

# WHITNEY INDEPENDENT SCHOOL DISTRICT

Emergent Bilingual Education



**Whitney Independent School District  
305 South San Jacinto  
Whitney, Texas 76692  
(254) 694-2254**

# WHITNEY INDEPENDENT SCHOOL DISTRICT

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**WHITNEY INDEPENDENT SCHOOL DISTRICT**  
**Emergent Bilingual Education**

**EMERGENT BILINGUAL EDUCATION**

School districts in Texas, including Charters and Districts of Innovation, are responsible for ensuring compliance with Texas Education Code (TEC) and Texas Administrative Code (TAC) with regards to Emergent Bilingual Education.

According to Texas Education Code (TEC) §29.051-29.064 - Bilingual Education and ESL Programs, 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.

Likewise, 19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020 the Commissioner's Rules concerning the state plan for educating English learners state all school districts are required to provide bilingual education and/or English as a Second Language (ESL) programs, and establish and operate a language proficiency assessment committee (LPAC).

**Bilingual and English as a Second Language Education Programs**

In Texas, there are six state-approved program models that can be implemented to support emergent bilingual students.

**Dual Language Immersion One Way**

A bilingual/biliteracy program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

**Dual Language Immersion Two Way**

A bilingual/biliteracy program model in which students identified as emergent bilingual students are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

**Transitional Early Exit**

A bilingual program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

**Transitional Late Exit**

A bilingual program model in which students identified as emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

**ESL Content Based**

An English acquisition program that serves students identified as emergent bilingual students through

English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

### **ESL Pull Out**

An English acquisition program that serves students identified as emergent bilingual students through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

## **PROGRAM GOAL**

Whitney Independent School District is committed to addressing the needs of the students whose primary language is not English by providing an English as a Second Language (ESL) Program that will allow EB students to participate equitably in school and become competent in the comprehension, speaking, reading, and composition of English language through the integrated use of second language methods.

## **EDUCATIONAL NEED**

The Home Language Survey (HLS) will be used as the primary factor in testing a student's educational need for the ESL program. The district shall conduct one HLS of each student at the time of new enrollment. The HLS must be signed by the student's parent or guardian for students in grades pre-K through 8 or by the parent/guardian or student in grades 9-12. The HLS shall be administered in English and Spanish.

The original copy of the initial HLS must be kept in the student's permanent record. Registrars should request the initial HLS from former school districts when the initial copy is not provided by the parent.

The HLS shall contain the following questions:

1. What language(s) are used in the child's home most of the time?
2. What language(s) does the child use most of the time?
3. IF the child had a previous home setting, what language(s) was/were used for communication in that home setting?

If the answer to one or both of the required questions is a language other than English, the student shall be assessed to determine if he/she meets the criteria for limited English proficiency.

## **IDENTIFICATION**

Within four calendar weeks of initial enrollment in a Texas public school the district must:

1. Administer the identification assessment if the student's home language survey indicates a language other than English.
  - a. For identifying English learners, school districts shall administer to each student who has a language other than English identified on the home language survey:
    - i. (1) in preK3, preK4, Kindergarten, an oral language proficiency assessment (preLAS)
    - ii. (2) In Grade 1, the listening, speaking proficiency assessment (LAS Links)
    - iii. (3) In Grades 2-12, the listening, speaking, reading, and writing proficiency assessment (LAS Links)
  - b. A student is to be classified as an English learner in grades 2-12. If a student receives a 1, 2, or 3 proficiency level in ANY domain: listening, speaking, reading, and writing of the LAS Links assessment.

- c. At any grade level, a student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.
2. Convene an LPAC to determine English learner classification and recommend the appropriate program placement.

## **LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)**

Each school district that is required to offer a special language program must establish a language proficiency assessment committee (LPAC). The LPAC shall be composed of one or more professional personnel, a campus administrator, and a parent of a limited English proficient student participating in the program. No parent serving on the LPAC shall be an employee of the school district. 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 District is responsible for the orientation and training of all members, including the parents.

Upon their initial enrollment and at the end of each school year, the LPAC will review all pertinent information on all limited English proficient (LEP) students and shall:

1. Designate the language proficiency level of each LEP student.
2. Designate the level of academic achievement of each LEP student.
3. Designate, subject to parental approval, the initial instructional placement of each LEP student.
4. Facilitate the participation of LEP students in other special programs for which they are eligible.
5. Classify students as English proficient and recommend their exit from the ESL program.

A student is to be classified as an English learner if:

- In PreK3, PreK4, Kindergarten the student receives a 1, 2 or a 3 oral language proficiency level in the preLAS assessment
- In Grade 1 the student receives a 1, 2, or 3 proficiency level in either speaking and/or listening assessment of LAS Links.
- School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the eligibility of LEP students in grades 3-8 for one of the following options:

1. Exemption from the criterion-referenced test.
2. Administration of the Spanish version criterion-referenced test.
3. Administration of the English version criterion-referenced test.

In making this determination, the LPAC shall consider the following criteria for each student:

1. Literacy in English and/or Spanish
2. Oral language proficiency in English and/or Spanish
3. Number of years continuously enrolled in school
4. Level of academic achievement

If the student is exempt from criterion-referenced testing, the LPAC shall determine the appropriate alternative assessment to be administered. In making this determination, the LAPC shall consider the same criteria as listed above.

## **PROGRAM DESCRIPTION**

The Whitney Independent School District has an enrollment of less than 20 LEP students in the same grade level on each campus; therefore, WISD shall provide an English as a second language (ESL) program to all students of limited English proficiency in grades pre-kindergarten through 12<sup>th</sup> grade in accordance with 19 Texas Administrative Code, Chapter 89.

ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of an ESL program is for emergent bilingual students to attain full proficiency in English in order to participate equitably in school.

## **STATE REQUIRED INSTRUCTIONAL COMPONENTS**

To address the linguistic and cognitive needs, ESL students at WISD are included in mainstream classes for instruction in content areas and elective courses which enables them to interact with proficient English-speaking students and teachers. In addition, they are provided with instruction that is challenging and promotes higher order thinking skills.

When necessary, to ensure success, accommodations are made in the delivery, pacing, and materials used for instruction in the classrooms. ESL students may be allowed more time to process instruction because they may not be fully competent in English. Students may receive preview lessons prior to instruction, untimed tests, fewer test questions, oral testing, extra time to complete assignments, or extra time to prepare to answer a question. In addition, non-traditional assessment methods-- projects, portfolios or performances-- may be used to determine an ESL student's progress.

## **NEW STUDENTS CURRENTLY SERVED IN ESL**

Enrolling students in Whitney ISD who indicate current placement in an ESL program will be placed in an ESL class without the Emergent Bilingual (EB) code pending the LPAC meeting. The counselor will request all paperwork from the former school and verify placement. The information will then be provided to the committee in an LPAC meeting within 7 school days to finalize placement/coding. After the LPAC verification and receipt if parent permission, the student may be identified as EB and At Risk in PEIMS.

## **DENIAL OF PROGRAM SERVICES**

A parent may deny permission for their child to be enrolled in the State required English as a Second Language program. When the parent denies program services, every effort will be made to ensure that the parents understand the purpose and content of the ESL program offered. The parent must state their denial of services in writing, and the original signed letter must be retained in the student's cumulative record. Parental denial of services does not change the student's status from LEP to non-LEP; however, PEIMS representatives must be informed if a parent denies services to a student.

Parental denial of service does not exempt the student from taking the TELPAS test. Every student identified as LEP must participate in testing.

Whitney ISD will continue to:

- Offer services to parent denials annually until the student no longer qualifies.

- Hold an LPAC on these students at the end of each year to review their scores and see if they passed the reading and writing portions of TAKS.
- Classify students as non-LEP in PEIMS only when they meet exit criteria (TAC Chapter §89.1225).
- Monitor parent denials for two additional years after they meet exit criteria (Title III, Part A, Subpart 2. Sec 3121(a)(4).

## RECLASSIFICATION FROM THE ESL PROGRAM

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. Therefore, WISD shall notify parents, in writing, of a student’s reclassification as English proficient and his or her exit from the ESL/Bilingual Education program. EB students cannot be withdrawn from the ESL program without written parental consent/request; therefore, WISD will obtain written permission from the parent before reclassification. In addition, parents will be given the opportunity to meet with the ESL teacher, counselor, and/or school administrator prior to withdrawing a student from the program.



Texas Education Agency  
Emergent Bilingual Support Division  
**EMERGENT BILINGUAL STUDENT 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 (TAC) §89.1226(j). The language proficiency assessment committee (LPAC) will recommend that reclassified students exit bilingual or English as a second language (ESL) program services or continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in the program beyond reclassification must be obtained.

Grade(s)	1 <sup>st</sup> / 2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading <u>and</u> Language Arts 40 <sup>th</sup> percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading <u>and</u> Language Arts 40 <sup>th</sup> percentile or above on each	
		<small>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</small>				
Teacher Subjective Evaluation	Form: <a href="#">Emergent Bilingual/English Learner Reclassification Rubric</a>					
Notes:						
<ul style="list-style-type: none"> <li>• 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 per <a href="#">TAC §89.1226(k)</a>.</li> <li>• Designated supports or accommodations for non-linguistic purposes that are recommended for students use by any other committee, including the ARD committee for students served in special education, <b>do not</b> prevent the student from being eligible to reclassify per TAC §89.1226(k). EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified: <a href="#">Individualized Reclassification Process for a Student with a Significant Cognitive Disability</a></li> <li>• 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.</li> <li>• For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is 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.</li> <li>• 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 reclassification criteria in accordance with <a href="#">TEC §29.056(g)</a>, during the first two years after reclassification per <a href="#">TAC §89.1220(k)</a>.</li> </ul>						
Additional Information:						
<ul style="list-style-type: none"> <li>• <a href="#">TEA Approved Norm-Reference Standardized Achievement Test</a> (new site).</li> <li>• <a href="#">State Assessments for Emergent Bilingual Students</a></li> <li>• <a href="#">Guidance Related to ARD Committee and LPAC Collaboration</a></li> <li>• <a href="#">LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners</a> and associated training <a href="#">video</a></li> </ul>						

## **MONITORING**

During the first two years after a student is exited from the ESL program, the LPAC shall review student performance and consider the following:

- (1) the total amount of time the student was enrolled in a bilingual or ESL program;
- (2) the student's grades in each grading period in each subject in the foundation curriculum;
- (3) the student's performance on each assessment instrument administered under Section 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 Subchapter A, Chapter 37

After an evaluation, the LPAC may recommend intensive instruction for the student in a particular subject(s) or that the student be reenrolled in the ESL or bilingual program if evidence indicates that the student cannot perform in the regular English class because of inadequate English proficiency and achievement. [Education Code 29.056(g)(h); 19TAC 89.1225(h)-(j)].

## **SPECIAL EDUCATION PROGRAM**

Coordination with the Special Education program is mandatory for LEP students referred to special education. An LPAC professional member will serve on the Assessment, Review, and Dismissal (ARD) committee every time the ARD meets. The ARD committee and LPAC representative will make all decisions regarding assessments, placement, accommodations, and exit criteria on a student jointly served.

## **GIFTED AND TALENTED SERVICES**

Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.

## **PREKINDERGARTEN PROGRAM**

Children who are four (4) years old before September 1 qualify for PreK through free and reduced lunch or by qualifying as Limited English Proficient. PreK students cannot be admitted to class without having first qualified. Students qualifying for PreK cannot be considered for exit from the program until the end of first grade.

PreK teachers are ESL certified and will focus on early literacy development through oral Language, phonological awareness, print and book knowledge, alphabetic principle, fluency, comprehension, and written expression.

## **LANGUAGE PROFICIENCY GROWTH**

In the spring, all WISD LEP (Limited English Proficient) students in grades 3-12 (whether in the ESL program or not) must participate in Texas English Language Proficiency Assessment System (TELPAS) to measure their growth in English language proficiency. The results will indicate if the student is beginning, intermediate, advanced, or advanced high in English proficiency. Students will continue to take the TELPAS until they are exited from the program and are reclassified as English proficient.



## **REQUIRED SUMMER PROGRAM**

As required by TAC §89.1250, Whitney ISD routinely offers a summer program for children eligible for admission to kindergarten or first grade at the beginning of the next school year and provides the necessary resources to conduct the program effectively. Whitney ISD offers a total of 120 hours of instruction from the first week after school releases for the summer until the first week of July. The student/teacher ratio for the program will not exceed 18 to one.

## **POSTPONEMENT, EXEMPTION, OR EXCLUSION – STATE TESTING**

The LPAC will select the appropriate assessment option for each limited English proficient (LEP) student. The LPAC assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA.

The LPAC must document in the student's permanent record file the reason for:

1. A postponement authorized in 19 Administrative Code 101.1005;
2. An exemption authorized in 19 Administrative Code 101.1007; and
3. An exclusion of the student's test results from the determination of District accreditation and performance ratings authorized in 19 Administrative Code 101.1010.

## **PROGRAM EVALUATION**

Whitney ISD will conduct an ESL program evaluation to determine program impact and student outcomes in all subject areas. Annual reports of performance will be analyzed to determine academic progress of Limited English proficient students. Staff members will also determine the number of students who have been exited from the program, and the number of teachers who have obtained the ESL Endorsement.