Palacios Independent School District

Bilingual Education and English Second Language Programs

Revised 10/1/2025

The Palacios Independent School District Bilingual and English as a Second Language Handbook was written based on Federal and Texas state laws, district board policies, and research-based methodologies. This handbook serves as a blueprint for all district personnel involved in such programs.

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Bilingual Education

The Texas Education Code (TEC), Chapter 29, Subchapter B, requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other English Second Language program. Texas Administrative code Chapter 89, Subchapter BB (§89.1205), specifies that each school district which has an enrollment of 20 or more Emergent Bilingual (EB) students in any language classification in the same grade level district-wide shall offer a Bilingual education program in elementary grades through 5th grade, including 6th grade when clustered with elementary.

The Palacios ISD Bilingual Program is a Transitional Late Exit program with a goal of supporting native Spanish speaking students toward full-time instruction in English. All identified Spanish EB students will be offered the Transitional Late Exit program.

Bilingual and English as a Second Language Programs

Vision

"Preparing **ALL** students for **THEIR** future"

Mission

"The Palacios Independent School District will equip and encourage students to establish and achieve their goals"

Program Goals

Provide equitable instruction to all Emergent Bilingual students by meeting them at their level with rigorous learning experiences.

Support learning in the student's native Spanish language to ensure mastery of the state curriculum in all academic disciplines while transitioning toward full-time instruction in English.

Provide research-based practices to ensure proficiency in the ELPS domains, listening, speaking, reading, and writing.

Promote diversity and inclusion in the school environment.

Our Core Values

Citizenship – Leadership – Academics - Culture

Bilingual/ESL Department Contacts

Katrina Bowen

Assistant Superintendent

(361) 972-5491 ext. 1010

Amy Marroquin

Accountability and School Improvement
District Testing Coordinator

(361) 972-5491 ext. 1625

2025-2026 Campus LPAC Facilitators

Campus	Name	Position	Email	Phone
Palacios	Mayra	LPAC	mayram@palaciosisd.org	(361) 972- 2911
Elementary	Mancera	Administrator		
Palacios	Alicia	LPAC	aliciaa@palaciosisd.org	(361) 972- 2571
Junior Senior High	Aguilar	Administrator		

IDENTIFICATION OF EMERGENT BILINGUALS

The state requires school districts to identify student's primary language PK-12 within 30 days of student enrollment. Emergent Bilingual students must be identified, tested, placed, and parental permission received within four weeks of the student's enrollment.

Step one of the identification timelines, procedures, assessment practices, and decision-making processes for identifying English learners is the following:

The first time a student enrolls in a Texas public school, **the parent/guardian is required to complete a home language survey (HLS)**.

> The home language survey is a required piece of the student's cumulative record folder, and it **must be completed within ten days** of the student's initial enrollment to be valid.
>
> **Only one Home Language Survey is completed for each student.** Palacios ISD shall secure the student records. The survey follows the student for the rest of the student's academic journey. If a student transfers from another Texas school district, **the receiving district must request the Home Language Survey from the previous school.**
>
> The home language survey consists of the following three questions:
>
> 1- Which languages are used at home?
>
> 2- Which languages are used by the child at home?
>
> 3- If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (NA)
>
> If the response to any of the questions on the home language survey indicates that a language other than English is used, **the student shall be administered the state-approved English language proficiency test** in accordance with TAC 89.1225 for identification and shall be identified as Emergent Bilingual (*LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification,* 2021).

The receiving office clerk should send a copy of all completed home language survey forms to the campus Bilingual or ESL team leader.

Parents or guardians may request a correction on the HLS only if the child has not yet been assessed for English proficiency and the correction is made within two calendar weeks of the child's enrollment date.

Click the link below to access the LPAC initial review form and an example of home language survey,

LPAC Framework Manual Identification (txel.org)
Home Language Survey (txel.org)

English Language Proficiency Test

Palacios ISD utilizes the *pre*LAS, and LAS Links placement test to assist with initial identification and placement in instructional programs for newly enrolled students. The assessment is the second step in the screening process to identify qualifying students for the Bilingual/ESL programs. The test is designed around the four major language sections: speaking, listening, reading, and writing, with a mix of constructed response and multiple-choice questions. The *pre*LAS and LAS Links placement test descriptors:

Test for initial placement of K-12 students

Align with College and Career Readiness Standards (CCRS)

Assess speaking, listening, reading, and writing

Administer online

Complete assessments in about 30 minutes

NOTE: Results correspond with LAS Links Forms C and D and Español B

Test administrators must be fluent in the language of the test which they are administering. Therefore, each campus must designate a fluent English test administrator and a fluent Spanish test administrator. In the event a campus does not have a fluent Spanish-speaking paraprofessional, the principal or the designee should contact one of the district bilingual teachers to assist with the assessment administration (LAS links an English language proficiency assessment: LAS links an English language proficiency assessment, 2021).

For more information, click on the link below:

Identifying Emergent Bilinguals with the LAS Battery of Assessments

Four different levels of the LAS are administered, depending on student grade level:

Grade Level	Approved Assessment(s) for Identification
PreK3, PreK4, Kinder	• *pre*LAS English Form C • *pre*LAS Español Form C
1st Grade	• LAS Links Form A • Speaking and Listening Only
2nd – 12th Grade	• LAS Links Form A • Speaking, Listening, Reading, and Writing
1st – 6th Grade	• LAS Links Español Form A • Speaking and Listening

Language Proficiency Assessment Committee (LPAC)

Texas requires school districts to establish a process for selecting and training the Language Proficiency Assessment Committee (LPAC) members. Assessment data review is the third step in the identification process.

LPAC members:

- Campus Administrator
- A professional bilingual educator (at bilingual campuses)
- A professional ESL educator
- A parent of a current emergent bilingual student
- All LPAC members shall receive training and sign confidentiality oaths.

The role of the language proficiency assessment committee upon the initial enrollment to the end of each school year:

- LPAC is required to review the home language survey for all incoming students to identify students who need to be administered the language assessment.
- The LPAC assists with parent communication and shall give written notice to the student's parent or guardian, advising the student has been classified as Emergent Bilingual and requesting approval to place the student in the required bilingual education or ESL program based upon:
    - The results of the language assessment, parental input, the child's educational history (time in school, if the school was in the U.S.), time in the U.S.
    - The child's affective, linguistic, and cognitive needs
- The LPAC shall determine the appropriate assessment option and/or designated supports for each Emergent Bilingual student prior to the test administration of the state assessments.
- The LPAC shall monitor the academic progress of each Emergent Bilingual and identify those who have met the criteria to exit.

Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal (ARD) committee members to review and provide recommendations to ensure appropriate identification and reclassification about the educational needs of each Emergent Bilingual who qualifies for services in the special education program (TEA, *BEGINNING OF YEAR LPAC GUIDANCE, 2021*).

LPAC BOY Guidance Checklist (texas.gov)

Emergent Bilingual Classification Criteria

Emergent bilingual students' classification shall be determined within 4 weeks of a student enrollment in school. To qualify for the bilingual program or English as a Second language program, a student must be identified as an Emergent Bilingual student using the following criteria:

Pre-K – Kinder. The student scored as a non-English or limited-English proficient (Level 1,2, or 3) speaker on the *pre*LAS oral language proficiency test.

Grade 1. The student scored as non-English or limited-English proficiency (level 1,2,or 3 in **either** speaking **and/or** listening assessment of LAS Links.

Grade 2 - 12. The student scored as a non-English or limited-English proficiency (level 1,2, or 3 in ANY domain: listening, speaking, reading, and writing) on the LAS Battery of assessments.

The LPAC committee will also consider the child's educational history (time in school, if the school was in the U.S.), time in the U.S., and each child's affective, linguistic, and cognitive needs as part of their recommendation regarding placement in the bilingual or ESL program.

The ARD committee must work in conjunction with the LPAC committee to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or ESL program (19 TAC §89.122 (h), (l), and (m).

All students PK-2 who meet the criteria above and Spanish home language survey must be recommended for bilingual placement. Parents/guardians have the right to accept or deny services. Emergent bilingual students who speak another language must be recommended for ESL placement.

English as a Second Language

ESL teachers shall design lessons and incorporate instructional approaches to make grade-level academic content accessible to Emergent Bilingual students. The ESL program targets the English language development that includes all ELPS domains listening, speaking, reading, and writing skills. To inform instructional practices, teachers shall locate and analyze the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student. TEA guidelines:

- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction with the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective.
- Prepare to linguistically accommodate the instruction, pacing, and materials for EBs, based on their English proficiency levels.
- Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity.
- Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for EBs at all proficiency levels to demonstrate their content knowledge.
- Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments.
- Communicate to the LPAC on academic and linguistic progress of current and former ELs (up to two years after reclassification) and about which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EB, as applicable.

	ESL Models			
Program Model	Goal		Instruction	
Type				
			Emergent Bilingual students receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers.	
Content-Based	Emergent Bilingual Students will attain full proficiency in English in order to participate equitably in school.			
ESL				
			A pull-out model can be implemented within the Emergent Bilingual student's classroom, or the learner may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting.	
Pull–Out ESL				

PISD utilizes a Pull-Out ESL model to provide instructional support for EB students.

Emergent Bilingual Student Reclassification Criteria

Emergent bilingual students may be reclassified as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition assistance as determined by academic satisfactory performance and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner reclassification rubric.

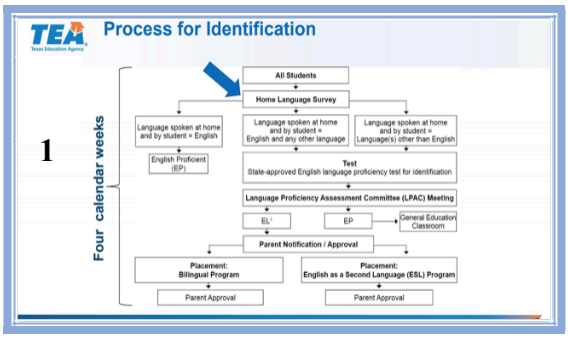
An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend reclassified students exit bilingual or English as a second language (ESL) program. Parental approval for exit or continuation in the program beyond reclassification must be obtained (Emergent Bilingual/English Learner Reclassification Criteria Chart, 2021).

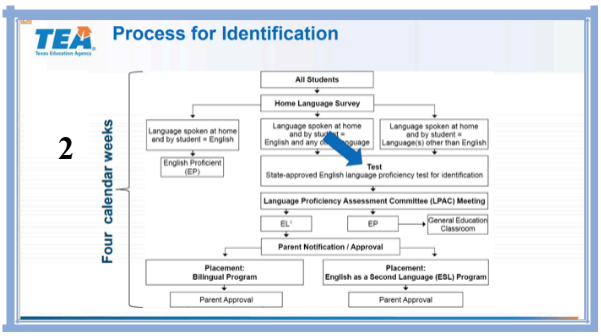
Click below to access the reclassification criteria chart:

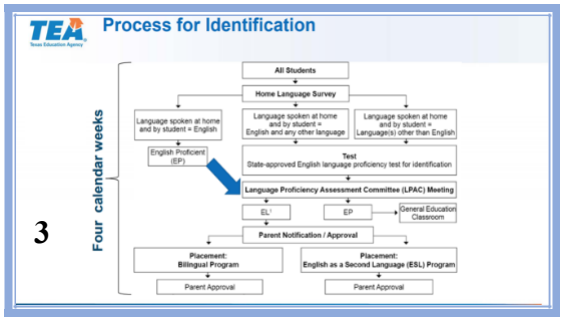
EB-EL Reclassification Criteria Chart

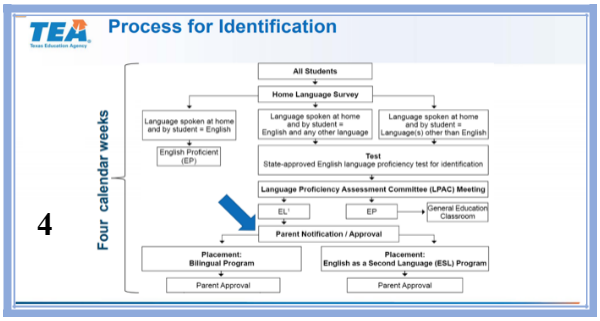
Appendix A

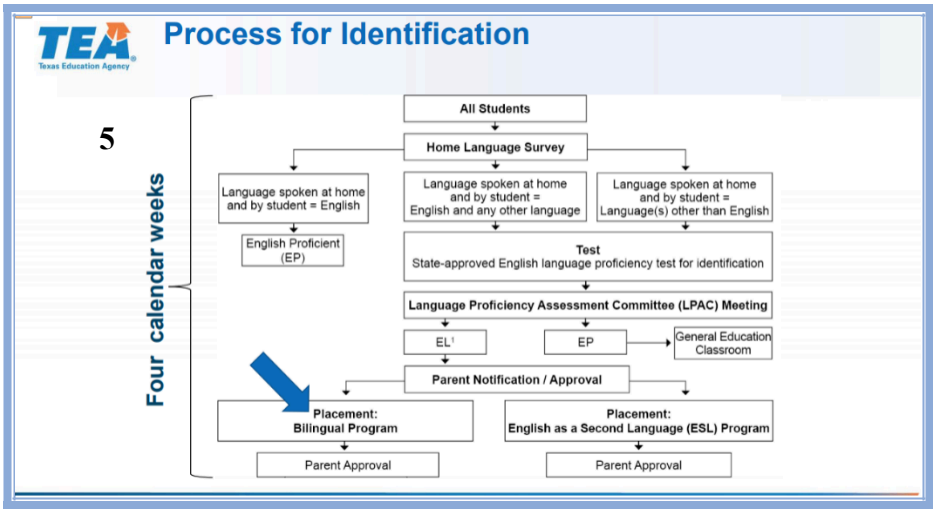
Emergent Bilingual Student Overview Classification Criteria





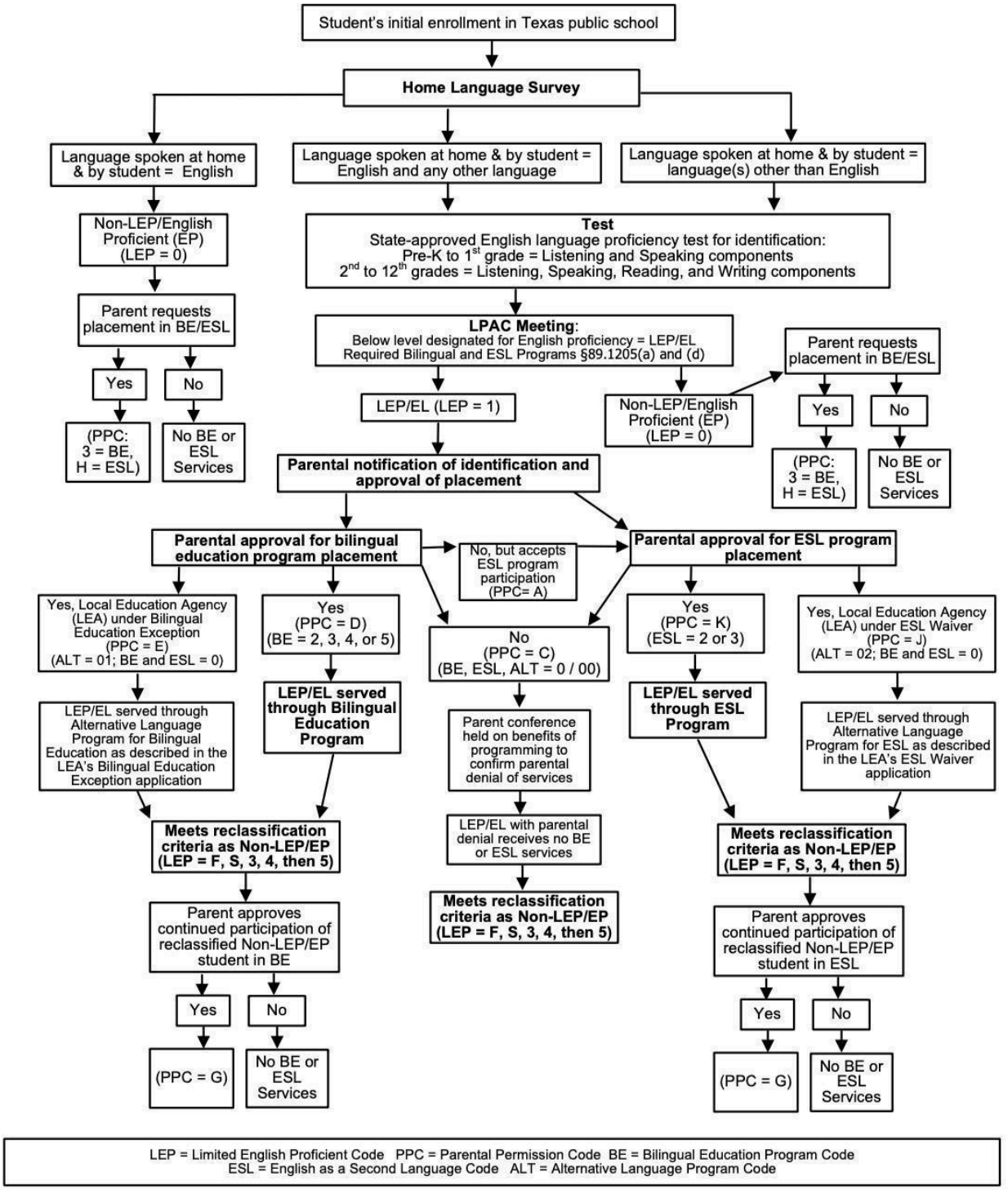






Appendix B

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



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