

Emergent Bilingual (EB) Department Handbook 2026-2027



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Philosophy and Rationale for Bilingual/ESL Education

Gonzales ISD believes that every Emerging Bilingual (EB) student deserves equitable access to rigorous, grade-level instruction while developing the English language skills necessary for academic and lifelong success. Our Bilingual/ESL programs recognize students' home languages and cultures as assets and provide intentional language support, high academic expectations, and meaningful opportunities for students to thrive academically, socially, and personally.

Vision

Gonzales ISD envisions a learning community where every Emerging Bilingual student is empowered to achieve academic excellence while developing the language skills needed to succeed in college, career, and life. We strive to provide inclusive, culturally responsive, and equitable learning environments where students' languages and cultures are valued as strengths and opportunities for success.

Mission

Gonzales ISD is committed to providing high-quality Bilingual/ESL programs that develop English proficiency while ensuring Emerging Bilingual students have equitable access to rigorous, grade-level instruction. Through effective teaching, collaboration, family engagement, and data-driven practices, we empower every student to reach their full academic and personal potential.

Goal

Gonzales ISD will provide effective, equitable, and student-centered Bilingual/ESL services that accelerate English language development, strengthen academic achievement, and support the successful participation of every Emerging Bilingual student in the educational program. Through consistent implementation, ongoing progress monitoring, and targeted support, the district will ensure EB students have the skills and opportunities needed to achieve long-term success.

Bilingual Models

Statutory requirements. Texas Administrative Code §89.1205 and 89.1210 require that any school district with an enrollment of 20 or more EBs of the same language classification in the same grade level district-wide offer a bilingual education program for EBs in Grades Pre-K through 5.

- Content area instruction is provided in the student's primary language (Spanish) and English.
- Literacy development in the primary language facilitates the transfer from primary language (L1) to second language (L2).
- Oral language testing requirements in primary (Spanish) and English language must be reviewed for placement.
 - ESL should be a component of the bilingual program.
- The bilingual education program shall be implemented with consideration for each Emergent Bilinguals' unique readiness level by offering English and native-language instruction in prekindergarten through elementary grades, one of the following program models:
 - Transitional Bilingual/Early Exit
 - Transitional Bilingual/Late Exit
 - Dual Language Immersion/Two-way
 - Dual Language Immersion/One-way

GISD Bilingual Models

Transitional Bilingual: Early Exit

Grades PK-5

- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish or another language and transfers students to English-only instruction.
- Provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development.
- Non-academic subjects such as art, music, and physical education also may be taught in English.
- Exiting an all-English program of instruction will not occur earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program.

Language of Instruction Plan:

- **Pre-K Transitional Early-Exit Bilingual Program:**

- 90% Spanish & 10% English
- Spanish Teacher must be Bilingual Certified
- Language of Instruction:

Language Arts - Spanish

Math - Spanish

Social Studies - Spanish

Science - Spanish

Language Connections - English

- **Kindergarten Transitional Early - Exit Bilingual Program:**
 - 40% Spanish & 60% English
 - Spanish Teacher must be Bilingual Certified
 - Language of Instruction:

<u>Language Arts</u> - Spanish	<u>Math</u> - English
<u>Social Studies</u> - English	<u>Science</u> - English
<u>Language Connections</u> - English	

- **1st Grade Transitional Early-Exit Bilingual Program:**
 - 30% Spanish & 70% English
 - Teacher must be Bilingual Certified
 - Language of Instruction:

<u>Language Arts</u> - Spanish and English	<u>Math</u> - English
<u>Social Studies</u> - English	<u>Science</u> - English
<u>Language Connections</u> - English	

- **2nd Grade Transitional Early-Exit Bilingual Program:**
 - 20% Spanish & 80% English 1st 9-weeks, 100% English rest of school year.
 - Teacher must be Bilingual Certified
 - Language of Instruction:

<u>Language Arts</u> - Spanish and English	<u>Math</u> - English
<u>Social Studies</u> - English	<u>Science</u> - English
<u>Language Connections</u> - English	

- **3rd, 4th, & 5th Grade Transitional Early-Exit Bilingual Program:**
 - 100% English
 - Teacher must be Bilingual Certified
 - Language of Instruction:

<u>Language Arts</u> - English	<u>Math</u> - English
<u>Social Studies</u> - English	<u>Science</u> - English
<u>Language Connections</u> - Spanish for introduction of new information for clarification and linguistic support	

The goal of the bilingual education program shall be to:

- Become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the primary language and English

- Emphasize mastery of English language skills and Math, Science, and Social Studies.
- Students receive bilingual instruction to reclassify between two and five years.
- Students use their first language as a foundation for building English language competency.
- Use instructional approaches designed to meet the needs of EBs.
- Be an integral part of the total school program.
- Utilize the essential knowledge and skills required by the state as the curriculum.

GISD ESL Models

Statutory requirements. Texas Administrative Code §89.1205 and 89.1210 require that any school district not offer a bilingual education program, an ESL program, regardless of the student's grade levels and home language and the number of students. This program must:

- Use second language methods throughout the curriculum.
- Provide instruction that includes PK guidelines, TEKS-based academic content, and language development.
- Differentiate instruction of content according to language proficiency levels.
- Provides academic instruction at grade level.

The English as a Second Language program shall be implemented with consideration for each Emergent Bilinguals' unique readiness level through one of the following program models:

Content-Based Program Model

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction, focusing on learning a second language and using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Pull-Out Program Model

An English program that serves students identified as students of limited English proficiency only by providing a certified teacher under TEC §29.061(c) to provide English language arts instruction exclusively while the student remains in a mainstream instructional arrangement in the remaining content areas. The ESL teacher may provide instruction in a pull-out or inclusionary delivery model.

The goal of the ESL program shall be to:

- Enable EBs to become proficient in listening, speaking, reading, and writing of English.
- Emphasize mastery of English language skills and Math, Science, and Social Studies.
- Use instructional approaches designed to meet the needs of EBs.
- Be an integral part of the total school program.
- Utilize the essential knowledge and skills required by the state as the curriculum.

The school district shall **seek certified teachers** to ensure EBs are afforded full opportunity to master

essential knowledge and skills and provide professional development.

Parental Involvement

Student success is a collaborative effort between the school and the home. Teachers and parents are responsible for ensuring all students meet or exceed the learning expectations. To keep this partnership strong, teachers will make direct contact with the parents/guardians of students with limited English proficiency by telephone, written communication, conferences, and home visits to:

1. Provide information concerning the purpose of the Bilingual/ESL Programs.
2. Report the student's progress, including the curriculum and STAAR.
3. Make recommendations concerning the student instructional program and services available (tutoring, summer school, etc.).
4. Offer suggestions on how parents can help their children.
5. Provide information about community adult educational opportunities (GED, vocational programs, etc.)

The Bilingual/ESL teachers will make every effort to involve parents in their children's education. Opportunities for parent involvement, such as family nights, will be planned to help parents develop ways to help their children succeed.

Summer School

The district offers a summer program for Emerging Bilingual students who will be enrolled in kindergarten or first grade each summer. The program helps Emerging Bilinguals continue developing the social skills, literacy, and language use needed for success in school.

LPAC (Language Proficiency Assessment Committee)

Statutory Requirements. Texas Administrative Code §89.1220 requires that School districts establish and operate a language proficiency assessment committee by local board policy. The district shall have on file policies and procedures for the selection, appointment, and training of language proficiency assessment committee members.

In school districts required to provide a bilingual education program, the language proficiency assessment committee shall consist of the members described in the Texas Education Code (TEC), §29.063.

Sec. 29.063. Language Proficiency Assessment Committees

- a) Each school district that is required to offer bilingual education and special language programs shall establish a language proficiency assessment committee.
- b) Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator

If the school district does not have an individual in one or more of the required school job classifications, it shall designate another professional staff member to serve on the language proficiency assessment committee. The school district may add other members to the committee in any of the required categories.

In school districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall comprise one or more professional personnel, a campus

administrator, and a parent of an Emergent Bilingual participating in the program designated by the school district.

No parents serving on the language proficiency assessment committee shall be an employee of the school district.

A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within 20 school days of enrolling Emerging Bilingual students.

All language proficiency assessment committee members, including parents, shall act for the school district and observe all laws and rules governing the confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents.

Training for Staff:

Each member of the LPAC will be trained on the procedures described below at the beginning, middle, and end of the school year. These trainings typically occur in mid-August, November, mid-January, and the end of April/early May. Other meetings may be added if the need arises.

Identifying EB Students

Upon Enrollment:

Home Language Survey

- The district shall conduct only one home language survey for each student.
- The home language survey shall be administered to each student new to the district and to students previously enrolled who were not surveyed in the past or new to the state of Texas.
- The district shall require that the student's parent or guardian sign the survey for each student in prekindergarten through Grade 8 or by the student in Grades 9-12.
- The original copy of the survey shall be kept in the student's record.
- The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language.
- The home language survey shall contain the following questions.
 - “What language(s) is/are used in the child’s home most of the time?”
 - “What language(s) does the child use most of the time?”
 - “If the child had a previous home setting, what language(s) was/were used for communication in that home setting? If no previous home setting, answer Not Applicable (N/A). “
- Additional information may be collected by the district and recorded on the home language survey.
- If the home language survey response indicates that a language other than English is used, the student shall be tested.

A student entering U.S. Schools for the 1st time:

Campus Staff must:

- Administer Oral Language Proficiency Test (PreLAS--PK/K & LAS Links 1-12th grade)
- If the assessment score is below the 40th percentile and the oral proficiency is non-English Speaker or Limited English Speaker – the student qualifies for EB services

Eligible students with disabilities

- a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions following Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in bilingual education or English as a second language program is not refused solely because the student has a disability.

LPAC meets:

- Within the **four calendar weeks** of student enrollment, the committee members meet to discuss test results, proper placement, and interventions.
- Depending on the time of the school year, state assessment decisions are made according to the state criteria.
- Ensure that the Permission Form indicating testing results and providing information about the Bilingual/ESL program is provided to the parent.
- Parent signature must be in place for services and for the District to receive funding for services.

For eligible students with disabilities

Admission, review, and dismissal committee members shall meet with language proficiency assessment committee members to review the educational needs of each Emergent Bilingual who qualifies for services in the special education program.

A student entering from another state who has/has not had Bilingual/ESL services:

- The same procedure as stated above is followed.

A student entering from another district:

- LPAC meets within the **4-week window** of student enrollment. The members of the committee meet to discuss:
 - Bilingual/ESL records for proper placement.
 - Bilingual/ESL records to determine possible accommodations before state assessment.
 - Accommodations during instruction.
- Discussing appropriate testing procedures for individual students in each subject area occurs in mid-year LPAC meetings.

Spring:

An annual assessment of student progress is administered. End of year Oral Language Proficiency Test is

given to determine student progress:

- Grades PK-K
 - PreLAS
- Grades 1-12
 - LAS Links Online Administration
 - According to state guidelines, each EB student takes the TELPAS (Online Reading Proficiency Test in English) and the TELPAS Speaking, Listening, and Writing assessments.
- Assessment Decisions are discussed. Proper forms/paperwork is completed.

End-of-Year:

- LPAC meets to discuss student progress, instructional accommodations, language proficiency, testing accommodations, grades, and teacher anecdotal data.
- Decision is made for next year's placement (Bilingual/ESL class, regular class, or exit)
- The end-of-year progress report is completed and sent home to inform the parents.
- Student codings are adjusted to reflect the change in program/placement if applicable.
- An Annual End of Year Review report is completed for each student.
- LPAC meeting minutes for each meeting are printed and filed in the LPAC Binder.
- LPAC meetings are completed and archived in Frontline.
- Monitoring forms for year 1 and year 2 after exiting are completed, reflecting the reviews conducted at each 6 weeks throughout the school year.
- All documents are processed, and originals are filed in the student green LEP folder.
- Students who are in Monitor Year 3 and 4 codes will need to be reflected to comply with Federal guidelines

Exit from Bilingual/ESL Program

- LPAC considers state criteria that signify "exit" from the Bilingual/ESL program.
- Follow end-of-year procedures.
- Students in Monitor Year 3 and 4 codes must be reflected to comply with Federal guidelines.

For Eligible Students with Disabilities

In conjunction with the language proficiency assessment committee, the ARD committee shall determine an appropriate assessment instrument and performance standard requirement for exit for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee by applicable provisions of exit criteria.

Exited Students:

- Grades and progress are monitored after each 9 weeks (in conjunction with grading periods) for 4 years.
- LPAC determines re-enrollment/re-classification if student progress is unsatisfactory throughout the school year. Interventions are implemented to assist student progress.

LPAC Forms

The district's LPAC/EB data system, Frontline, collects and updates all documentation for the district's EB students. The LPAC Administrator is responsible for ensuring all documentation about EB progress, program/placement, etc., is accurately inputted and updated in Frontline.

Initial/Entry:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- Parent Notification Form Bil/ESL (for each student) - Frontline program
- TEA Suggested Forms are used
- LPAC Initial Review Form (for each newly identified EB) - Frontline program
- LPAC Review Form (for each returning EB) - Frontline program (LPAC- Program Change/ Review)

Spring Assessment:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- LPAC: State Assessment Review - Frontline
- The ongoing Cumulative Folder Documentation Checklist (for each student) - EB digital binder

End of Year:

- LPAC Meeting Roster and Minutes - documented in Frontline program
- LPAC: End of Year - documented in Frontline program and uploaded into Skyward
- The ongoing Cumulative Folder Documentation Checklist (for each student) - Linked Up Top
- Parental Report on Student Progress in Bilingual /ESL Program Form (for each student) - Frontline program
- Parental Notification and Approval for Exit from Bilingual/ESL Program - Frontline program and uploaded into Skyward

Monitoring:

- LPAC Meeting Roster and Minutes - documented in Ellevation program
- The ongoing Cumulative Folder Documentation Checklist (for each student) - Linked Up Top
- Campus' Progress Monitor Chart/System - Spreadsheet, Campus Specific
- LPAC Review Form (for each student) - Frontline program (LPAC- Program Change/ Review)

Bilingual/ESL Procedural Monitoring

LPAC Committees on the campus will be trained to ensure that all meetings and documentation are completed on time. Chapter 89 of TAC establishes deadlines for initial/entry LPACs as a 30-day/4 calendar week enrollment window for any student with a language other than English.

The windows for LPAC meetings are as follows:

- Within 4 calendar weeks of the start of school for Entry LPACs
- 4 calendar week window after a student enrolls in the district
- Monitoring student progress throughout the year, at the end of each grading period
- LPAC convene for any Monitor Year 1 or Monitor Year 2 student who may fail any grading period
- EOC Assessment LPACs in the fall

- Spring Assessment LPACs in the spring
- End of Year LPACs in May
- And any other LPACs necessary for students who may struggle and need additional support

Monthly Campus Spreadsheets

Each campus has a monthly spreadsheet that is shared with the Director of Educational Services and the campus registrar that must be kept up-to-date with newly enrolled students that are either already identified as EB (previous campus identified) or who are new to the state/country and their HLS has a language other than English identified. This is to ensure that EB testing, LPAC meetings and coding are done in a timely manner for the district.

2026-2027 EB Trainings, Guidance, and Monitoring Systems

LPAC Trainings:

Beginning of Year Meeting	July/August
LPAC Parent Training	August
Assessment Decision - HS Only	November (tentatively)
Assessment Decision - ALL	January (tentatively)
End of Year ALL	May (tentatively)

LPAC Folders:

Due to LPAC folders not being uniformed for each campus, the district will create a system where the folders are uniform from one campus to another. It is expected that the LPAC team at each campus ensures that each EB folder is updated in the new format and ready for an audit by May 2026, before the last school day. Once folders are completely updated and uniform, they can then be placed back in the CUM folder of each student.

Campus and District LPAC Contacts:

Elizabeth Mikesch, GPA Principal	830-519-4110
Cynthia Polanco, GE Assistant Principal	830-672-1467
Jennifer Molnoskey, GNA Assistant Principal	830-672-9557
Kaitlin Bailey, GJHS Assistant Principal	830-672-8641
Neda Ramirez, GHS Assistant Principal	830-672-7535
Vanessa Gibson, Director of Educational Services	830-672-9551

Assessments for Identification and Reclassification

EMERGENT BILINGUAL STUDENT RECLASSIFICATION CRITERIA CHART

At the end of the school year, a district may reclassify an emergent bilingual (EB) student as English proficient if the student has demonstrated content mastery for the grade level and receives satisfactory performance in the assessment areas below and on the subjective teacher evaluation using the state's form. An EB student 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.

Important:

- All emergent bilingual students that receive designated supports for English reading language arts, English I, or English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year if the data demonstrates that the student continues linguistic and academic progress and will be able to participate in an all English instruction with no linguistic supports per [TAC, §89.1226\(i\)](#).
- For an EB student 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.
- For an EB student 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.
- For an EB student with most significant cognitive disabilities, the LPAC and ARD committee in collaboration 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.
- 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 [TEC, §29.056\(g\)](#), during the first two years after reclassification per [TAC, §89.1220\(k\)](#).

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
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 E Reading and Language 40th percentile or above on each	STAAR Reading (English)* <i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form E Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Resources:

- [State Assessments for Emergent Bilingual Students](#)
- [LPAC Guidance: EOY Procedures](#)
- [LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners](#)
- [Guidance on Identification and Reclassification of Dually-Identified Students](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)

Updated February 2025

GISD Bilingual Framework

Content Area	PK 90% Spanish 10% English	K 90% Spanish 10% English	1 50% Spanish 50% English	2 30% Spanish* 70% English (1st 9-Weeks) 100% English (Rest of School Year)	3 Language of instruction must address the linguistic needs of students as assessed in STAAR	4 Language of instruction must address the linguistic needs of students as assessed in STAAR	5 Language of instruction must address the linguistic needs of students as assessed in STAAR
Spanish Language Arts	90 minutes Bilingual Teacher	90 minutes Bilingual Teacher	75 minutes Bilingual Teacher	60 minutes* Bilingual Teacher- Spanish 1st 9-weeks only			
Language Connections	15 minutes Bilingual Teacher	15 minutes Bilingual Teacher	15 minutes Bilingual Teacher	10 minutes Bilingual Teacher	Spanish introduces new information, clarifies, and provides linguistic support. 15 minutes	Spanish introduces new information, clarifies, and provides linguistic support. 15 minutes	Spanish introduces new information, clarifies, and provides linguistic support. 15 minutes
English Language Arts and Social Studies	30 minutes	30 minutes	45 minutes	90 minutes of full English instruction the rest of the year	135 minutes STAAR	135 minutes STAAR	135 minutes STAAR
Math	90 minutes	70 minutes	60 minutes	80 minutes	90 Minutes STAAR	90 Minutes STAAR	90 minutes STAAR
		Bridge & Language connections 20 minutes	Bridge & Language connections 15 minutes	Bridge & Language connections 10 minutes			
Science	45 minutes	45 minutes	60 minutes	30 minutes	60 minutes STAAR	60 minutes STAAR	60 minutes STAAR
Intervention/Enrichment	30 minutes Based on student needs				Cross-Language Connections are purposefully planned opportunities to facilitate language and literacy development. Hot pink=Spanish Instructional Time Yellow=English Instructional Time Peach=Language Connection *2nd 9-weeks begins all English Instruction for RLA in 2nd Grade		