EMERGENT BILINGUAL (EB):
IDENTIFICATION & PLACEMENT EHBE(R3)

In accordance with TAC code and EHBE Legal, Keller ISD identifies Emergent Bilingual (EB) students based on criteria established by the state and provides the appropriate bilingual or ESL program for identified students. The following procedures are followed to identify and place EB students.

Prior to enrollment in KISD classes:

- All students new to US schools complete a Home Language Survey (HLS). Campuses should defer to the original HLS for students entering the district from other TX schools. If a language other than English is listed, then campus designated personnel notifies the Language Proficiency Assessment Committee (LPAC) Administrator and ESL Specialist. The LPAC Administrator and ESL Specialist will determine if testing is necessary or if LPAC documentation should be requested.

Language Other than English on Home Language Survey (HLS):

- Pre-Kindergarten students will be language tested by their home campus, regardless of program availability.
- Any student who qualifies for bilingual Pre-Kindergarten and whose parent accepts bilingual services will be placed in the bilingual program. Bilingual campus assignments will be determined by the Early Childhood department.

Spanish or Vietnamese on Home Language Survey (HLS):

- Kindergarten-5th-grade students with an HLS that indicates Spanish or Vietnamese on any three questions administered should be sent to the bilingual feeder campus for language testing to determine if the student qualifies for the bilingual program. Students should be placed in the appropriate program prior to the LPAC meeting.
- If LPAC documents from a transferring Texas ISD indicate bilingual services are to be provided, then services can be provided without further testing. We honor the previous district's LPAC recommendation. Placement information should be documented through the KISD LPAC process.
- Parents denying bilingual services should be referred to the Language Acquisition Department for further discussion of program benefits. It must be communicated to parents who have denied services that they have the right to accept services at any point by communicating it to their campus or the Language Acquisition Department. TEA's standardized denial letter must be reviewed with the parent and returned.
- Campus LPAC meetings must be held within four calendar weeks of the student's enrollment. During LPAC meetings student data and recommendations from previous district(s) are reviewed, student placement is documented and parent permission is sent home. Upon return of parent permission, information is coded in PEIMS to reflect permission date and student placement. The student is coded with the language other than English.

Other Language/Other Language or Other Language/English Home Language Survey (HLS) Excluding Spanish and Vietnamese:

- Kindergarten-12th-grade students with an HLS that indicates a language other than English (excluding Spanish and Vietnamese) on any three questions administered should be enrolled at their home campus. Students should begin receiving the appropriate language services prior to the LPAC meeting. Initial placement is based on language testing.
- If LPAC documents from a transferring Texas ISD indicate ESL services are to be provided, then services can be provided without further testing. Placement information should be documented through the KISD LPAC process.
- Parents denying ESL services should be referred to the campus ESL specialist for further discussion of program benefits. It must be communicated to parents who have denied services that they have the right to accept services at any point by communicating it to their campus or the Language Acquisition Department. TEA's standardized denial letter must be reviewed with the parent and returned.
- District-level and/or Campus LPAC meetings must be held within four calendar weeks of the student's enrollment. During LPAC meetings student data and recommendations from previous district(s) are reviewed, student placement is documented, and parent permission is sent home. Upon return of parent permission, information is coded in PEIMS to reflect permission date and student placement. The student is coded with the language other than English.

Attachments:

- ESL Program Parental Denial of Program Services
- Emergent Bilingual (EB) Identification/Reclassification Flowchart