Assessments	13
Exemptions for Qualifying Unschooling Asylees and Refugees	14
English 1 EOC Special Provision	14
District BE/ESL Program Forms and Records	15
Staffing and Staff Development	15
Parent and Community Involvement	16
Accountability	16
Program Evaluation	16
Additional Information Contacts	17

POSITION STATEMENT

“English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language” (TEC Chapter 29, Subchapter B.).

Princeton ISD recognizes that the mastery of English language skills is a prerequisite to effective participation in the state’s educational program. Bilingual education and special language programs can meet the needs of emergent bilingual students and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policy of the state (Texas Education Code §29 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of emergent bilingual, Princeton ISD provides bilingual and English as a second language programs for each student identified as an Emergent Bilingual (EB) in pre-kindergarten through grade twelve.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the state plan and district guidelines for identifying and serving emergent bilingual students. The majority of this handbook comes directly from the Texas Education Code and Texas Administrative code, and includes district selections for programing and assessments.

DEFINITIONS

Emergent bilingual is defined by the Texas Administrative Code (TAC) §89.1203 a student identified by the language proficiency assessment committee (LPAC) who is in the process of acquiring English and has another language as the student's primary or home language. This term is interchangeable with English learner as used in federal regulations and replaces the term *"limited English proficient student"* formerly used in TEC, Chapter 29, Subchapter B.

The *bilingual education program* is a full-time program of instruction for students in Grades PK5 in which both the students’ home language and English shall be used for instruction. Bilingual education is required for grades PK-5 if 20 or more students identified as emergent bilingual students are enrolled in one grade level. PISD has 20 or more students identified as emergent bilingual students whose native language is Spanish.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.055(a) as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Princeton 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.

GOALS

The goal of the PISD bilingual education and English as a second language program shall be to meet the needs of students whose primary language is other than English and facilitate their integration into the regular school curriculum. PISD's goal for all emergent bilingual students in the bilingual or ESL programs is to exit/mainstream into general education classes within five (5) years or less of program entry.

PROGRAM GUIDELINES

The goal of bilingual education program shall be to enable emergent bilingual students to develop primary language literacy and academic skills through the integrated use of content-based language and instructional methods to become competent in listening, speaking, reading, and writing in the English language. The goal of English as a second language programs (ESL) shall be to enable emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods. Bilingual education and ESL programs shall be integral parts of the total school program. These programs shall use instructional approaches designed to meet the specific language needs of emergent bilingual students. Such programs shall include the mastery of grade level reading and language arts, mathematics, science, and social studies knowledge and skills as integral parts of the academic goals for all students to enable emergent bilingual students to participate equitably in school.

The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards (ELPS) required by the state.

These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of emergent bilingual students. In subjects such as art, music, and physical education, emergent bilingual students shall participate fully with their non-emergent bilingual peers in regular classes provided in the subjects. Students enrolled in the bilingual or ESL program shall also have a meaningful opportunity to participate fully with non-emergent bilingual students in all extracurricular activities.

Bilingual education and English as a second language (ESL) programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities. In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district. Princeton ISD's bilingual program shall be implemented on the Godwin, Harper, Lacy and Lowe Elementary campuses. Transportation is provided. Princeton ISD's ESL program shall be implemented on every campus within the district PK-12.

EXTENDED YEAR PROGRAM

The district shall offer an optional summer school program for emergent bilingual students participating in the bilingual or ESL programs who will be eligible for kindergarten or first grade at the beginning of the next school year. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student, including instruction in English and the primary or partner language according to the program model. The program shall address the affective, linguistic, and cognitive needs of emergent bilingual students. The program shall be operated for a minimum of 120 hours of instruction, and the student/teacher ratio will not exceed 18:1.

PROGRAM ORGANIZATION

The required bilingual education or ESL program shall be provided to every emergent bilingual student with parental approval until such time that the student meets exit criteria as described in TAC §89.1226(b)-(f) or graduates from high school.

Bilingual Education Program

The bilingual education program at PISD shall be a full-time program of instruction for students in Grades PK-5 in which both the students' home language (Spanish) and English shall be used for instruction. PISD has adopted the **transitional bilingual/early exit program model** students identified as emergent bilingual students are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English using content-based language instruction methods. PISD has adopted a ninety percent English and ten percent Spanish transitional/early exit model for its bilingual program; however, the actual amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement.

English as a Second Language Program (ESL)

The English as a second language program at PISD shall be an intensive program of instruction in English for students in grades PK-12. PISD has adopted the **ESL/pull-out program model** which is an English acquisition program that serves students identified as emergent bilingual students through English instruction using content-based language instruction methods provided by an appropriately certified ESL teacher under TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery

setting. The goal of ESL pull-out is for emergent bilingual students to attain full proficiency in English in order to participate equitably in school.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The district shall by local board policy establish and operate a language proficiency assessment committee on each campus. Each campus shall have on file a policy and procedures for the selection, appointment, and orientation of members of the LPAC(s).

BI/ESL LPAC Members- LPAC committees shall include an appropriately certified bilingual educator (for students served through a bilingual education program), an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an emergent bilingual student participating in a bilingual or ESL program (who is not an employee of the district), and a campus administrator in accordance with Texas Education Code (TEC), §29.063. The parent of each bilingual and ESL student in PISD shall be extended an invitation to attend all meetings regarding bilingual or English as a second language program placement, review, and exit for their child.

Training of LPAC Members- All members of the LPAC, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation of all members of the LPAC, including the parents. The LPAC may use alternative meeting methods, such as phone or video conferencing and the use of electronic signatures that adhere to district policy.

Duties of LPAC- Upon a student's initial enrollment in Texas public schools, a student's transfer from a previous Texas public school district, and at the end of each school year, the LPAC shall review all pertinent information on all potential and identified emergent bilingual students, including emergent bilingual students with a parental denial of program participation, in accordance with §89.1226.

For students initially enrolling in Texas public schools, the LPAC shall:

- (1) designate the language proficiency level of each emergent bilingual student in accordance with the guidelines issued pursuant to TAC §89.1226(b)-(f);
- (2) recommend, subject to parental approval, the initial instructional placement of each emergent bilingual student in the required bilingual or ESL program without restricting access due to scheduling, staffing, or class size constraints; and
- (3) facilitate the participation of emergent bilingual students in other special programs for which they are eligible while ensuring full access to the language program required under the TEC, §29.053.

For transferring students previously enrolled in a Texas public, the LPAC shall:

- (1) review permanent record and LPAC documentation from the previous Texas school district to determine if the student has been identified as an emergent bilingual student based on the original home language survey and initial identification process;
- (2) determine the continuation of the required bilingual or ESL program participation with parental approval for students previously identified as emergent bilingual or determine the need for monitoring of students who have previously met reclassification and are in their first two years of monitoring;
- (3) review linguistic progress and academic achievement data of each emergent bilingual student to inform instructional practices; and
- (4) facilitate the participation of emergent bilingual students in other special programs for which they are eligible while ensuring full access to the language program required under TEC, §29.053.

At the end of the school year, for all identified emergent bilingual students, including emergent bilingual students with a parental denial of program participation, the LPAC shall:

- (1) review language proficiency progress in English and academic achievement data;
- (2) reclassify eligible emergent bilingual students as English proficient in accordance with the criteria described in §89.1226(i) of this title;
- (3) recommend exit from program of reclassified English proficient students, pending parental approval; and
- (4) prepare parental reports on student progress for all identified emergent bilingual students to be provided to parents within the first 30 calendar days after the beginning of the next school year, which include data on linguistic and academic progress, benefits of bilingual or ESL program participation, and the criteria for reclassification as English proficient.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each emergent bilingual student as outlined in Chapter 101, Subchapter AA, (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

STUDENT IDENTIFICATION

Home Language Survey:

PISD will be administering to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12, the Texas Education Agency (TEA)-developed home language survey. The TEA-developed home language survey shall be administered in English and a language that the parents can understand. This home language survey will serve as the original and only home language survey throughout the student's educational experience in Texas public schools. PISD shall require that the survey be signed by the student's parent for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record and transferred to any subsequent Texas public school districts in which the student enrolls.

If any response on the home language survey indicates that a language other than English is or was used for communication, the student shall be tested in accordance with §89.1226.

For students previously enrolled in a Texas public school, PISD shall secure the student records, including the original home language survey and language proficiency assessment committee documentation as described in §89.1220(1) of this title (relating to Language Proficiency Assessment Committee), as applicable. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's original home language survey shall be made.

Assessment:

Within four calendar weeks of initial enrollment in a Texas public school, a student with a language other than English indicated on the home language survey shall be administered the following assessments: *(Note: PISD's PK students are assessed and identified prior to the first day of attendance for PK qualifying criteria.)* **Oral Language Proficiency Test (OLPT):**

Grades PK-1	<p>The listening and speaking components of the state-approved English language proficiency test for identification.</p> <ul style="list-style-type: none">• For entry into the BE or ESL program, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.
Grades 2-12	<p>The listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.</p> <ul style="list-style-type: none">• For entry into the BE or ESL program, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

- OLPT testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.
- Princeton ISD shall accept testing, and parental consent, and placement from another district in Texas when a new student enters at the recommendation of the LPAC committee. For students new to the country or the state, a new HLS must be conducted, new testing must be administered, and new parental approval must be obtained before a student can be placed in the bilingual or ESL program.
- A student shall be identified as emergent bilingual if the student's beginning English language skills interfere with the completion of the English language proficiency assessment.
- The language proficiency assessment committee (LPAC), in conjunction with the admission, review, and dismissal (ARD) committee, shall identify a student as emergent bilingual if the student's disabilities interfere with the completion of the English language proficiency assessment. The decision for placement into a bilingual education or ESL program shall be recommended by the LPAC, in conjunction with the ARD committee, in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee), ensuring access to both the bilingual education or ESL program and the special education and related services needed to provide a free, appropriate public education as identified in the student's individualized education program.

PLACEMENT OF STUDENTS

The LPAC shall give written notice to the student's parent or guardian, informing the parent that the student has been identified as an emergent bilingual student and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.

Pending completion of the identification process, receipt of LPAC documentation for transferring students, or parent approval of an identified emergent bilingual student's placement into the bilingual education or ESL program recommended by the LPAC, the school district shall place the student in the recommended program. Only emergent bilingual students with parental approval for program participation will be included in the bilingual education allotment.

If a parent denies program placement at any point, the TEA developed denial letter shall be used to ensure parents are informed of the implications of program denial, including understanding that the child will continue to be identified as an emergent bilingual student and will continue to be assessed annually using the Texas English Language Proficiency Assessment System (TELPAS) until reclassification criteria have been met. The student will be placed in a regular English classroom.

LPAC members shall meet in conjunction with ARD committee members to review progress and provide recommendations regarding the educational needs of each emergent bilingual student who also qualifies for services in the school district's special education program. For students with disabilities, school districts shall utilize the state's criteria for identification of emergent bilingual students as described in §89.1226(f) of this title (relating to Testing and Classification of Students) and shall establish placement procedures that ensure that the placement recommendation by the language proficiency assessment committee (LPAC), in conjunction with the admission, review, and dismissal (ARD) committee, in a bilingual education or English as a second language program is not refused based on the student's disabling condition.

PARENTAL AUTHORITY / NOTIFICATION

Parent means the parent(s) or legal guardian of the student.

The parent or legal guardian shall be notified in English and the parent's primary language that their child has been identified as an emergent bilingual student and recommended for placement in the required bilingual education or English as a second language (ESL) program using the Texas Education Agency (TEA)-developed identification and placement letter. The parent shall be provided information describing the bilingual education or ESL program recommended, its benefits and goals, and its being an integral part of the school program to ensure that the parent understands the purposes and content of the program and their parental rights. Procedures for parental approval include the following. The placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent, or through allowable alternatives described in §89.1220(m) of this title (relating to Language Proficiency Assessment Committee), in order to have the student included in the bilingual education allotment. The parent's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1226(i) of this title (relating to Testing and Classification of Students), the student graduates from high school, or a change occurs in program placement. A change between bilingual education and ESL program placement requires new parental approval using the TEA-developed change in placement letter.

The school district shall use the TEA-developed letter to give written notification to the student's parent of the student's reclassification as English proficient and acquire written approval for his or her exit from the bilingual education or ESL program as required under Texas Education Code, §29.056(a). Students meeting reclassification criteria who have been recommended for exit by the language proficiency assessment committee (LPAC) may only exit the bilingual education or ESL program with parental approval.

A school district may place a student in or exit a student from a program without written approval of the student's parent if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

APPEALS

The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with TEC Chapter 157 (relating to Hearings and Appeals).

EXIT CRITERIA

For exit from a bilingual education or ESL program, an emergent bilingual student may be reclassified as English proficient only at the end of the school year in which a student routinely demonstrates readiness for reclassification as English proficient and the ability to successfully participate in grade level content instruction that is delivered with no second language acquisition supports. This determination shall be based upon all of the following:

Pre-Kindergarten and Kindergarten:

- An emergent bilingual student may not be reclassified as English proficient in prekindergarten or Kindergarten. A school district must ensure that emergent bilingual students are prepared to meet academic standards required by TEC, §28.0211.

Grade 1-Grade 12:

OLPT	A proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing); Iowa Form F (grades 1-12); advanced high score on <i>TELPAS</i> ; <i>and</i>
ELAR	Passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a) - (<i>Approaches, Meets, and Masters Grade Level Performance on STAAR, and /or STAAR English I,II EOC</i>), 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; <i>and</i>
Subjective Teacher Evaluation	The results of a subjective teacher evaluation using the state's standardized rubric: <i>Emergent Bilingual/English Learner Reclassification Rubric</i>

- Caution should be exercised when considering exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy TAC 89.1225.
- An emergent bilingual student may not be reclassified as English proficient if the LPAC has recommended designated supports or accommodations on the state reading assessment instrument based on the student's second language acquisition needs. Designated supports or accommodations for non-linguistic purposes that are recommended for student use by any other committee, including the ARD committee for students served in special education, do not prevent the student from being eligible to reclassify.

- For emergent bilingual students who are also eligible for special education services, the standardized process for emergent bilingual student reclassification is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for reclassification must be made in all instances by the LPAC, [language proficiency assessment committee] in conjunction with the ARD committee, in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the LPAC, in conjunction with the ARD committee, shall determine participation and designated support or accommodation decisions on state criterion-referenced and English language proficiency assessments that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a).

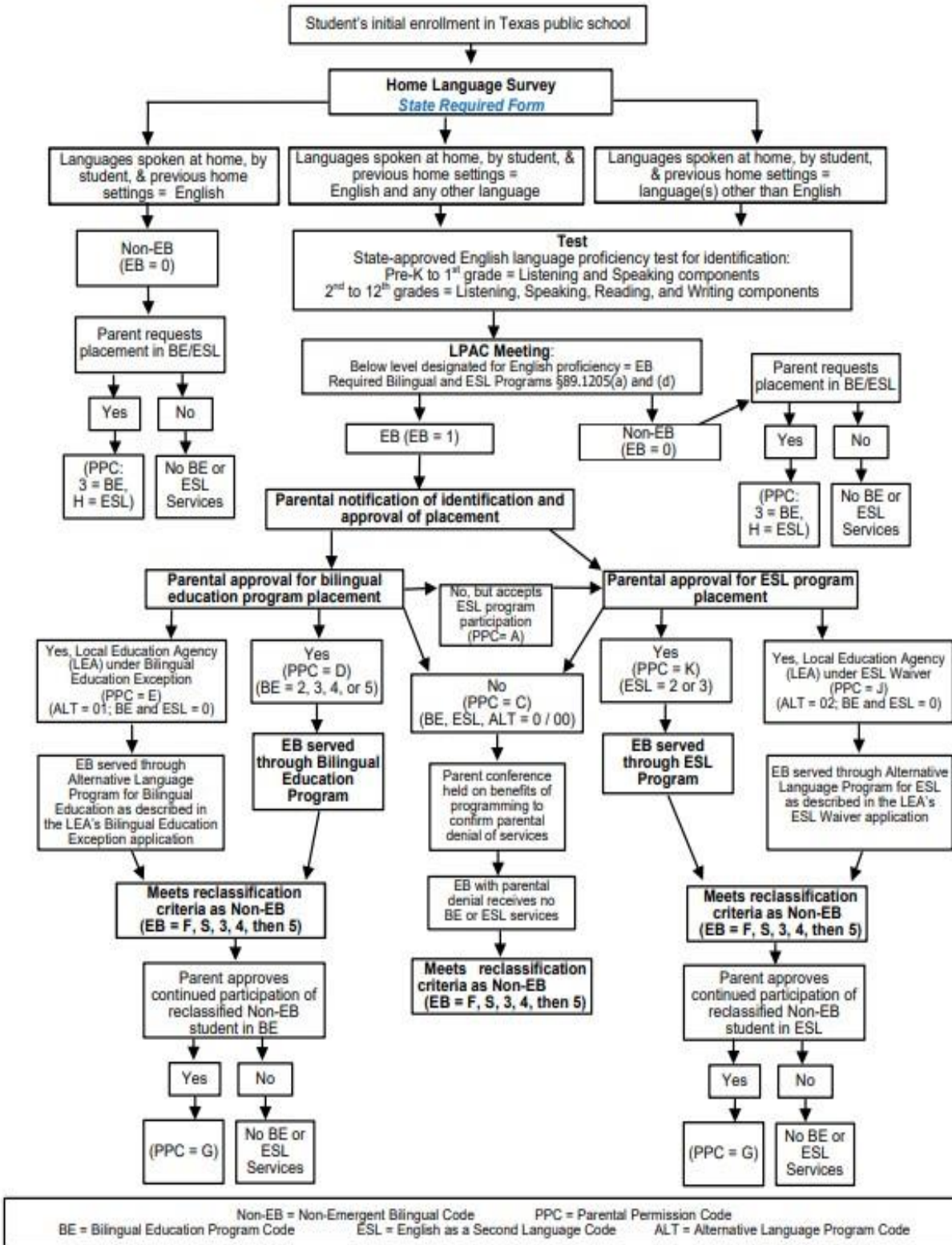
- For an emergent bilingual student with a significant cognitive disability, the LPAC, in conjunction with the ARD committee, may recommend that the state's criterion-referenced and English language proficiency assessments used [assessment] for reclassification are not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC, in conjunction with the ARD committee, may recommend that the student take the state's alternate criterion-referenced and alternate English language proficiency assessments. Additionally, the LPAC, in conjunction with the ARD committee, may utilize the individualized reclassification process to determine appropriate performance standard requirements for the state standardized reading assessment and English language proficiency assessment by language domain and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

MONITORING OF STUDENTS EXITED FROM THE BILINGUAL/ESL PROGRAM

The LPAC shall monitor the academic progress of each student, including any student who previously had a parental denial of program participation, who has met criteria for reclassification in accordance with TEC, §29.056(g), for the first two years after reclassification. In accordance with TEC, §29.0561, the LPAC shall review the student's performance and consider, at a minimum, the following:

- (1) the total amount of time the student was enrolled in a bilingual education or special language program;
- (2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);
- (3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

Emergent Bilingual (EB) Student Decision Chart for the Language Proficiency Assessment Committee (LPAC)



REEVALUATION/REENROLLMENT

If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the LPAC shall determine, based on the student's second language acquisition needs, whether the student may require targeted instruction or, after careful consideration of multiple linguistic and academic data points, should be reconsidered for placement in a bilingual education or ESL program

STATE ASSESSMENTS

All emergent bilingual students are required to participate in the statewide assessment program. LPACs must make and document participation and accommodation decisions in accordance with STAAR requirements based on an individual student basis.

STAAR	<ul style="list-style-type: none">• general statewide assessment• accommodations available for students who meet eligibility criteria found on the Test Administration Resources webpage• taken by EB students not eligible for an assessment listed below
STAAR Spanish (grades 3–5)	<ul style="list-style-type: none">• available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress• accommodations available for students who meet eligibility criteria found on the Test Administration Resources webpage• not permitted for an EB student whose parent or guardian has declined bilingual or English as a second language (ESL) program services
STAAR Alternate 2	<ul style="list-style-type: none">• available for students, including dual-identified EB students, who are receiving special education services and who meet requirements for an alternate assessment based on alternate achievement standards• participation requirements and information regarding available accommodations can be found on the STAAR Alternate 2 Resources webpage

Assessing Newly Arrived ELS Who Know Little English

In isolated situations if completing an assessment is not in the best interest of a student (e.g., a newly arrived EL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete test. The decision should be documented and communicated to student's parents after the test administration.

Exemptions for Qualifying Unschooled Asylees and Refugees

TAC §101.1005 allows the exemption of certain qualifying EB asylees and refugees from being administered a STAAR assessment in grades 3–8.

This exemption applies to an EB student who:

- qualifies as an unschooled asylee or refugee,
- is in the first year of enrollment in U.S. schools, and
- is in grades 3–8.

To qualify as an unschooled asylee or refugee, a student must meet each of the following criteria:

- The student must be identified as an EB student as defined by state law in TEC §29.052 and must participate in a state-approved bilingual or ESL program.
- The student’s permanent record file must document that:
 - o the student had little or no formal schooling outside the United States and lacked basic primary language literacy upon enrollment in a U.S. school;
 - the student is being provided accommodations and other ongoing interventions by the district to meet the student’s unique affective, linguistic, and cognitive needs; and
 - as of the semester of the assessment administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student’s inadequate schooling outside the United States.
- The student’s permanent record file must contain appropriate documentation of asylee or refugee status. The student must:
 - be an asylee as defined by 45 Code of Federal Regulations §400.41 or a refugee as defined by 8 United States Code §1101, and
 - have a Form I-94 Arrival/Departure record or successor document issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum” or a green card or one of the other forms of acceptable documentation described below.

English I EOC Special Provision TAC §101.1007

EB students are required to take the STAAR English I assessment at least once when completing an English I or English for Speakers of Other Languages (ESOL) I course. If an EB student passes the course but does not meet the passing standard on the STAAR English I assessment, the student may opt to retake the assessment or enact the special provision allowed under TAC §101.1007.

The special provision permits an EB student who meets the eligibility criteria to not retake the STAAR English I assessment if the student passes the corresponding course but does not meet the passing standard on the assessment. Eligibility for this provision is determined by the student's LPAC and must be documented in the student's permanent record file.

Eligibility Criteria:

This provision applies to an EB student who:

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not attained an advanced high reading rating on the TELPAS in grade 2 or above.

An EB student whose parent or guardian has declined bilingual or English as a second language program services is not eligible for this special provision.

This provision acknowledges the unique circumstances of specific EB students and the challenges they could encounter when engaging with high school English language arts course material due to having had insufficient time in the United States and insufficient time to learn English. These students may depend heavily on instructional scaffolding, including linguistic supports based on their second language acquisition needs, that cannot be provided as an accommodation during the STAAR English I assessment. LPACs must maintain documentation of eligibility for the special provision, which can be found on the *Assessments for Special Populations webpage*. Eligibility must be determined in conjunction with the student's enrollment in an English I or ESOL I course.

DISTRICT BE/ESL PROGRAM FORMS AND RECORDS

All district LPAC forms and records are maintained and accessible online to authorized personnel through *Frontline Education*. The original Home Language Survey shall be maintained in the student's permanent record.

STAFFING AND STAFF DEVELOPMENT

Princeton 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. Teachers assigned to the bilingual education program and/or ESL program receive salary supplements as authorized by the TEC, §42.153.

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

PARENT AND COMMUNITY INVOLVEMENT

Princeton 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. PISD 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 Princeton ISD to involve the parents in all decisions regarding their child. Parents of students in the bilingual 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.

PISD offers evening English as a Second Language (ESL) classes for parents through the Community Education Program.

ACCOUNTABILITY

RDA (FORMELY PBMAS): The RDA is a local education agency (LEA) level, data-driven framework developed and implemented annually by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA).

TELPAS: Texas English Language Proficiency Assessment System (K-12)

STAAR: Texas Assessment of Knowledge and Skills (measures core subjects by grade level)

PROGRAM EVALUATION

All school districts required to implement a bilingual education or ESL program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

- Evaluation data shall be compiled and documented by each campus at the end of each school year. The Bilingual/ ESL teacher shall compile data on the *LPAC Information Tracking Sheet* and a campus administrator shall compile campus data on the *Bilingual/ESL Annual Evaluation Report*. Copies of these reports shall be sent to the district administrator of the program.
- Each campus shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to emergent bilingual students.

- Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

Additional Information

Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency.

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 Princeton ISD, please contact the following personnel:

Katherine Colon Special Programs BE/ESL Coordinator	(469) 952-5403
Melissa Massey Special Education Coordinator	(469) 952-5403
Sancy Fuller Director of Special Programs	(469-952-5403
Campus Principal or Counselor	(469) 952-5400