

**Greenville ISD
Bilingual & English as a
Second Language Program Manual**

2019-2020

Introduction

§89.1201. Policy

Greenville ISD `s goal of the bilingual programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

Greenville ISD's goal of the ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

State Law

ESL/bilingual programs are required when school districts have 20 or more students identified as English Language Learners (ELs) in any language in the same grade level across the district. Students are identified as ELs according to state policy based on the Home Language Survey (HLS). Any student who has an HLS that indicates the primary language spoken in the home is any language other than English will be administered language proficiency assessments approved by Texas Education Agency (TEA).

Texas Education Code §29.051 – State Policy Public Schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program.

Language Proficiency Assessment Committee

As outlined in Chapter 89 of the Texas Administrative Code, each Greenville ISD campus establishes and operates a Language Proficiency Assessment Committee (LPAC).

Members

The Language Proficiency Assessment Committee consists of:

- A campus administrator
- One or more professional bilingual/ESL personnel.
- A parent of a current English learner participating in the program (this parent may not be an employee of the school district).

Responsibilities

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students.

The campus LPAC is responsible for determining, implementing and documenting all actions impacting the English Learner including:

- Identification of the student as an EL/LEP
- Designation of the student's level of language proficiency
- Recommendation of program placement
- Parental approval of placement into the program
- Timeline - dates of entry into and placement within the program
- Testing recommendations for state assessments
- Exits and parental notice
- Monitoring the academic progress of each student who has been exited from a bilingual or ESL program for first two years after exit.
- Meeting with ARD for decisions concerning Special Education students (SPED/LEP)
- Annual/end of year LPAC review

Training of LPAC Members-

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Identification

Home Language Survey

Greenville ISD will conduct a home language survey of each student in accordance with Texas Administrative Code §89.1215. The home language survey will be given to each student new to GISD upon enrollment. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in Greenville ISD for the first time, but has been previously enrolled in another Texas school district, a request will be made of the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TREx) system.

Assessment and Classification

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed **within 4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA. Students will be identified as English language learners and enrolled in the appropriate bilingual or ESL classes also within four weeks of initial enrollment when applicable.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

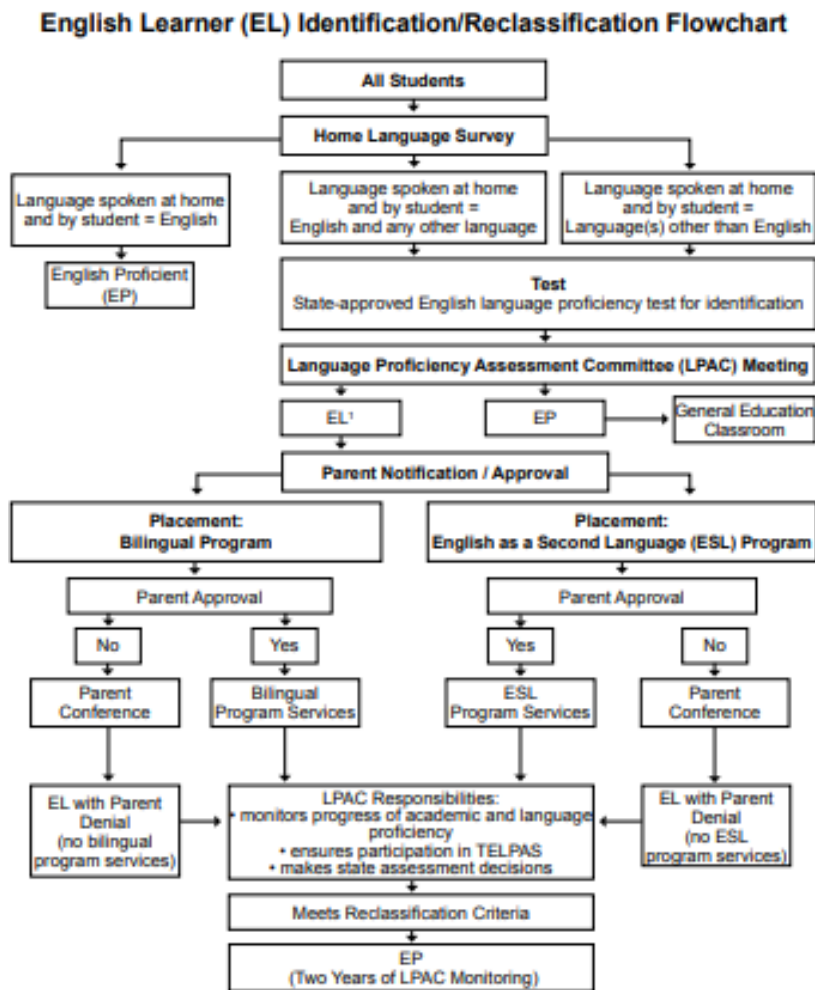
When a student from out of state enrolls in Greenville ISD with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-12th, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

Initial LPAC Meeting

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in either a Bilingual or ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission.

If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will be served through the ESL program.



*Criteria for EL identification:
 Pre-K – 1st: State-approved English language proficiency test (listening and speaking) below English proficient level = EL
 2nd – 12th: State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level = EL
 The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Educator Information Management System (PEIMS).

Description of Greenville ISD Programs

Bilingual Programs

Greenville ISD Spanish bilingual programs are offered in grades Pre-K to 5 to Spanish speaking students who are identified as EL. The Bilingual education program is a full-time instructional program that utilizes the student's native language as a foundation for teaching the academic content outlined in the Texas Essential Knowledge and Skills (TEKS) while utilizing specific strategies to increase a student's proficiency of the English or Spanish language.

Greenville ISD uses two approaches to serve the bilingual students: The One-Way and Two-Way Dual Language Model

The One-way Dual Language Model serves only Spanish speaking students identified as Limited English Proficiency. The program initially provides instruction in both English and Spanish, then transfers a student to English-only instruction no earlier than six and no later than seven years after the student enrolls in school. The purpose of the Bilingual education program is to enable English Learners in grades Pre-K to 5 to become competent in listening, speaking, reading, and writing the English language through the development of academic skills and to facilitate biliteracy in the primary language and English.

The Two-way Dual Language Model serves native Spanish and English speaking students. The program supports students in attaining full proficiency in another language as well as English. The model provide ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

ESL Programs

English as a Second Language (ESL) Programs must be offered when school districts have one or more students enrolled identified as an English Learner. GISD currently offers ESL programs and supports in grades Pre-K to 12. English as a Second Language (ESL) is an intensive instructional program designed to develop proficiency in the listening, speaking, reading, and writing of the English language. All instruction is provided in English and utilizes the TEKS and the ELPS for the development of English language skills and the promotion of academic success in all grade level content areas.

GISD Elementary ESL Model

At the elementary level, Greenville ISD implements an ESL content-based and push-in model. In grades K-2, student receive services through the content-based model. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies. In grades 3-5, Greenville ISD implements an

ESL Pull-out model. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.

Greenville ISD Secondary ESL Model

At the secondary level, ESL is a push in model of instruction. English Learners are eligible to receive linguistic accommodations to provide the support needed to comprehend the grade level content material while acquiring the English language. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.

All classroom teachers at all grade levels are required to implement the English Language Proficiency Standards (ELPS) in their daily instruction of ALL ELLS as part of the curriculum requirements in CHAPTER 74 of the Texas Administrative Code.

Annual Review for Exit/Reclassification

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may not be exited from a bilingual or ESL program in pre-kindergarten or kindergarten. In order for a student to be exited from the program, they must meet the following criteria established in TAC Chapter 89:

| 2019–2020 English Learner Reclassification Criteria Chart | | | | | | | | | | | |
|--|---|-----|-------------------------|-----|-----|-----|----------------------------------|-----------------------------------|---|------|------------------------------------|
| <p>At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹</p> <p>For State of Texas Assessments of Academic Readiness (STAAR) English reading and English end-of-course (EOC) assessments, the performance standard for program exit is the student meeting any of the following:</p> <ul style="list-style-type: none"> • Masters Grade Level • Meets Grade Level • Approaches Grade Level | | | | | | | | | | | |
| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11 th /12 th |
| English Language Proficiency Assessment | Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing | | | | | | | | | | |
| State Standardized Reading Assessment | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ² | | STAAR Reading (English) | | | | STAAR English I EOC ³ | STAAR English II EOC ³ | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above ² | | |
| Subjective Teacher Evaluation | <p>Form: English Learner Reclassification Rubric</p> <p>Training Video: English Learner Reclassification Rubric Training Video Presentation (35 minutes)</p> <p>Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint</p> | | | | | | | | | | |
| <p>¹ 19 TAC §89.1226(i)(3)</p> <p>² Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state's single TEA Approved Norm-Referenced Standardized Achievement Test: http://tea.texas.gov/bilingual/esl/education/</p> <p>³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.</p> <p>Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1226(j).</p> <p>Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.</p> <p>Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.</p> | | | | | | | | | | | |

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from either program (ESL/Bilingual), they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain. (see specific guidance given from TEA)

Reference:

Chapter 89. Adaptations for Special Populations
Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners