



Bilingual/ ESL Handbook

2025-2026

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Program Vision-Goal

The goal of Nederland ISD's Transitional Bilingual Early Exit program is to enable Emergent Bilingual students to utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.

The goal of Nederland ISD's English as a Second Language (ESL) education program is for English learners to attain full proficiency in English in order to participate equitably in school.

The Transitional Bilingual Education and ESL programs shall be integral parts of the total school program. They shall address the affective, linguistic, and cognitive needs of Emergent Bilingual students.

Program Overview

Texas school districts, including Charters and Districts of Innovation, are required to provide bilingual education (BE) and/or English as a Second Language (ESL) programs as integral parts of the general program, and to seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded the full opportunity to master the essential knowledge and skills required by the state. Each school district that has an enrollment of 20 or more Emergent Bilingual students in any language classification in the same grade level, district-wide, shall offer a bilingual education program. Currently, Nederland ISD offers the bilingual education program at Hillcrest Elementary for students Pre-Kindergarten through 5th grade who are Emergent Bilingual and are Spanish speaking. The ESL program is offered at all campuses for students Prekindergarten through 12th grade.

Bilingual Education Overview (PreK- 5th Grade)

Bilingual education is a full-time instructional program that utilizes the student's native Spanish language as a foundation for teaching the academic content outlined in the Texas Essential Knowledge and Skills (TEKS). Student eligibility for the program is determined through the administration of Spanish and English language proficiency tests, and parent permission is required for entrance into the program.

Bilingual education affords students of limited English proficiency an equal opportunity to master

grade level TEKS using their native Spanish language while attaining proficiency in English. The amount of English used increases as students move up grade levels and the content area instruction is reinforced with the English Language Proficiency Standards (ELPS). District guidelines are implemented to ensure that the program is developmentally appropriate, that the amount of instruction in each language is appropriate, and that the students are challenged to perform at a level commensurate with their linguistic proficiency and academic potential in both languages.

Overview of the Bilingual Transitional Early Exit Program and English as a Second Language (ESL) Program

Transition Bilingual Early Exit (Grades PK-5) is a bilingual program model in which students identified as emergent bilingual students are served in both English and Spanish 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. English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.

English as a Second Language (ESL) Content-Based (Grades PK-5) is 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. English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) from ESL-certified teachers.

English as a Second Language (ESL) Pull-Out (Grades PK-12) is 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. A pull-out model can be implemented within the English learner's classroom, or the English learner may be provided his or her English language arts and reading instruction by an ESL-certified teacher in another classroom setting.

Summer School for Prekindergarten and Kindergarten Emergent Bilingual Students

According to 19 Texas Administrative Code (TAC) §89.1250, *Required Summer School Programs*, districts are required to provide summer school programs for Emergent Bilingual students who will be eligible for admission to kindergarten and first grade at the beginning of the next academic school year. Emergent Bilingual students shall have the opportunity to receive special instruction designated to prepare them to be successful in kindergarten and first grade. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student. The program shall address the affective, linguistic, and cognitive needs of the student and shall operate the equivalent of 120 hours of instruction, maintaining

records of eligibility, attendance, and progress of students. This program is staffed by an ESL Teacher, a Bilingual Teacher, and two paraprofessionals.

Language Proficiency Assessment Committee (LPAC)

LPAC Key Members

- LPAC Representative/ARD committee (when needed)
- Administrator
- Bilingual/ESL teacher
- Parent Representative

Training of Key Members

- LPAC Representative attends district training
- LPAC Representative is given access to informational folder on Google and Frontline
- LPAC Representative generates list of EB students enrolled on their campus
- LPAC Representative provides training to all key members and BIL/ESL staff.
 - o Present Powerpoint
 - o Obtain signatures on confidentiality statement and member roster
 - o Provide teachers with training on how to access list on Eduphoria of English Learners they serve
 - o Teacher reviews student list and TELPAS results for previous 2 years and signs electronically on Eduphoria

LPAC Initial Meetings

- All required members are given prior notification of meeting
- Members review and discuss student data and information
- Members sign and date all documentation/LPAC forms
- Decisions are included in LPAC minutes
- Committee meeting is adjourned
- Documentation is filed in the appropriate student folder/Informational folder

Identification and Classification Procedures

As students register with Nederland ISD, the parent, legal guardian, and/or adult student completes the Home Language Survey (HLS) as required by the state 19 TAC Chapter 89, Subchapter BB, §89.1215. The HLS contains two questions related to the language(s) the child might speak and hear:

1. Which languages are used at home?
2. Which languages are used by the child at home?

3. If the child has a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A).

If there is a response on the HLS other than English, the student will receive a language proficiency assessment to determine if they are identified as an emergent bilingual. The LPAC Committee will recommend placement in either the required bilingual education program or the English as a Second Language (ESL) program. The Language Proficiency Assessment Committee (LPAC) process must be completed within four calendar weeks of enrollment on the enrolled home campus.

Nederland ISD tests students with the state-approved assessment, the DRC Pre-LAS for Prekindergarten and Kindergarten students, and the DRC LAS for students in 1st to 12th grade. The Pre-LAS and LAS assessments are implemented by English as a Second Language (ESL) Teachers and are fully certified in the implementation of the Pre-LAS and LAS. A student assessed with the Pre-LAS will be given a proficiency rating in listening and speaking. A student assessed with the LAS will be given a proficiency rating in listening, speaking, reading, and writing. The proficiency rating is either Level 1 (Beginning), Level 2 (Early Intermediate), Level 3 (Intermediate), Level 4 (Proficient) and Level 5 (Above Proficient).

The student will be identified as emergent bilingual if language proficiency is below Level 4 on the Pre-LAS or LAS assessment. A student can also be identified as emergent bilingual if the student's beginning English language skills interfere with the completion of the English language proficiency assessment or if the LPAC, in conjunction with the admission, review, and dismissal (ARD) committee, identify a student as emergent bilingual due to the severity of the student's disability interfering with the completion of English language proficiency assessment.

Placement

LPAC determines eligibility, placement, and recommends a Bilingual or ESL Program. Parents are then notified of placement and must **sign TEA's Standardized Letter Parental Notification of Identification and Approval of Placement form.**
<https://www.txel.org/lpac/standardizedletters/>

Coding

A PEIMS Data Collection Form is submitted to jmckinnon@nederlandisd.org

- Student Name
- Date of Birth
- Grade
- Years in United Schools (PK-Kinder do not count in years of school in US).
- Type of Program placement:
 - Bilingual or ESL District only offers
 - o B2=Transitional Bilingual/Early Exit
 - Emergent bilingual students in a class together

- o E2=ESL/Content-Based
 - ELAR, Math, Science, Social Studies teachers are ESL certified
- o E3 = ESL/Pull Out
 - ONLY ELAR teacher is ESL certified
- Date of Entry/Date of Denial

Reclassification

The district does not RECLASSIFY an identified student from a Bilingual Program or ESL no earlier than two years of services or at the end of the year in 1st grade.

At the end of the school year, Nederland ISD may reclassify an emergent bilingual (EB) student 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 on the STAAR Reading (English), STAAR English I EOC, STAAR English II EOC, and Advanced High in each domain of Listening, Speaking, Reading, and Writing of TELPAS and the results of a subjective teacher evaluation using the state's Emergent Bilingual Reclassification Rubric. An EB student 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. Based on the revisions to 19 TAC §89.1226(i) in the Spring of 2025, the LPAC can reclassify a student who scores Advanced High on the TELPAS Composite Rating. LPACs must use the state-provided Emergent Bilingual Reclassification Rubric in conjunction with TELPAS scores when determining reclassification. For high school students, successful completion of English I or II EOC combined with a TELPAS Advanced High composite rating may be used to meet reclassification criteria. Parental approval must be obtained for exit or continuation in the program beyond reclassification.

Parent Notification

A parent must be notified of the placement of their student into an English program and the reclassification of a student. TEA's Standardized Letter, Parent Notification of Reclassification and Approval of Program Exit and LPAC documentation must be completed with student status information. The Parent Notification of Reclassification and Approval of Program Exit letter must be signed and returned by the parent. In compliance with 19 TAC §89.1240(b)(2), parents must also be notified of the option for their child to continue participation in a dual language immersion program beyond reclassification, where applicable. Although NISD currently implements a Transitional Early Exit model, this option must still be referenced in district parent communications using TEA's standardized letters.

Coding

A PEIMS Data Collection form must be completed and submitted to jmckinnon@nederlandisd.org.

- Student Name
- Date of Birth
- Grade
- Student Needs to be exited
 - Yes/No
 - If yes, student will be a First Year Monitor

The student then becomes a MONITOR student for four years (Years 1–4). In accordance with TEA and ESSA guidance, students are PEIMS-coded for monitoring in Years 1 and 2 only. Years 3 and 4 must still be documented locally and monitored federally, though not PEIMS-coded. Students who complete the 4th year of monitoring are reported as former EB status.

Reclassification Criteria for Students Who Receive Special Education Services

When a student with a disability has been identified or is in the process of being identified as an emergent bilingual (EB)/English learner (EL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to ensure appropriate identification and reclassification of the student and recommended placement in bilingual education or English as a second language (ESL) program [19 TAC §89.1226 (h), (l), and (m)].

For an emergent bilingual student with a significant cognitive disability, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition. In these rare cases, an EB student with a significant cognitive disability (determined by the ARD committee) who is receiving special education services may qualify to be reclassified using permitted criteria under 19 TAC §89.1226 (m). Only students meeting the definition of a student with a significant cognitive disability, defined in the STAAR Alternate 2 eligibility and participation requirements, shall be considered for this individualized reclassification process. The LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment (TELPAS Alternate) and shall determine an appropriate performance standard requirement for reclassification by language domain under 19 TAC §89.1226 (i)(1).

Monitor Students

If a student meets Reclassification Criteria and is academically successful, the LPAC makes the following recommendations:

- Student is no longer coded LEP in PEIMS
- Student is coded as First Year Monitor (F) or Second Year Monitor (S)
- LPAC will continue to document the progress of all First and Second-year students
- If a student is NOT academically successful, then the LPAC may reclassify the student as LEP
- Must consider:
 - o Amount of time enrolled in Bilingual Education or ESL Program
 - o Grades each grading in the core curriculum
 - o Performance on State Assessment
 - o Number of credits, if applicable (High School only)
- If a student has been successful for TWO years, then monitoring is only documented to meet federal requirements.

Students with Parent Denial

All students coded as parent Denials **MUST** participate in ALL parts of TELPAS. Services will continue to be offered every year until the student meets the reclassification criteria.

LPAC Decision-Making Process for STAAR

Decision-Making Body

- LPAC is responsible for obtaining teacher input and making assessment and linguistic accommodation decisions for EB students.
- For EB students served by special education, the ARD committee and LPAC work in conjunction to make these decisions.
- LPAC/ARD committee's guidelines will follow in the making and documenting Emergent Bilingual assessment and accommodation decisions. These guidelines will be made available through TEA.
- Linguistic accommodations and assessment decisions are not "automatic", they are made on an individual student basis in accordance with TEA administrative procedures.

Bilingual/ESL State Assessment Process

- Grades 3-8: Reading, Writing, Mathematics, Science and Social Studies
- EOC: English I, English II, Algebra I, Biology, and U.S. History
- ELs take STAAR if they are not eligible for STAAR Spanish

STAAR Spanish

Grades 3-5 Reading and Mathematics, Grade 4 Writing, and Grade 5 Science. LPAC determines if the STAAR Spanish test is the most appropriate measure of a student's academic

progress.

Bilingual/ESL Staff Members

Each content teacher will verify their students who are identified as Bilingual/ESL at the beginning of each year through Eduphoria. It is the responsibility of the teacher and LPAC representative to ensure that the list remains accurate throughout the year. All teachers shall implement the English Language Proficiency Standards (ELPS) as an integral part of each subject in the required curriculum.

The teacher shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's level of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

In accordance with HB 2162 (2025), districts must ensure that all Bilingual/ESL teachers are appropriately certified, on permit, or serving under an allowable exception/waiver. NISD will comply with TEA's annual reporting requirements related to teacher certification and program waivers.

Statutory Requirements for Emergent Bilingual Students

The LPAC is required to designate the level of academic achievement of each English language learner and designate, subject to parent approval, the initial instructional placement of each limited English proficient student in the required program or service.

The LPAC is required to monitor the academic progress of Emergent Bilingual students who have exited from a bilingual or ESL program within the last four years, to determine whether the students are academically successful. PEIMS coding is required for Years 1 and 2; Years 3 and 4 must be documented locally.

The LPAC must include a parent of an Emergent Bilingual student who is not employed by the district (TEC §29.063). LPAC members must complete annual professional development to meet state requirements. Parents maintain the right to deny bilingual or ESL program services for their child (TEC §29.056), with documentation retained in the student's permanent record.

The LPAC is responsible for determining and documenting in the student's permanent record file if an Asylee/Refugee LEP student is eligible for exemption from the required state assessment.

2025-2026 Updates to Align with TEA Legislation, TAC Revisions, & HB 2162

ELPS Revisions

Beginning in 2026–27, revised English Language Proficiency Standards (ELPS) will take effect across all content areas, including CTE and electives. During 2025–26, NISD will prepare staff for this transition with training and alignment activities.

LASO IV Reporting

NISD will complete annual LASO IV reporting to TEA regarding bilingual program model implementation and ESL program type, including exceptions and waivers.

Parental Communication Language Access

All parent notifications must be provided in the parent's home language, when feasible, to comply with Title VI of the Civil Rights Act of 1964. Translations will be provided by the district as needed.