

**Language Proficiency
Assessment Committee
(LPAC)
Operating Guidelines**



**Bilingual/ESL Department
Goose Creek CISD
*Pilar Moreno-Recio, Ed.D.
Director of Bilingual/ESL Education***

2020 – 2021 School Year



Empowering English Learners with Language

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NOTICE:

Electronic Records, Confidentiality, and Collection of Signatures During LPAC

As of September 1st, 2015 records on LPAC decisions impacting English Learners (ELs) in the district will be electronically completed and filed on line.

Only personnel directly involved in the education or instruction of ELs and monitored students shall access the eStar electronic records.

ELs' electronic records will contain drawn signatures of the LPAC members and anyone involved in the LPAC process when signature is required as per the LPAC guidelines.



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BILINGUAL/ESL DEPARTMENT ORGANIZATIONAL CHART

Curriculum
and
Instruction
Bilingual/ESL
Goose Creek
CISD





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District Vision

We empower every student with knowledge and skills to succeed in a global community

District Mission

Goose Creek CISD develops and enhances each learner's intellectual, social, and emotional well-being facilitated by a highly qualified team committed to Growth, Community, Collaboration, Innovation, Success and Determination

District Core Values

Graduate Every Child
Children First, in a Safe and Nurturing Educational Environment
Collaborative Community and Parental Involvement
Integrity, Respect, Humility and Transparency
Service Before Self
Diversity Respected

Bilingual/ESL Department Vision

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Bilingual/ESL Program Mission Statement

The goal of the Goose Creek CISD Bilingual/ESL program is to empower English learners with English language knowledge and skills to succeed in the global multicultural community.

Dual Two-Way Language Program Vision

Empowering All Language Learners in Today's World

Dual Two-Way Language Program Mission Statement

The GCCISD dual two-way language program students will graduate bilingual, biliterate, and multicultural and will have competitive advantage in today's global society.



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Bilingual/ESL Program in Goose Creek CISD

BILINGUAL/ ESL ELEMENTARY SCHOOLS

PK-5th

Alamo * (Alamo also offers Bilingual/ESL (Spanish) newcomer Program (grades 3rd-5th Spanish speakers)

- Ashbel Smith
- Austin
- Bañuelos
- Bowie
- Carver
- Crockett
- De Zavala
- Harlem
- Highlands Elem.
- Hopper
- Lamar
- San Jacinto
- Travis
- Victoria Walker
- Clark – ESL School

Dual Two- Way Language ELEMENTARY

KG

- Carver
- Harlem

ESL-PULL-OUT SCHOOLS

Pre-K – 5th

End of the year LPAC decisions will determine what campuses will serve ESL students in the ESL Pull-Out model in the current school year based upon services recommended and ESL certified teachers.

6th-8th

- Baytown Junior
- Cedar Bayou Junior
- Gentry Junior
- Highlands Junior
- Horace Mann Junior

9th-12th

- Goose Creek Memorial HS
- Peter Hyland Center
- Robert E. Lee HS
- Ross S. Sterling
- Stuart Career Tech High
- IMPACT Early College
- Peter E. Hyland Center

ELEMENTARY NEWCOMER ACADEMY

The Newcomer Academy is offered at Alamo Elementary in grades 2nd -5th. A bilingual certified team of teachers instruct students to meet the cognitive, linguistic and affective needs of the students.

SECONDARY NEWCOMER ACADEMY

The Newcomer Academy is offered in the secondary schools in grades 6th-12th. ESL certified teachers instruct students in ELAR and NELD (Newcomer English language development) to meet the cognitive, linguistic and affective needs of the students. For more information see section XI of these operating guidelines.



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BILINGUAL/ESL PROGRAMS in GCCISD
REQUIRED CERTIFICATIONS / TRAINING FOR
TEACHERS OF EL STUDENTS

BILINGUAL



**Bilingual Transitional
Early Exit**

Grades PK-5th

Teacher certification/Training:

Students will be counted for funding in the bilingual early exit program if the students are instructed by bilingual-certified teachers.

All teachers are sheltered instruction trained or received sheltered instruction or best practice training in second language acquisition training updates annually.

Certification:

Bilingual certification

ESL



ESL Pull-Out

Grades PK-12th:

Teacher certification/Training:

Students will be counted for funding in the ESL program if they are served **by at least one ELA/ESL certified teacher for each grade level** and that teacher is responsible for meeting the linguistic needs of the EL students.

All EL teachers are sheltered instruction trained or receive sheltered instruction training annually.

Certifications

ESL-certified English Language Arts Teacher

ESL Content- Based

Grades PK-12th:

Teacher Certification/Training:

Students in grades PK-12th may be counted for funding in an ESL program if the all teacher/s are ESL certified either in a self-contained/departmentalized setting. All EL teachers are ESL certified and received best practice training in second language acquisition annually.

Certifications:

ESL-certified core area teachers.

**Dual Two-Way
Language Program -
Elementary**

Starting with 19 – 20, Goose Creek CISD piloted the Dual language program and will phase into to the rest of grade levels. the dual language two-way program in Kindergarten. See Dual language guidelines for additional information. Teacher certification in Bilingual education will be needed for Spanish instruction and English as a Second Language teacher certification will be need for English instruction.



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ELEMENTARY BILINGUAL TRANSITIONAL / EARLY EXIT MODEL

-LINGUISTIC SEQUENCE-

Grade	Percentage of Instructional Time in English	Percentage of Instructional Time in Spanish	Total Hours
Pre-K	30%	70%	2 ½ hours
Kindergarten	40%	60%	5 ½ hours
1st	50%	50%	5 ½ hours
2nd	60%	40%	5 ½ hours
3rd	70%	30%	5 ½ hours
4th	80%	20%	5 ½ hours
5th	90%	10%	5 ½ hours

The goal of the *Bilingual Transitional Early Exit Model* is to help students master the English curriculum. The first language is used to scaffold and learn English. For more specific information on language of instruction and amount of time devoted to each content area, refer to the Bilingual/ESL program brochure found on the GCCISD website under the Curriculum and Instruction, Bilingual/ESL Department, Program Information tab. Differentiation in English and Spanish should be commensurate to the level of Spanish and/or English the student has and expectations for transitioning students into English as per state and district language model.

Bilingual educators create an alignment among the level of language proficiency of the student, teacher’s language of instruction, language of instructional materials, language of assessments, language of intervention used in the classroom and GCCISD *Bilingual Transitional Early Exit Model* expectations. Special education/ELs’ language of intervention will align with language of instruction as recommend by key members of the LPAC/ARD committee.

Dual Two-Way Language Program Linguistic Sequence

Percent English Instruction
Percent Spanish Instruction

100%	50%	50%	50%	50%	50%	50%
80%						
60%						
40%	50%	50%	50%	50%	50%	50%
20%						
0%						
	Kinder	1st	2nd	3rd	4th	5th



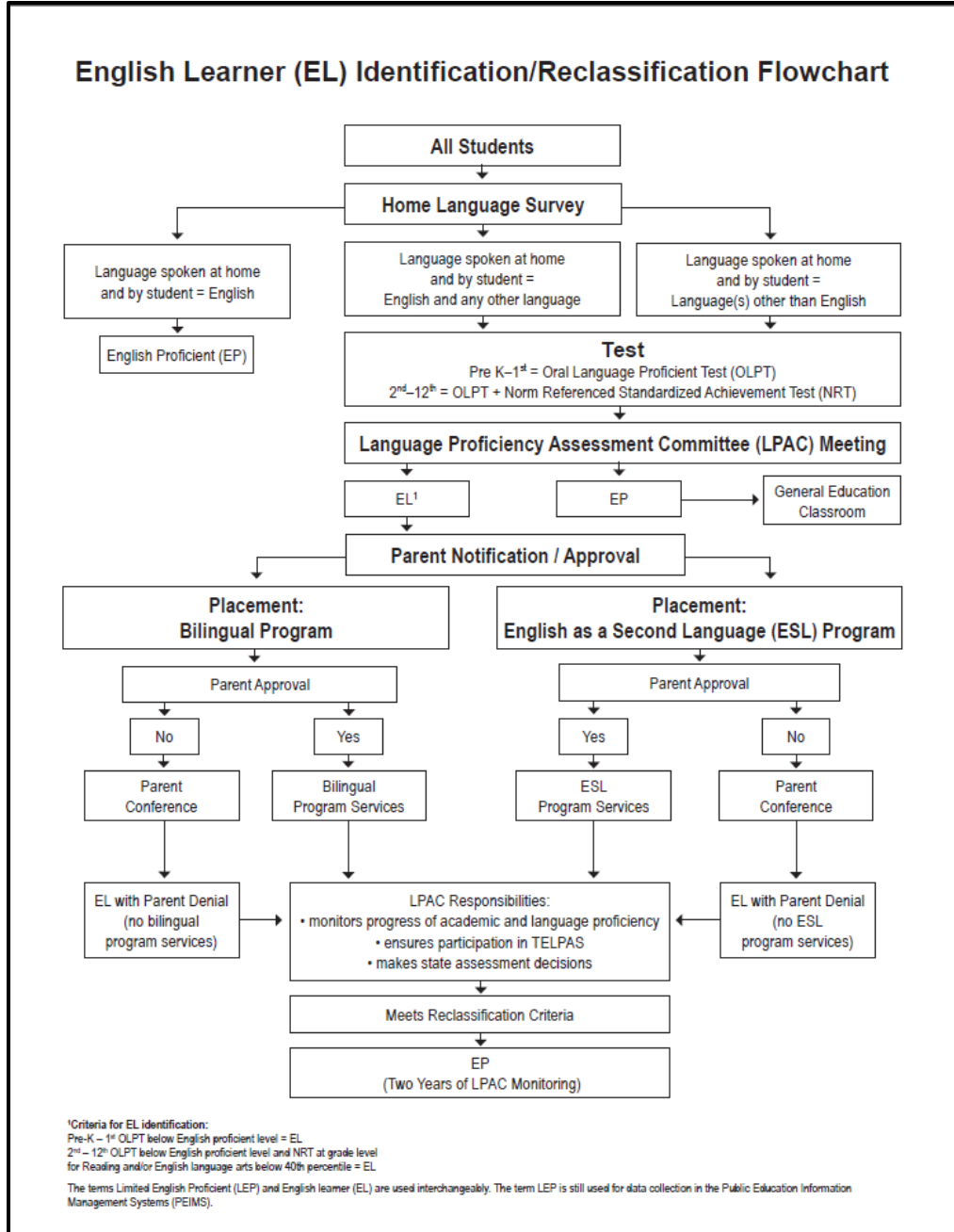
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**LPACS CAMPUS POINTS OF CONTACT
2020-2021**

	LPAC ADMINISTRATOR	Bilingual / ESL LEAD TEACHER	LPAC PARENT REPRESENTATIVE
ELEMENTARY			
ALAMO	Vicki Sorenson	Lizzette Austin	Maria Parra
ASHBEL SMITH	Jessica Sanchez	Luis Gracia	Araceli Galvez
AUSTIN	Kody Griffin	Maria Borrego	Sandra Huerta
BAÑUELOS	Monica Perez	Jessica Arellano	Dubelsa Salinas
BOWIE	Brittany Griffith	Claudia Ovalle	Monica Salazar
CARVER	Elma Villanueva	Sandra Santos	Claudia Fuentes
CLARK	Erica Smith	Dana Baker	Ivette Quintanilla
CROCKETT	Christina Castillo	Zoila Disney	Nidia Velazquez
DE ZAVALA	Lacee Gordon	Maria Cienfuegos	Valeria Salinas
HARLEM	Nawase Sherman	Fabiola Avena	Deyanira Ibarra
HIGHLANDS	James Husband	Mercedes Zepeda Gonzalez	Guadalupe Saavedra
HOPPER	Maria Rosas	Maria Diaz	Linda Ayala
LAMAR	Mark Gorena	Patricia Santoyo	Maria Torres
SAN JACINTO	Rachel Vaughan	Lilia Crow	Sandra Izaguirre
TRAVIS	Melissa May	Diana Ronquillo	Wendy Martinez
WALKER	Martha Gonzalez	Sandra Cardenas	Aracely Martinez
JUNIOR HIGH			
BAYTOWN JR.	Gerardo Cruz	Sheryl Ferguson	Miriam Azmitia
CEDAR BAYOU	Deborah Vanderhoef	Emily Makosa	Monica Salazar
GENTRY	David Yepez	Tara Fountain	Lourdes Andrade
HIGHLANDS JR.	Leslie Ashby	Kristen Benavides	Reyna Bustos
HORACE MANN	Luis Munoz	Amy Woodard	Yesika Teraza
HIGH SCHOOL			
GC MEMORIAL	Charlotte Harris	Kody Robertson Donny Lacy	
IMPACT Early College	Richard Smith	Monica O'Brian	Elda Rivas
LEE	Lori Yarbrough	Maria Garcia	Yesika Teresa
STERLING	Brandy Smith	Heather Manning	Cynthia Lago
STUART CAREER	Cap Roder	Deborah King	Yesika Teraza
PETER HYLAND CENTER	James Purifoy	Jerry Shafer	Elda Rivas



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LPAC PROCESS SUMMARY FLOW CHART FOR IDENTIFICATION & PLACEMENT AND EXIT OF EL STUDENTS





SECTION I

Home Language Survey (HLS) and Enrollment Documentation/Procedures

Schools shall request that parents complete an online *Home Language Survey* (HLS) for each student new to the district. If, within 10 days of enrollment, the district receives HLS from previous Texas district, then the GCCISD HLS is replaced/shredded. If students are enrolling from out of state, a Texas HLS is provided. The student's original HLS from the other state is uploaded onto eStar.

Per guidance offered by the TEA Director of Bilingual/ESL Education, any attempt by a parent to indicate *inglés-inglés* on the HLS must be taken as English-English despite spelling or the indication of English-English in a language other than English. Campus staff need to ensure that the accuracy of responses on the HLS. In addition, the purpose of the HLS needs explained to parents prior to testing. As per 2018 TEA guidance, changes to the home language survey will not be permissible once the student is tested. The goal is to ensure parents'/legal guardians' understanding of the purpose of the HLS and the right language(s) are selected to guarantee appropriate identification and placement of English Language Learners (ELs).

Current/returning students who have previously attended a school within the district will have information on the home language survey in TEAMS or student's permanent record folder. The attendance Bilingual/ESL PEIMS Data Clerk/registrar will need to verify if the student has the EL indicator reflected in the system in order for a student to be appropriately placed.

For students who are new to GCCISD, the campus attendance, enrollment clerk or registrar will enter the parent/legal guardian's (or student's if in 9th -12th grades) home language as indicated by the responses on the two questions on the HLS in TEAMS:

English: If response to **both** questions is English.

Native language: If response to **one or both** questions is any language other than English.

In GCCISD, the Home Language Survey (HLS) is completed electronically during the online registration. The HLS with a Language Other than English (LOTE) will be stored in TEAMS starting with the 2016-2017 school year. The HLS will be retrieved from TEAMS if students withdraw or as needed to produce evidence of this documentation. Transferred students' HLS indicating LOTE will be uploaded on eStar at the conclusion of each enrollment day throughout the current school year.

As per the 2018-2019 TEA update, a parent can change the HLS if they believe they made an error when completing the HLS online. Parents can request a correction in writing, only if: 1) their child has not yet been assessed for English proficiency; **and** 2) the parent written correction request is made within two calendar weeks of their child's enrollment date. Parents will complete the request for correction of HLS form found on the Bilingual/ESL department website.



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The date that the HLS changes is the new date we use in TEAMS. Parent will need to complete this written request, the LPAC administrator will sign, upload the HLS as part of the student's eStar records and notify our department so that our department can proceed with the change of language/s in TEAMS.

Transfer Students and Home Language Survey

Campuses need to have a system in place to check the students' responses to the home language survey (i.e.: TEAM LEP enrollment email; Students' with Language Other than English TEAMS report sent by the bilingual/ESL department weekly; a registration process to alert the LPAC administrator of potential ELs and monitored students; contact previous school district/campus to determine if the student is LEP; request LPAC documentation from previous district; verify TREX records) to ensure that students who have a language other than English are not missed in the identification process.

When LOTE is indicated on the HLS, the campus begins the identification/testing process as described in Section II of these guidelines within the first five days of enrollment. This process will ensure that Bilingual/ESL students' records are in compliance with district/state processes for EL identification and placement within the 4 weeks period.

Placement of Students as per Home Language Survey

When the response to the survey indicates that a Language Other than English (LOTE) is spoken in the home, the student shall be placed either in a bilingual (elementary, grades PK-5th) or ESL instructional setting (elementary or secondary) upon enrollment. If the answer to one of the HLS questions is Spanish, the student will be enrolled in a bilingual classroom in elementary. When the answer to one of the HLS questions is a language other than English that is not Spanish, the student will be enrolled in an ESL instructional setting at that campus. The Bilingual/ESL and Human Resources Department must be contacted for Bilingual or ESL services when the campus does not have a bilingual or ESL certified teacher to provide services for students. The Bilingual/ESL and Human Resources Department will be required to submit an exception (elementary) or waiver (secondary) for those teachers who are not ESL certified.

Once placement takes place based on the HLS, the student must receive bilingual or ESL services at the assigned campus from day one. The LPAC will convene during the first 20 calendar days of enrollment to formalize identification and placement.

Campuses are responsible for requesting documentation through the TREX system within the 10 state mandated days for student transfer of records. Campuses will document up to three attempts to request records from previous district using the *English Language Learner EL Transfer Request Documentation Form*. If the receiving campus does not receive required documentation within the 10-day timeframe from the sending district, the campus can file a complaint with the Texas Education Agency. For information on how to file a complaint call TREX customer support at 512-463-7246 or



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email TRRX@tea.state.tx.us. The campus will contact the bilingual/ESL department so that the district personnel can communicate with the bilingual/ESL department in the other district to send records.

If requested documentation is not received by the district within the 10-day timeframe for exchange of school records, then the receiving district will proceed with the identification and placement of students within the state required 4-week window of enrollment. If for some reason the recommended identification and placement of receiving district does not coincide with the one from previous district, then LPAC will reconvene, review prior documents, and determine which identification and placement is most appropriate for the student.

When students' transferred records are received and uploaded on eStar, the LPAC administration will notify the District Bilingual/ESL PEIMS Data Clerk of transferred students' records.

No Show Prekindergarten Students' After Registration

For Pre-kindergarten students who complete the full registration process, filled out a HLS, are identified by the LPAC, and are no shows, their Pre-k HLS will be disregarded when enrolling the in Kinder the next year. The answer to the questions on the new kindergarten HLS will be the ones the campus will consider for identification purposes. On the other hand, if the kinder student has a previous PK HLS was tested and served in Pre-K, then the PK HLS will be considered the original HLS by the LPAC.

Early Education (EE) and Limited English Proficient Students (LEP)

For any student entering a 3 or 4-year-old program, an HLS (home language survey) shall be administered and the state process followed for identification as an English learner LEP/EL as appropriate. This includes students with or without identified disabilities.

English learners qualify for prekindergarten (PK); however EL's may be coded as Early Education (EE) based upon special education services in conjunction with the language program services.

As per the 2018-2019 TEA update, EE students with LOTE, once they enter or qualify for full time PK bilingual or ESL, they will need to be identified, OLPT tested, as the rest of the students for whom LOTE is on HLS.

Campuses will include these EE/EL students and only served by special education as part of the review LPAC meetings to document their services and flag them for the upcoming school year if they are to transition to a full time bilingual instructional setting.

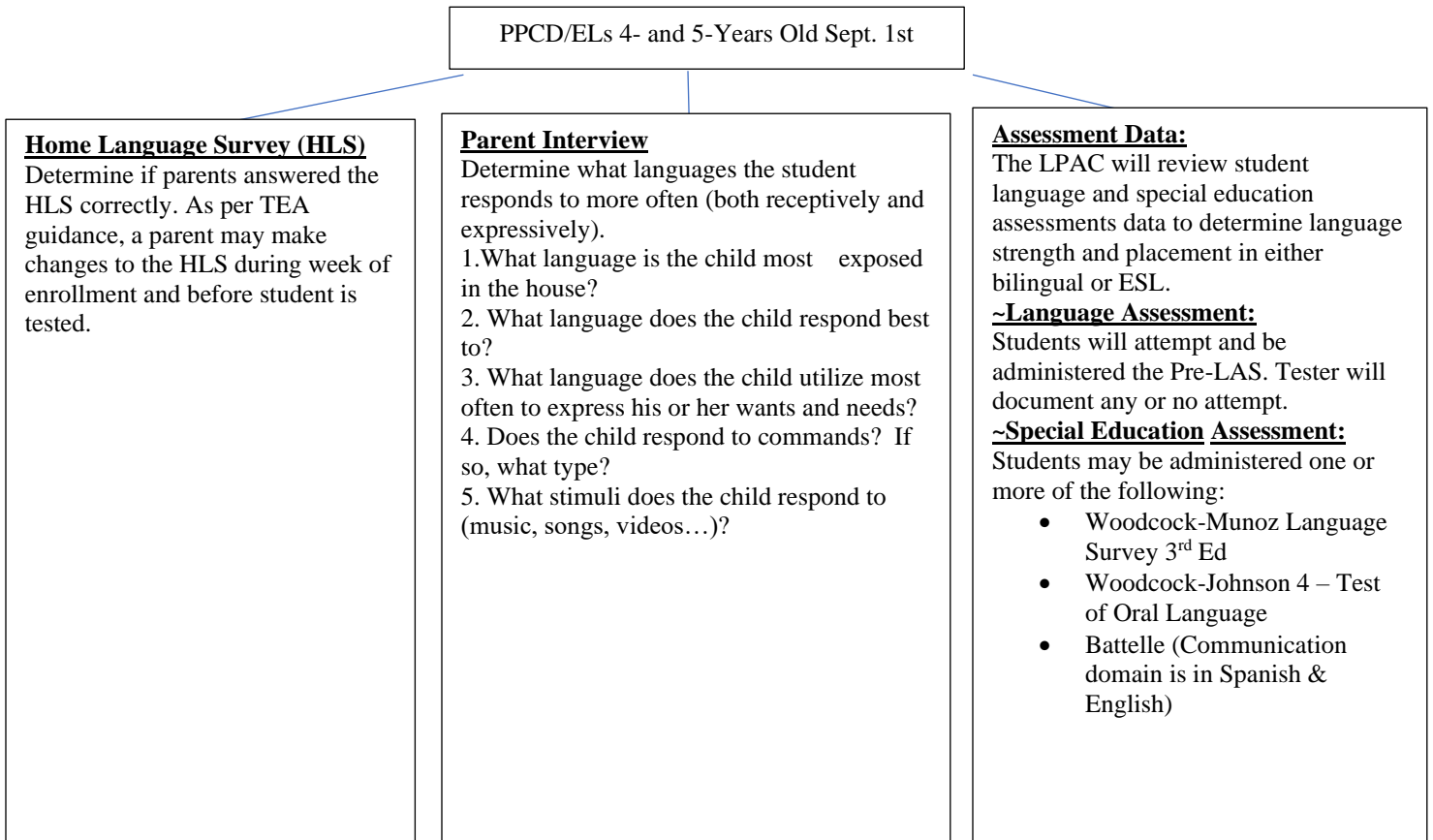


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Identification of Students who are receiving PPCD services and who might qualify as an English Learner (EL)

The LPAC in conjunction with the ARD committee will 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 language proficiency assessments described in 10 Texas Administrative Code (TAC) 89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

Service to students in PPCD and identification of ELs starts in Prekindergarten if students meet eligibility criteria. At the end of the year, the annual LPAC will include those current EE/EL 3-year-old or 4th year old students who will be eligible for Prekindergarten or kindergarten next academic year to ensure the students’ placement is discussed and placed. The chart below outlines the process and documentation the LPAC in conjunction with the ARD will consider, to determine if a student in Special Education also needs to receive language services.





Special Education/ELs

The LPAC in conjunction with the ARD committee will 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 language proficiency assessments described in 19 Texas Administrative Code (TAC) §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

Student Educational History Form

Starting with the 2016-2017 school year, LPAC administrators will complete the *Student Educational History* form (screen 5) for all PK-12th students on eStar. One year of information will be entered in the system every year for current ELs in the district and transferred ELs from districts in the US. **For students coming out of the country, the LPAC Administrator will complete the Student Educational History form reflecting all years of schooling in their previous country to ensure appropriate program, grade level placement and schedule of services.** For transfer students from other US districts, to determine years in US schools, the LPAC administrator will look into the students' previous school records to determine the exact year/month/date the student entered the US schools. The information on screen 5 of the Educational History Form will help verify students' years in US schools for the Texas Language Proficiency Assessment System (TELPAS) in Spring. Years in US schools for testing purposes starts in first grade. Years in US for purposes of immigrant status starts in Pre-K. The campus LPAC administrator needs to ensure that the student information is updated yearly in the eStar system and utilize the paper Educational History Form document during registration for transferred students coming from other school districts or outside the country.



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Campus LEP and Monitored List Verification Process

PEIMS information relative to EL students will be verified by the LPAC administrator on campus in October and December during the weekly LEP Verification windows established on the LPAC calendar. See the current school year LPAC Calendar for dates. The list of ELs and monitored students will be pulled from TEAMS by the campus administrator. If changes to any student information on the LEP and monitored report are needed, campus administrator will submit supporting documentation to the Bilingual/ESL Department PEIMS Data Clerk. The Bilingual/ESL PEIMS Data Clerk will review the feedback from all campus on LEP and Monitored TEAMS reports and provide campuses with feedback as necessary. The goal is to ensure proper placement/coding and that the student's years in US school information is accurate PEIMS data before TELPAS spring submission.

Starting with the 2020 – 2021 school year, EL and Monitored student verification process will be conducted by each campus on a monthly basis to ensure that both eStar and TEAMS align with each other.



SECTION II

SEQUENCE OF LANGUAGE PROFICIENCY ASSESSMENT, IDENTIFICATION, AND PLACEMENT

A. Oral Language Proficiency Test

Students need to be assessed with the OLPT immediately upon enrollment or no later than 5 school days after enrollment. Testing needs to be completed before the LPAC meeting takes place. A trained professional or paraprofessional can administer the test. If a campus does not have a faculty or staff member trained to administer the OLPT in English or Spanish, the campus is to contact the Bilingual/ESL Department for training on the OLPT. The TEA approved OLPT system in the GCCISD is the PreLAS (PK and KG), LAS Links (1st - 12th). Results of all identification testing will be recorded on the eStar (screen 13) in preparation for the LPAC meeting.

Time needs to be factored in for those students in 2nd-12th grades who may also need the administration of the state approved reading and writing test. The reading and writing state approved test needs to be administered by a trained professional certified staff or a paraprofessional member. EL identification and placement need to happen within 4 weeks upon their enrollment. The 4 weeks will include holidays, district professional learning community days and weekends. Placement during testing and identification does not require parent approval.

For returning and new students who have end-of-the year testing information and current LPAC documentation in their permanent folders from previous district, it is not necessary to administer the TEA-approved oral language proficiency test (OLPT) and/or the reading and writing state approved test upon enrollment.

Newcomer students with a designation of non-English speaker in the OLPT test will be provided with the reading and writing state approved test to document the attempt. The LPAC administrator will document that the student was provided the reading and writing state approved test, but he/she could not complete it.” Scores from listening, speaking, reading and writing state approved test will be



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completed in the elementary newcomer registration checklist and entered in eStar even if the student is not able to complete the assessment due non-English language ability.

Students who have been previously tested shall not be tested again as re-testing will invalidate the results of the tests.

If the **Home Language Survey** (HLS) indicates a language other than English (LOTE) is spoken at home in grades Pre-K through 12th **and no documentation exists relative to the student's prior testing and placement**, the following sequence begins:

- 1) Administer English OLPT to all students with LOTE on HLS (PreLAS for Pre-K and KG and LAS LINKS for grades 1st - 12th).
- 2) Administer Spanish OLPT to all students with Spanish on HLS (PreLAS for Pre-K and KG, LAS Links Form A for grades 1st -5th)

Non-EL Status

PK – KG Grade: If the student's proficiency level on the PreLAS is 4 or 5 then the student is Fluent English Speaker (FES), and then the student will be identified by the LPAC as Non-EL.

1st Grade: If the student's proficiency level on the LAS links assessment is a 4 or 5 in BOTH Speaking and Listening then the student will be identified by the LPAC as NON-EL.

2nd – 12th Grade – If the student's proficiency level on the LAS links is 4 or 5 on ALL domains of **listening, reading, speaking, and writing** then the student will be identified as a Fluent English speaker and will be identified by the LPAC as Non-EL.

The LPAC will include the students who do not qualify in the LPAC to document the status. The *Non-Qualification Form*, found in the Bilingual/ESL department website, will be sent to the parents and another copy will be uploaded on the students' eStar records. The student will be placed in the general education program.

After services are recommended by the LPAC, the Parent Approval form will be sent home for parent to grant permission into the Bilingual or ESL program. **The date the parent signs, gives verbal approval over the phone, and/or gives electronic approval over email for program services will be the date that will be used in TEAMS for funding purposes. This date will also need to be entered into eStar in the "parent signature" field.** Campuses will upload the Parent Approval form onto eStar as soon as possible and/or no later than 3 business days after the LPAC took place. Campuses will notify the Bilingual/ESL Department PEIMS Data Clerk so that coding and funding can apply.



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SUMMARY CHART OF ASSESSMENTS FOR IDENTIFICATION AND PLACEMENT PURPOSES					
Grade Level	Incoming students	OLPT LAS LINKS			
		Listening and Speaking Skills		LAS Links Reading	LAS Links Writing
PK and KG	NEW	PreLAS English FORM C	PreLAS Spanish* FORM C	Not Required	Not Required
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **		Not Required	Not Required
Grade 1	NEW	LAS LINKS English FORM A online version	LAS LINKS Spanish* FORM A online version	Not Required	Not Required
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **		Not Required	Not Required
Grades 2-5	NEW	LAS LINKS English Form A LAS LINKS Spanish*		LAS Links	LAS Links
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **			
Grades 6-12	NEW	LAS LINKS English Form A		LAS Links	LAS Links
	RETURNING / IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **			
Time Frame & Special Points	Testing takes place as soon as possible upon enrollment or no later than 5 days of enrollment. *If HLS indicates Spanish, student will also be tested in Spanish. **Students who have been previously tested and identified in the state of Texas shall not be tested again. LPAC testing documentation from previous district will be kept in the LPAC folder and an electronic copy sent to the				



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PEIMS Bilingual/ESL PEIMS Data Clerk upon receipt from sending district or as soon as possible to be uploaded onto eStar.

PK, Kinder and PK-12th newcomer students will be tested at the beginning and end-of-the year on the English oral language proficiency test to measure English language growth as per chapter 89 of the Texas Administrator Code. Students without two consecutive years of TELPAS data will also be tested in the OLPT to document English language growth. This group may include transferred students from other states, or Texas students who missed the TELPAS testing window.

SECTION III

STUDENTS ENROLLING FROM OTHER DISTRICTS IN TEXAS OR SCHOOL DISTRICTS OUTSIDE TEXAS AT ANY POINT IN THE YEAR

A. Students Enrolling in GCCISD from another Texas School District or Returning Students to GCCISD

If the student was in another Texas district, he/she should already have completed a HLS, and the original HLS must be in the student's cumulative folder. If another LOTE was designated, the student should have OLPT and norm-referenced assessment data in his/her cumulative file/permanent record. The campus registrar/LPAC administrator or designee should request the records from previous district as soon as possible or within 5 school days of enrollment in order to ensure prompt, accurate identification. Records should include HLS, identification/exit testing data, LPAC identification and placement documentation, parental permission letter, and any other necessary LPAC documentation.

If the previous parent approval letter of recommended placement was signed and permission was granted for the student to be placed in the Bilingual/ESL classroom, the LPAC will recommend to continue either services as designated on the permission form.

If the letter of recommended placement was not signed and a denial of Bilingual/ESL services is in the file, the LPAC administrator will contact the parent to inform them about the GCCISD linguistic services available as needed. The LPAC will determine whether the student can continue in the general education placement or if language services are offered, unless exit criteria was met and such documentation was found in the previous district students' records. Please upload HLS, parental permissions and any other relevant data into the student's eStar online system. Notify the Bilingual/ESL Department PEIMS Data Clerk so that she can proceed with the coding and funding.

Contact the Bilingual/ESL Department if the following scenarios occur:



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- Evidence of a possible *Student with Interrupted Formal Education* (SIFE) (Options *Yes, No or NA* on eStar screen 4 needs to be completed). LPAC administrators will know about SIFE status after completing the *Student Educational History Form*.
- Evidence of major gap in Bilingual/ ESL services or education in general.
- Evidence of asylee or refugee status. Screen 4 section *View Asylee/Refugee Status* needs to be completed.

B. Districts Should Honor Previous Documented Services

The GCCISD Campus LPAC should honor a student's previous language services if at all possible. If a student received bilingual services in his/her sending district, the student will continue with such services in in the GCCISD. If a student received ESL services in his/her sending district and the campus offers ESL services at the student's grade level, the student should be enrolled in such in the GCCISD. Campus will place students with appropriate certified personnel either bilingual or ESL certified teachers as per previous district services.

C. Students Who May Have Met Exit Criteria in Previous Texas District:

A student who enrolls in GCCISD and who has original documents from his/her sending district that clearly indicate that the student met all of the TEA exit criteria should be placed in a general education classroom after the following steps:

1. The LPAC administrator must review all student's documents to verify that they are valid, sent by previous district, and in no way altered. Copies provided by the parent or student are not acceptable.
2. If the documentation is valid, the student will be placed in the general education classroom. Documentation must be uploaded onto eStar and the PEIMS Bilingual/ESL PEIMS Data Clerk needs to be notified to ensure proper coding is recorded in TEAMS.
3. The campus LPAC will continue monitoring academic progress, per Monitor Year 1 (M1 or F) or Monitor Year 2 (M2 or S) status, if applicable.

D. Students Enrolling in GCCISD from a District/School Outside of Texas

If the student transfers from a district outside of Texas, proceed with Texas law, including HLS, for identification as outlined for Texas students new to the district. The parent/legal guardian/student can complete the online HLS in Texas if the student is in grades 9 -12.

If a previous state's HLS is received, both the Texas HLS and previous state's HLS will be uploaded in the eStar system.

For students who have never been enrolled in Texas, the parents, legal guardians or students in grades 9-12th and the campus administration will follow these steps:

1. Review the newly completed Texas HLS, and if the HLS indicates English-English, the student is Non-EL and placed in general education classes.



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2. The campus registrar, attendance, enrollment clerk, LPAC administrator or designee will review the newly completed Texas HLS, and if the HLS indicates Spanish-English or a language other than English, the student must be tested in accordance with Section II of this document.
3. If the student has original documents clearly indicating he/she met the exit criteria of the state within the U.S., the LPAC will conduct a full review of the student's academic records and determine the best classification (EL or Non-EL) and placement for the student.
4. If the student qualifies for Bilingual/ESL services in accordance with Sections I and II of this document, the student must be placed in either a bilingual classroom (Pre-K through 5th) or ESL instructional setting (PK-12th).

SECTION IV

PARENT/LEGAL GUARDIAN REQUEST TO WAIVE THEIR STUDENT'S RIGHTS TO BILINGUAL/ESL SERVICES

The campus and Bilingual/ESL Department must complete, with integrity, the following steps when a parent/legal guardian requests to waive their student's legal rights to Bilingual/ESL services. The following steps outline the procedures which must be followed before a waiver is granted.

A. Administrator/Teacher Student's Data Review

The LPAC administrator will review student's assessment results on the OLPT, TEA reading and writing state approved test, TELPAS, Intervention assessments, STAAR etc.

B. Conference with Administrator and Parents at the Campus Level

The parent/guardian will meet with the principal or LPAC administrator and Bilingual/ESL teacher to request denial of Bilingual/ESL services. The principal or LPAC administrator will provide information on the *Campus Request for Parent Denial Form* found online. (The *Bilingual and ESL program brochures* are available on the website for information on the benefits and goals of the language programs to share with parents).

1. The principal or LPAC administrator will discuss the research-based benefits of the Bilingual or ESL program recommended by the LPAC committee, the rationale for the LPAC decision, the language support offered at the campus, implications for state assessments (i.e.: not receiving linguistic accommodations, or meet state exit criteria, PBMAS parental denials data or other language program choices as applicable).
2. The principal or LPAC administrator and parent/legal guardian will complete the *Campus Request for Parent Denial Form* found on the Bilingual/ESL Department website if the parent request includes waiving all language services.
3. After meeting with the parent, the principal or LPAC administrator will scan and email the *Campus Request for Parent Denial Form* to the PEIMS Bilingual/ESL Data Clerk so that the



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information is available before the Bilingual/ESL Department contacts the parent/guardian to set up an appointment and discuss the parents' decision to waive services.

C. District Level

4. The Bilingual/ESL Department will contact the parent to schedule an appointment to explain the benefits of the language program, student data and the services offered to the students.
5. Only the Bilingual/ESL Department can issue the document *Parent Denial of Bilingual/ESL Program* allowing parents to legally deny their student's rights to Bilingual/ESL services in the GCCISD.
6. Once the request to deny Bilingual/ESL services has been formalized in writing by the Bilingual/ESL Department, the campus will be notified by the Bilingual/ESL Department to place the student in a general education classroom.
7. The parents get a copy of the *Parent Denial of Bilingual/ESL program* form. The official *Parent Denial of Bilingual/ESL program* form will be uploaded onto eStar by the Bilingual/ESL Department as part of the LPAC student's electronic records. The Bilingual/ESL Department PEIMS Data Clerk will input the code change.

D. Additional Notes

1. As the process above unfolds, the student is to be enrolled based upon the LPAC recommendation of placement.
2. For a student who has been receiving services, and whose parent wishes to deny Bilingual or ESL services, the campus will follow the procedures in Section IV.
3. For a student who was recommended bilingual education and parents decide to deny bilingual, but accept ESL services, the parent will need to indicate the request on the Request for Parental denial form and sign a new parental permission letter to accept ESL services.
4. For any PEIMS code change, a LPAC will need to be conducted to document the change in instructional setting/program for the student.
5. The student cannot be coded as Non-EL despite his/her parent/legal guardian denying the student's right to Bilingual/ESL services. The student must meet all exit criteria at his/her grade level to be removed from EL status. Parents will be notified of exited status when the student meets the state criteria. Students whose parents have denied his/her child's rights to Bilingual/ESL education will continue to take all parts of the TELPAS. Also, their academic progress must be reviewed by the LPAC administrator each grading cycle using eStar screen 7 for monitoring LPACs. If failing, the LPAC will meet to consider interventions and/or recommendations for re-entry into the Bilingual or ESL program.



SECTION V

PARENT/GUARDIAN REQUEST TO RE-ENTER PREVIOUSLY WAIVED STUDENT INTO THE BILINGUAL/ESL PROGRAM

By TAC §89.00, any parent who denies his/her child's rights to bilingual or ESL services can request that services be continued if the student is coded as EL in accordance with TEC § 89.00 and has not met all exit criteria.

Sequence for Considering Reinstatement into the Bilingual/ESL program

The steps listed below must be followed before a student may be re-entered into a Bilingual or ESL program:

1. The parent would have to express his/her desire to have his/her child reinstated into the Bilingual/ESL program by completing section 1-2 of the *Request for Re-Entry/Approval in Bilingual or ESL program* form found on the Bilingual/ESL Department website and submit it to the campus principal.
2. The campus LPAC administrator will complete the *Request for Re-Entry into Bilingual or ESL program* sections which contain the relevant quantitative (grades, test scores, and standardized test results) and qualitative data (formal and informal observations) and information about the student's educational success or lack thereof.
3. The campus LPAC administrator will contact the Bilingual/ESL Department to discuss both positive and negative ramifications associated with the parent's request. The *Request for Re-Entry/Approval in Bilingual or ESL program* will be signed by campus and district representatives.
4. An LPAC will be held to finalize the re-entry into the program. Part 4 of the *Request for Re-Entry into Bilingual or ESL program* form will be completed during the LPAC. The form will be uploaded in the online electronic system.
5. A *Parent Approval* form will be sent home for signature. Parental approval can also be obtained via 2-way communication over phone or email.
6. Upon receipt of the *Parental Approval* form, the student will be reinstated into the Bilingual or ESL program.
7. The campus will scan and upload the form onto the eStar program and notify the Bilingual/ESL PEIMS Data Clerk who will input the code change in TEAMS.



SECTION VI

PLACEMENT OF NON-EL STUDENTS IN A BILINGUAL EDUCATION PROGRAM

According to TAC §89.1233 *Districts may enroll students who are not EL in the education program in accordance with the TEC§ 29.058*

A. Placement of a Non-EL Student in a Bilingual Classroom Upon Parent Request

Parents requesting to have their Non-EL child placed in a Bilingual program must follow the following steps and recommendations set forth by the LPAC administrator and Bilingual/ESL Director.

1. For the Bilingual or ESL program, see section II of the LPAC operating guidelines. Students will be administered the OLPT (IPT) and TEA norm-referenced test (Terra Nova) to gain instructional input about the students' language and academic background.
2. The LPAC administrator will contact the Bilingual/ESL Department if such a request is made and provide the name of the student as well as quantitative and qualitative academic information about the student and enrollment numbers in the classrooms.
3. All placements of Non-EL students into the bilingual classroom must have the *Consent for Placement in Bilingual Instructional Program for Non-English Language Learners* form uploaded onto eStar.
4. Upon receipt of the *Consent for Placement in Bilingual Instructional Program for Non-English Language Learners* by the campus, the campus will scan and email the form to the Bilingual/ESL Director.
5. The Bilingual/ESL PEIMS Data Clerk will upload the form into the student's electronic file and will input the proper coding of the Non-EL student in the PEIMS system.

B. Placement of Non-ELs in the Dual Two-Way Language Program

Students are selected in Spring each school year. To qualify for the DTWL program, non-EL students will need to be proficient in English in and one of the state-approved oral language proficiency assessments. In addition, the students will be ranked according to performance as per the district literacy and basic math skills tests. The language proficiency assessment committee recommends placement and informs parents both orally and in written of the decision to place their child in the DTWL program. Parents need to attend a required informational DTWL session with the Bilingual/ESL department staff, approve placement of their child in the program, and sign a commitment letter to support the students' during the length of program throughout the elementary K-5th grades. Non-ELs in the dual two-way language program will be coded with a 4. They can participate in the program, but they do not generate funding. ELs participating in the dual-two-way language program will have a parent permission/commitment form signed to approve participation of their child in the program.



SECTION VII

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

A. Required Meetings and Scheduling of Meetings

The Language Proficiency Assessment Committees are formed at the beginning of each school year. Listed below are the LPAC meetings required by Chapters §29 and §89 of the Texas Education Code and Texas Administrative Code respectively and The GCCISD LPAC Operating Guidelines for preparing for and conducting LPAC meetings.

1. The initial identification and placement LPAC meetings within the first 20 calendar days of each school year (eStar Screen # 6). This LPAC takes place at the beginning of the school year and throughout the year for new enrollments. LPAC meetings document program placement resulting from change in parent permission status may also happen throughout the year. This first 4 weeks LPAC meeting also include transferred students from other districts. These students include: bilingual, ESL, **parent denials, monitor year 1, 2, 3, 4, and 5 students**. For transfer LPAC meetings, complete eStar Screen # 10 (Program Change/Review).
2. As per the 2019-2020 TEA update, students that have completed 4 years of monitoring will continue as monitoring year 5. The monitored year 5 code will remain until the student has graduated. Campuses will also include monitored year 5 students in transfer LPACs.
3. End-of-the-Year Linguistic Accommodations LPAC Meeting (Screen 23). For beginning of the year and middle of the year linguistic accommodations LPAC meetings, EL teachers will input their instructional linguistic accommodations into eStar for new students and/or double check accommodations rolled over from end-of-the year. Students who exited need to have the linguistic accommodations removed if the accommodations rolled over for the new year.
4. LPAC/ARD meetings to set special exit criteria. Members of the ARD must be present when discussing EL/special education students. Teachers make individual recommendations for the students and the LPAC makes final decisions collaboratively with teacher input.
5. A monitoring LPAC will need to be conducted for all bilingual, ESL parent denial, Monitor year 1, and Monitor year 2 students who have failed a core content area.
6. Meetings to recommend state standardized assessments and designated supports. Teachers make individual recommendations for the students and the LPAC makes final decisions collaboratively with teacher input. Teachers will need to be cautious about giving designated supports in Reading and Writing subjects. As these designated supports will prevent students from being reclassified as English proficient. Math, Science, and Social Studies courses can be given designated supports. Designated supports provided in Math, Science, and Social Studies will not prevent students from being reclassified as English proficient.
7. Annual review LPAC meeting at the conclusion of each year for all ELs and monitored students.
8. Meetings to correct any error reported on Corrective Action Plan (as needed).



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Meetings are to be scheduled at a time when all LPAC members will be present. If all members, including ARD representative, are not present, then the meeting is to be re-scheduled or delayed until all are present. The campus LPAC administrator will confirm the meeting with all members 48 hours in advance of the scheduled meeting.

1. LPAC Membership

On campuses providing Bilingual and/or ESL program, the Language Proficiency Assessment Committee Membership is as follows, with no exceptions as per TAC § 89.1220 and the GCCISD local operating guidelines.

1. *A campus administrator (certified principal or assistant principal, function 21 in PEIMS).
2. *A professional bilingual educator. (He/she must be an assigned/current bilingual certified teacher instructing students in the Bilingual/ESL instructional program.) (Elementary)
3. *ESL certified teacher/professional transitional language educator. An ESL certified teacher or a general education teacher trained in sheltered instruction as per district guidelines. (Secondary)
4. *A parent (cannot be a district employee) of an English language learner student in a bilingual education or ESL program who has been trained by the campus or district relative to confidentiality issues, the purpose of the committee, and an understanding of assessment instruments discussed during the LPAC meeting. *An LPAC Oath of Confidentiality* shall be signed by each LPAC parent representative participating in the meetings due to the confidentiality requirements of FERPA. The LPAC parent represents the district as a school official with legitimate educational interests in the educational records of students for whom they act as LPAC parent representative. The LPAC parent is permitted to receive information during the LPAC about a student served in special education for which the LPAC committee will make decisions on placement, assessments, evaluate data, and progress of the student. Parents shall be trained annually on the LPAC process as per state guidelines. **Due to the COVID – 19 pandemic, parent will be used in an optional capacity.**
5. A special education representative (i.e.: diagnostician or special education teacher or the LPAC administrator serving on a dual role, LPAC and ARD administrator) of an EL student designated as receiving special education services when reviewing special education/ EL students.
6. Bilingual/ESL Department representative as needed.
7. The LPAC administrator may invite other persons to serve on the LPAC to provide input on individual cases. This may include but is not limited to a classroom teacher, a content area teacher, a special education diagnostician, a speech therapist, or a counselor. Invited participants must be trained in the LPAC process and sign an oath of confidentiality prior to the LPAC meeting.



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*ALL members must be present.

As per TAC §89.1220 (c) in school districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of one or more professional personnel, a campus administrator, and a parent of an English language learner participating in the program designated by the school district.

Bilingual and ESL campuses are responsible for recruiting and training LPAC parent representatives and ensuring that an LPAC parent representative is scheduled for LPAC meetings. All LPAC parent training resources are available on the Bilingual/ESL department website. If the campus has problems finding a trained LPAC parent representative, the campus should contact the Bilingual/ESL Department 48 hours prior to the scheduled LPAC meeting.

2. Roles and Responsibilities of the LPAC

The Language Proficiency Assessment Committee shall attend to the following responsibilities in alignment with TAC § 89.1220(g-m) and district guidelines:

1. Classify students as EL or Non-EL;
2. Discuss matters relative to identification and placement assessments;
3. Recommend appropriate instructional placement, including appropriate courses, and state assessments for all identified EL students, including those in special education;
4. Facilitate the participation of EL students in other special programs for which they are eligible;
5. Reclassify EL students, including denials, as English proficient when they meet exit criteria and in alignment with TAC § 89.1225.
6. Monitor the academic progress of each student who has exited from a Bilingual or ESL program for two years to ensure that the student is academically successful. The LPAC shall consider exited students' state standardized assessment scores, grades, and local assessment scores. Students may be reclassified as EL and recommended for participation in a bilingual education or ESL program after interventions have been tried and the LPAC deems it necessary and in the student's best interest.
7. Document all committee meetings, classifications, actions, and recommendations.
8. Represent the LPAC on the ARD Committee for each EL student who qualifies for services in the Special education Program.
9. Include the presence of an LPAC trained administrator, bilingual or ESL representative at an ARD in which special exit criteria is to be set, along with any other decisions made for EL/SPED students.
10. Provide parents of students classified as ELs written notification of the placement in bilingual education or ESL program, and the student classification as an EL.

11. Make a recommendation for placement in the dual two-way language program.



3. District and Campus Training Requirements

The Bilingual/ESL Department will offer annual online LPAC update sessions throughout the year based upon updates received by the Texas Education Agency. LPAC administrators will train additional LPAC members who will be part of the campus LPAC meetings. Certificates of training of all members participating in the LPAC and documentation need to be available at the campus level. Documentation of training, sign-in sheets, certificates of training and oaths of confidentiality for all members need to be kept on file for five years. The Eduphoria on-line system will be used to generate district reports on personnel trained at the campus level. Campuses will send certificates of trained parents to the Bilingual/ESL Department Administrative Secretary upon completion of campus training. Campuses will refer to the Bilingual/ESL Department website: <http://programs.esc20.net/default.aspx?name=lpac.parent> for LPAC parent training and certificate resources. All members participating in the LPAC process need to be trained prior to LPAC meetings. The Bilingual/ESL Department will offer training to parents of ELs to train them in the LPAC process three times a year.

4. LPAC Meeting/Process for Considering Reclassification of English Learners Who Also Have Identified Special Needs Under 19 TAC §89.1225(m)1 2019-2020 School Year Grades 1–12 (eStar screen # 11)

Under Texas Administrative Code (TAC) §89.1225(i), districts are required to use the 2018-2019 English Learner Reclassification Criteria Chart found at [http://tea.texas.gov/bilingual/esl/education/to_reclassify_english_learners_\(ELs\)_as_english_proficient](http://tea.texas.gov/bilingual/esl/education/to_reclassify_english_learners_(ELs)_as_english_proficient). The reclassification criteria under TAC §89.1225(i) apply to the vast majority of English learners also have identified special needs. In rare cases, an English learner with significant cognitive disabilities who is receiving special education services may qualify to be reclassified using criteria permitted under TAC §89.1225(m), which gives special consideration to an English learner for whom assessments and/or standards under TAC §89.1225(i) are not appropriate because of the nature of a student's particular disabling condition. Students eligible to be considered using the reclassification criteria under TAC §89.1225(m) should only be those designated to take STAAR Alternate 2 and/or those who meet participation requirements for TELPAS Alternate, as determined by the language proficiency assessment committee (LPAC), in conjunction with the admission, review and dismissal (ARD) committee.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies Using This Process At or near the beginning of the school year, a meeting is to be scheduled between key ARD and LPAC committee members to discuss whether the student is eligible to be reclassified using criteria under §TAC 89.1225(m). o Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used for reclassification. o This process applies ONLY when one or more assessments and/or English language proficiency assessment standards under TAC §89.1225(i) are not appropriate for the



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student in a particular language domain for reasons directly associated with the student's disability. In following this process, refer also to the document titled Guidance Related to ARD Committee and LPAC Collaboration found at <http://tea.texas.gov/index2.aspx?id=2147496923>. This process must be conducted by key ARD committee members (including a diagnostician when applicable) and key LPAC members who are familiar with the student's current progress and needs, including one or more teachers with in-depth knowledge of the student's second language acquisition and academic achievement. 1 Title 19 Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners This document outlines the process to follow when considering whether an English learner qualifies to be reclassified using the criteria authorized by TAC §89.1225(m). This process is to be used to address the needs of an individual student, not groups of students. Very few students qualify for reclassification using this criteria.

Step 2: Discuss Evidence of Need for Use of §89.1225(m) Reclassification Criteria At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §89.1225(m) reclassification criteria are warranted. Consideration must be IEP-based and must include documented evidence that, because of the nature of the student's disability, the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year). Evidence must include both historical formal and informal assessment data and direct teacher input. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a diagnostician may be requested, as necessary, to help determine whether the TAC §89.1225(m) reclassification criteria are warranted. Direct teacher input should provide further insight into the student's classroom performance and needs, and should include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

Step 3: Specify Assessments and English Language Proficiency Test Standards If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below. Caution should be exercised when considering reclassification of students in Grades 1-2. It may be premature in these grades to consider reclassification due to developmental factors related to emergent language and literacy. Additionally, in early grades, it is often difficult to know the effect of the student's disability on long-term prospects for second language acquisition.



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ACADEMIC CONTENT ASSESSMENTS OF READING AND WRITING IN GRADES 1-2

ACADEMIC CONTENT ASSESSMENTS OF READING AND WRITING IN GRADES 3-12

o Selection of appropriate **academic content assessments** **Students considered for exit criteria under TAC §89.1225(m)** should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Reminder: State-established standards must be used for all state assessments. LPAC Framework Manual 2018-2019 Texas Education Agency

o Modification of performance standards on academic content assessments not permitted STAAR Alternate 2 is an assessment based on alternate academic achievement standards. Further modification of performance standards on academic content assessments is not permitted. State-established standards must be used for all state assessments.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS IN GRADES 1-12

o Modification of English language proficiency assessment standards on a domain-by-domain basis Any modified standards must be supported by historical data and evidence that the student is not expected to be able to attain English language proficiency because of factors directly related to the student's disability and that the student no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year). o Selection of appropriate English language proficiency assessments

Grade 1: Students in grade 1 will take the general TELPAS in the applicable language domains as determined by the ARD committee in conjunction with the LPAC.

Listening: TELPAS listening

Speaking: TELPAS speaking

Reading: TELPAS reading

Writing: TELPAS writing

Grades 2: Students that are designated to take STAAR Alternate 2 may either take the general TELPAS or take the TELPAS alternate as determined by the LPAC in conjunction with the ARD committee, in all the four language domains (listening, speaking, reading, and writing).

Grades 3 -12:

Step 4: Prepare Documentation **Key members of the ARD committee and LPAC document the evidence, recommendation, assessments, and any modified English language proficiency test standards.**



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Step 5: Discuss Recommended Reclassification Criteria in Formal LPAC in Conjunction with ARD Committee Meeting Key members of the LPAC and the ARD committee present the documentation at a formal LPAC in conjunction with ARD committee meeting.

o The meeting should take place as early in the current school year as possible or at the end of the year to be applied the next school year. The meeting must occur prior to the student's participation in the identified assessments. o Based on discussion at the formal LPAC in conjunction with ARD committee meeting, the IEP is updated with documentation of the modified reclassification criteria if the committee as a whole determines that reclassification is anticipated.

Step 6: Determine and Document Whether Student Has Met Modified Reclassification Criteria At the end of the year, the ARD committee, with key LPAC members, meets to review the assessment results and subjective teacher evaluation required under TAC §89.1225(i) to determine whether the student has met the modified reclassification criteria.

o The subjective teacher evaluation must reflect the status of the student following the administration of the assessments.

o This meeting is to be held at the end of the school year, as required by TAC Section 89.1220(g). This means that an additional LPAC in conjunction with ARD committee meeting is necessary for students whose annual ARD committee meeting is held at a different time.

o If the decision is made to reclassify the student based on the assessment results and subjective teacher evaluation, the LPAC in conjunction with ARD committee finalizes and documents the change in placement or program and delineates instructional services including the monitoring period for reclassified students. Furthermore, as required under TAC §89.1220(l)(1)(H) relating to exit from bilingual education or ESL services, the LPAC also documents the reclassification decision in the student's permanent record file.

As per the 2018-2019 TEA update, states that special exit criteria that includes 1st graders ELs/Special education, in very rare circumstances, will have set exit criteria in all 4 language domain of TELPAS; 2nd-12th grade ELs/Sped, in very rare circumstances, will need to have special exit criteria in the areas of TELPAS Alt (listening, speaking, reading and writing) and STAAR Alt(3rd -12th).

The student's permanent record shall contain documentation of all actions impacting the English language learners and the results of monitoring for academic success TAC 89.1220 (m) (8). The LPAC shall reevaluate ELs not being served by the Bilingual and ESL program and a student who is exited out of a bilingual education or special language ESL program under Section 29.056(g) if the student earns a failing grade in a subject in the foundation curriculum under Section 29.002(a) during any grading period in the first two school years after the student is exited to determine whether the student should be re-enrolled in a bilingual education or ESL program. *TEC §29.0561(a).*

The LPAC shall review student's performance and consider the following:



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1. The total amount of time the student was enrolled in a bilingual education or ESL program.
2. The student's grades each grading period in each subject in the foundation curriculum under Section 29.002(a) (1)
3. The student's performance on each assessment instrument administered under Section 39.023 (a) or (c);
4. The number of credits the student has earned toward high school graduation, if applicable
5. Any disciplinary actions taken against the student under Subchapter A, Chapter 37

An exited student may be reclassified as EL based on the above considerations, the student's attendance, and the determination that the student was unsuccessful because he/she did not have sufficient academic English to be successful.

At the end of each six-grading period, all M1, M2 students will be reviewed. All ELs (served bilingual and ESL students along with parent denials) failing one or more core content areas are to be monitored, and documentation needs to be included listing the types of interventions provided to these students

E. LPAC Meetings To Monitor Exited First Year and Second Year Monitored Students and EL Students Failing Core Content Areas (eStar screen # 7)

Procedures for LPAC to Monitor M1s and M2s

1. The LPAC administrator will be responsible for filling out student information on the monitoring form for all M1s and M2s students found online.
2. If the student is failing one or more content areas, his/her teacher will provide the following input to the LPAC administrator or lead teacher: reasons, linguistic accommodations, and the instructional interventions used in the class to support that particular student. The LPAC administrator will ensure that the documents below have been reviewed during the LPAC.
 - *Student Report Card*
 - *District assessments*
 - *STAAR and TELPAS* history reports
 - Any disciplinary actions taken against the student under Subchapter A, Chapter 37 (Administrator's Discipline reports)
 - Attendance report
 - *Grades 9-12*: The number of credits the student has earned toward high school graduation, if applicable
3. The LPAC will make recommendations for M1s and M2s students who are failing. If necessary, the LPAC will also recommend re-entry into Bilingual (Elementary) or ESL (Elementary or Secondary) program if there is a possible lack of student progress due to language proficiency, not student behavior or other reasons beyond language. The electronic monitoring form will be filled out, signed, printed and filed in the LPAC folder.



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4. In the event that a student is recommended or reclassified back into bilingual or ESL, a *Parent Approval* form will be sent home to obtain parental signature. Upon receipt of the form by the campus, the LPAC administrator will scan and email the form to the Bilingual/ESL Department. The Bilingual/ESL Department will upload the form into the online electronic student's records. The hard copy of the *Parent Approval* form will be filed in the student's LPAC folder and uploaded in the eStar system.

F. LPAC for State Assessment Decision Making (eStar Screen # 8)

1. The LPAC will meet prior to state standardized assessments (STAAR) to determine language of assessment and linguistic accommodations if needed for EL students in grades 3rd-11th. An ARD representative must be present if determining language of assessment and linguistic accommodations for an EL student who also qualifies for special education services.
2. The considerations for language of assessments will include, but are not limited to, student's English and Spanish language proficiency levels, academic performance, years in U.S. schools, language of instruction, and the percentages of English/Spanish language of instruction as per the Goose Creek CISD bilingual early-exit transitional model linguistic sequence expectations.
3. The list below contains information that will be necessary to have ready prior to the LPAC and will be reviewed during the meeting to determine best language of assessment and linguistic accommodations needed for students:
 - Most recent OLPT in English (and Spanish if applicable)
 - Most recent Reading and Writing State Approved test if available
 - Most recent TELPAS data
 - Curriculum Based Assessments and Benchmark scores in reading, math, writing, science and social studies
 - Writing samples in both English and Spanish (if applicable)
 - Designated supports provided for the students by teachers (for those EL students who may need them). Teachers will need to be cautious about giving designated supports in Reading and Writing subjects. As these designated supports will prevent students with being reclassified as English proficient. Math, Science, and Social Studies courses can be given designated supports. Designated supports provided in Math, Science, and Social Studies will not prevent students from being reclassified as English proficient.
 - Instructional Linguistic Accommodation entered by teachers into eStar.
 - Student's IEP and Special Exit Criteria documentation (if applicable). This includes Response to Intervention and 504 data.
 - Other relevant data that will provide information of students' level of performance in English and Spanish (ISIP, DRA, EDL2, running records, ...)
4. The teachers will document the TELPAS participation in the different language domains and designated supports in reading



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5. The eligibility for STAAR English I Assessment Special Provisions information under screen # 8 will be completed for newcomer students meeting the criteria.
6. The Asylee/Refugee Status will be completed for students who meet the criteria under screen 4 LPAC Student History 2 of 3.
7. The LPAC Administrator will provide all EL testing decision to the Campus Testing Coordinator to ensure students are administered the correct version of the state assessments with necessary linguistic accommodations as per LPAC decisions.
8. The *Process for Considering Special Exit Criteria from Bilingual/ESL services* form must be completed for EL students receiving special education services if applicable. The process must be started at or near the beginning of the school year for eligible students. The Admission, Review, and Dismissal (ARD) Committee and the LPAC are jointly responsible for collaborating in making assessment decisions considering both the student's special education needs and second language acquisition needs. Language Proficiency Assessment Committees (LPACs) are responsible for making and documenting assessment decisions for special education/ELs in accordance with state-established procedures.

G. LPAC for End-Of-Year Annual Review LPAC (eStar screen # 9)

1. At the end of each school year (TAC§ 89.1220 (M) (8), the campus LPAC members will collect/record data in order to review the students below:
 - EL in Bilingual or ESL program
 - EL with a parent denial
 - Students with Monitored Year 1 status
 - Students with Monitored Year 2 status
 - Students with Monitored Year 3 status
 - Students with Monitored Year 4 status
 - Students with Monitored Year 5 status
2. An ARD representative must be present if reviewing/exiting an EL student who also qualifies for special education services.
3. Prior to the annual review meeting, the following documentation must be prepared:
 - a. Oral Language Proficiency Test Data: The EL students below who are to be tested at the end of the year in the English OLPT are:
 - EL students in PK (PreLAS Test)
 - EL students in K (PreLAS Test)
 - First year newcomer students who were not in Texas last year and, therefore, did not participate in TELPAS.
 - EL students who went to school last year in a state other than Texas.
 - EL students for whom previous and this year's TELPAS scores are not available.



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*Per TEA Director, **NOT ALL EL students** must be administered the IPT. If a student was rated in TELPAS listening and speaking last year and this year, then those ratings may be used to review language development.*

- b. State Criterion Test Data (STAAR)
 - c. Reading and Writing Data from the state approved test(if applicable)
 - d. TELPAS
 - e. Passing grades in core content subjects
 - f. Attendance reports
 - g. Any input that will give a well-rounded picture of the student's growth and progress (i.e.: teacher subjective evaluation)
4. Forms/sections to be completed **prior** to the Annual Review LPAC meeting include the following:
 - Assessment results on the eStar screen LAS Links (Screen 13)
 - EOY linguistic accommodations (eStar Screen # 23) for all served ELs.
 - Next year schedules 5th and 8th, 9th - 12th grades only for those students that will need to take the ESL Reading and/or ESL Practical Writing. (eStar Screen #22)
 5. eStar screens to be completed **during** the annual review LPAC meeting include:
 - *eStar Screen # 9: a. LPAC recommendation;*
 6. Forms to be sent home **after** the annual review LPAC meeting include the following:
 - *eStar Parental Report on Student Progress* to inform parents of their child's placement for the following school year
 - *eStar Notification of Bilingual/ESL program Exit Form* (if applicable). LPAC administrator will ensure all exit letters have been signed and returned by parents to acknowledge exit status prior to the last day of school with the exceptions of pending exits due to STAAR results. LPAC administrator will upload all returned and signed exit letters on the eStar system and notify the District Bilingual/ESL PEIMS Data Clerk. The Bilingual/ESL PEIMS Data Clerk will check uploaded forms in the eStar system and input the change code for next school year.
If a parent signature cannot be obtained, the LPAC administrator will document attempts and communication with parents regarding exit status of the student under LPAC notes on screen # 9.
 7. The LPAC administrator is responsible for completing all pertinent LPAC documentation for EL students not being served (denials and monitored students).
 8. EL, including parent denials, must meet exit criteria set by TEA to exit out of a bilingual/ ESL program and meet reclassification criteria. Refer to the 2019-2020 Language Proficiency Exit Criteria Chart. Also refer to Section VIII of the operating guidelines.
 9. EL students served by special education taking STAAR-Alternate 2 whose exit criteria has previously been set by LPAC/ARD in accordance with the Special Process guidelines may be exited if exit criteria have been met. All documentation must be presented during the LPAC/ARD meeting.



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If a SPED/EL student does not meet exit criteria, the LPAC in conjunction with key ARD members will set exit criteria for next school year during the annual review LPAC. A formal ARD will have to convene at a different time if the SPED/EL meets exit criteria. See Section D above on the LPAC/ARD for Considering Special Exit Criteria of SPED/EL Students from Bilingual ESL Services.

10. An LPAC representative must be present in ARD meetings when LPAC decision are reviewed and recorded in the student's ARD documentation. Likewise, an ARD representative must be present at the LPAC meeting when decisions are reviewed for ELs/SPED students.



SECTION VIII

CRITERIA FOR EXITING English Language Learner (EL) STUDENTS

Once the English language proficiency state exit criteria is met for the bilingual/ESL student above, the student can only be exited and reclassified as Non-EL at the conclusion of the academic year (*see Revised 2019-2020 English Learner Reclassification Criteria Chart* above). ELs may be exited only after the end of first grade based on 19 TAC §89.1225 (i)

1. Upon the conclusion of the **1st -2nd grade** in conjunction with:
 - a. Meeting the criteria for an OLPT (TELPAS listening and speaking) rating of Advanced High level in accordance with language proficiency standards approved by TEA
 - b. A passing score on the reading and writing state approved test.
 - c. An Advanced High level on an education agency-approved writing test, (TELPAS) and
 - d. Completion of the English learner reclassification rubric (eStar Screen 21) by the ELAR teachers.

The 1st -2nd grade student can then be reclassified as Non-EL [TAC §89.1225 (h)(2)] and exited from the Bilingual or ESL program.

2. A student in **grades 3 through 12** can only be exited from the Bilingual/ESL program (grades 3-11) upon meeting the following criteria: (*See Special Process for Exiting Sp. Ed. EL Students* for criteria which must be determined prior to assessments.)

Listening and Speaking

A score of Advanced High level on the English OLPT (TELPAS listening and speaking), or as designated by an ARD/LPAC at the beginning of the academic year or upon the student's enrollment (TEC § 28.0211).

Reading

As the per the 2019-2020 TEA update, students in grades 1-12, will now to have an advanced high rating in TELPAS reading. In addition, the students in grades 3rd through 10th will also need a score of approaches on the STAAR reading assessment without designated supports or as designated by an ARD/LPAC at the beginning of the school year or upon the student's enrollment (TEC § 28.0211). Students in grades 9th and 10th will need a score of approaches in the EOC English I or II. **Students in 11th -12th grades** will need a passing score on the reading and writing portion of the state approved assessment.

Writing

Students in grades 1st through 12th will need an Advanced High rating on the TELPAS writing or as designated by an ARD/LPAC at the beginning of the academic year or upon the student's enrollment (TEC § 28.0211) for grades 3rd, 5th, 6th, 8th and 11th-12th.



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Teacher's Subjective Evaluation

The English learner reclassification rubric will reflect the student's readiness for exit. The 3rd-11th grade students can then be reclassified as Non-EL (TAC §89.1225 (h)(2)) and exited from the Bilingual or ESL program. Students that have met state requirements for exit criteria in accordance with §89.1225 may continue receiving services, but the school district will not be allocated the bilingual/ ESL allotment (TEC §42.153). Refer to Section VI of this guidelines on Placement of Non-EL Students in a Bilingual Education Program.

Reclassification and Use of Designated Supports

Students using designated supports (extra time, bilingual dictionary 3rd – 5th grade only, oral /signed administration, language and vocabulary support.) for the state assessments required in the reclassification criteria cannot be considered for reclassification EL status. Caution needs to be used when determining linguistic accommodations for students who may be potentially exiting EL status.



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SECTION IX

REQUIRED LPAC RECORDS (OLD FOLDERS AND ONLINE RECORDS) FOR DISTRICT EFFECTIVENESS AND COMPLIANCE

According to chapter §89.1220 (m) on the Language Proficiency Assessment Committee (m), the student's permanent record shall contain documentation of all actions impacting the limited English proficient student.

Old LPAC folders used before 2015-2016 school year containing historical documentation of decision pertaining ELs will be arranged in the following order:

Forms Attached to Left Side of the Blue LPAC Folder

(All forms shall be placed in chronological order with most recent documents on top. The forms below require hand-written signature from parents. They will also be uploaded in the eStar online LPAC system by campus administration after 2015-2016 school year.)

- The original HLS is kept inside the student's cumulative folder prior to the 2015-2016 school year. Starting with the 2016-2017 school year, the HLS will be stored in TEAMS.
- Parent Approval Form signed and dated
- Parent Denials Request and Denials (if applicable)
- Notification of Exit from the Bilingual or ESL program or EL status (if applicable)
- EL Checklist (Linguistic Accommodation Form: BOY, MOY, EOY)

A. Forms Attached to the Right Side of the Blue LPAC Folder

(All forms shall be placed in chronological order with most recent forms on top)

- English Oral Language Proficiency Tests
- Spanish Oral Language Proficiency Tests Results (if applicable for elementary schools)
- Reading and writing state approved test as applicable
- TELPAS Writing Collection Samples- Keep current 2 years
- Original Student Educational History Form
- LPAC folder audit form
- Corrective Action/s forms if applicable. Corrective actions forms will be written when out-of-compliance situations from campus/districts conducted audits on ELs documentation occur.



B. eStar Online Records (2015-2016)

With the 2015-2016 year, the online LPAC eStar program will contain the following archived documentation impacting ELs:

- Transferred records, if applicable
 - Initial Identification and Placement (with entry and placement date)
 - a. Which indicates the student's identification as EL
 - b. The designation of the student's level of language proficiency. Starting in 2019-2020 the LAS links results will need to be entered in eStar.
 - c. The recommendation of program placement
 - d. The dates of entry into, and placement within, the program
 - Qualification of Unschooled Asylee or Refugee Form (if applicable)
 - Parent Permissions
 - Parent Denial forms
 - Student Educational History Form
 - Inputting of OLPT and norm-referenced tests as applicable.
 - Monitoring decisions for M1s/M2s and ELs as applicable.
 - Process for Considering Special Exit Criteria Forms (if applicable)
 - STAAR Tests Decisions/ Participation
 - TELPAS Test Decisions/Participation
 - STAAR designated supports
 - Special EOC English I Special Provisions
 - Linguistic Accommodations (BOY, MOY and EOY)
 - End-of-the year annual review for all ELs, M1s, M2s, **M3, M4, M5** and parent denials.
 - Exit letters as applicable
 - English learner Reclassification Rubric
- C.** *Corrective Action/s forms if applicable. Corrective actions forms will be written when out-of-compliance situations from campus/districts conducted audits on ELs documentation occur. Documentation of the corrective action will need to scanned and uploaded into the archive manager of eStar.

D. English Language Learner LPAC Folder Audit Form

LPAC administrators will use the *English Language Learner LPAC Folder/eStar Records Audit Form* located on the Bilingual/ESL Department website to ensure documentation pertaining decisions that impact EL students are in place. This form should be placed on the right-hand side of the blue LPAC



SECTION X

ALLOWABLE PROGRAMS IN GCCISD PER TEA

A. Transitional Bilingual / Early Exit Program

The Transitional Bilingual/ Early Exit program is a Bilingual program model that serves a student identified as ELs in both English and Spanish and transfers the student to English- only instruction, no earlier than 2 or later than 5 years after the student enrolls in school.

1. Teacher Certification Requirements for Bilingual program:

Only certified bilingual education teachers shall provide primary language instruction in the foundation areas whether it is a self-contained or a departmentalized setting, as stated:

TEC Sec 29.061. A teacher assigned to a bilingual education program must be appropriately certified for bilingual education by the board.

2. Program Content and Design:

The Bilingual program shall develop the affective and linguistic cognitive needs of EL as follows:

§89.1210. Program Content and Design.

- ii. (c) The bilingual education program shall be an integral part of the regular educational program required under Chapter 74 of this title (relating to Curriculum Requirements). In bilingual education programs using Spanish and English as languages of instruction, districts shall use state-adopted English and Spanish instructional materials and supplementary materials as curriculum tools to enhance the learning process; in addition, districts may use other curriculum adaptations which have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows.

1. **Affective:** Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.
2. **Linguistic:** Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.
3. **Cognitive:** *Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in*



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B. English as a Second Language

English as a Second Language (ESL) is an English program that serves students identified as ELs by providing a full-time ESL certified teacher under TEC §29.061(c) to provide supplementary instruction for all content area instruction. It integrates ESL instruction and sheltered instructional strategies with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods. In high school, the English as a second language program shall be consistent with graduation requirements under Chapter 74 of this title. The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

The English as a second language program shall be an integral part of the regular educational program required under Chapter 74 of this title. School districts shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools. In addition, school districts may use other curriculum adaptations that have been developed. The school district shall provide for ongoing coordination between the English as a second language program and the regular educational program. The English as a second language program shall address the affective, linguistic, and cognitive needs of English language learners as follows.

As per TEC Sec 29.061. A teacher assigned to English as a second language or other special language program must be appropriately certified for English as a second language by the board.

1. Teacher Certification Requirements for ESL Program PK-12th content-based:

ESL students recommended to be placed in an ESL content-based setting by the LPAC, must receive ESL content-based instruction with a self-contained ESL certified teacher, or in a departmentalized



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setting with a group of teachers who are all ESL certified. Sheltered instruction campus teams and secondary ESL teachers receiving an ESL will receive a minimum of 12 hours of sheltered instruction training annually.

2. Teacher Certification Requirements for ESL Pull-Out Program PK-12th:

Instruction is provided by an ELAR and ESL certified teacher in a pull-out/departmentalized instructional setting. Sheltered Instruction campus teams and secondary ESL teachers receiving an ESL will receive a minimum of 12 hours of sheltered instruction training annually.

3. Program Content and Design:

The ESL program shall develop the affective and linguistic cognitive needs of EL as follows:

- (1) Affective. English language learners shall be provided instruction using second language methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.
- (2) Linguistic. English language learners shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.
- (3) Cognitive. English language learners shall be provided instruction in English in language arts, mathematics, science, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

C. Bilingual/ESL and Special Education Services:

Once the LPAC classifies a student as EL and recommends Bilingual/ESL services in accordance with the TAC 89.1220, the student is to receive those services even if currently served through special education. Below are the types of certification teachers needed in order to ensure the student is served appropriately based on the types of Bilingual and ESL programs currently offered throughout the district.

1. Elementary Grades Pre-K through 5:

- a. In an elementary self-contained classroom, the teacher is certified in both bilingual and Special education so that the student can receive both services concurrently; or
- b. In a bilingual self-contained classroom, the bilingual certified teacher co-teaches with the special education teacher so that the student receives both services concurrently (inclusion services).
- c. In an ESL pull-out program, the ESL certified teacher and special education certified teacher are not required to co-teach so long as the teacher is providing services to the student.



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- d. In an ESL content-based program, the special education certified teacher can co-teach with the ESL certified teacher so that the student can receive both services concurrently (inclusion services).

*Note: Per TEA, a student who is receiving bilingual instruction cannot be pulled out of class to receive special education services by a teacher who is not bilingual certified.

2. Grades 6-8:

- a. In a self-contained special education classroom, students can be served by a teacher who is certified in both special education and ESL; or
- b. In a self-contained special education classroom, students can be served by a teacher who is certified in special education and another teacher who is certified in ESL using a team-teaching model. The ESL teacher will spend a minimum of 45 minutes instructing EL students daily in order to meet their linguistic needs.

3. Grades 9-12:

- a. Students can be served by a teacher who is certified in both Special education and ESL; or
- b. By a self-contained teacher who is certified in special education and who is ESL certified. Additionally, this teacher has also received professional development in Sheltered Instruction Strategies; or
- c. By a teacher who is certified in special education and content area teachers (ELA primarily, math, science and social studies) who have ESL certification and received professional development in sheltered instructional strategies.
- d. Students who take English for Speakers of Other Languages (ESOL) 1 or 2 courses must be served by one teacher who is certified in ELA/ESL and Special education and content area teachers who have received professional development in sheltered instructional strategies or are ESL certified.

NON-ALLOWABLE PRACTICES PER TEA

The following practices are not allowable under §89.1210 Program Content and Design.

A. Mainstreaming

The concept of placing EL bilingual designated students in classrooms with non-bilingual certified teachers for the purpose of receiving core academic instruction in math, science, language arts, or

social sciences is not allowable under §89.1210. Likewise, placing EL students who are recommended ESL services by the LPAC in a classroom **with no language support** such as teachers who are not ESL certified (PK -5th), ESL certified (PK-12th) or sheltered instruction trained (9th -12th) is not allowable.



B. Partial Bilingual Program

Bilingual-designated students cannot be placed in a bilingual certified teacher's classroom for only part of their core academic subjects and rotated to non-certified bilingual or ESL certified teacher classrooms for other content areas, unless content is taught by a team of bilingual teachers.

In the case that a student is placed in situation A or B above, an exemption (elementary) or waiver (secondary) request must be filed with the TEA to indicate a shortage of bilingual or ESL certified teachers, but only if such shortage is the case. If bilingual or ESL certified teachers are available in a district that is required by law to provide Bilingual and/or ESL education, Bilingual or ESL students must be placed in the Bilingual or ESL setting respectively. This implies that 10% of the bilingual state funds must be allocated to ensure efforts to gain highly-qualified bilingual/ ESL certified teachers. Should a waiver or exemption request be granted, it will be granted for the teachers included in the request for a period of no more than one academic year. The same teachers' names cannot be submitted on a subsequent year's waiver request with any expectation of said request being granted. The non-compliance matter will also adversely affect Performance Based Monitoring Accountability System ratings (§89.1207)



SECTION XI

NEWCOMER ACADEMIES

A language program for recent arrivals is offered for grades 2-5 for the Spanish bilingual program at the Newcomer Academy at Alamo Elementary. Students in grades 6-12th will attend the Newcomer Academy on their prospective junior high and high school campuses.

A. Qualification

In order to be enrolled in the Elementary Newcomer Academy (refer and complete the *Newcomer Registration Checklist* form), a recent arrival must meet the following eligibility guidelines:

- Has been in the U.S. 0-2 years* (Elementary)
- Has designations of Non-English Speaker (NES)
NES as defined by the new state-wide assessment, LAS Links Online, will need a proficiency level of 1 in all language domains of reading, writing, listening, and speaking.

A conference with the students and the parents must occur to fill out the student educational history information to gain input about students' instructional needs and grade level placement. Indicate if the student is asylee, refugee or SIFE (student with interrupted formal education) if applicable on eStar.

A recent arrival may have participated in any STAAR Spanish assessments in Grades 2 - 5. A recent arrival may have inconsistent enrollment in U.S. schools.

*For TELPAS purposes, a student should be enrolled for 60 consecutive school days in order for that year to be counted as an academic year. However, for the purpose of qualification for the Newcomer Academy, the amount of enrollment days, language acquisition and academic data, if available, will be considered on an individual basis. The LPAC will review report cards grades, age, birth certificate and other relevant documentation from previous country. Special consideration is given to how strong the academic background of the student is to ensure the right grade level placement and support are offered.

B. Elementary Newcomer Academy Transfer Procedures

If an eligible student who has been in the United States for 2 or less years (elementary) is enrolling at a campus where the Newcomer Academy is not offered, then the zoned school refers the student to the Newcomer Academy only if the following steps are completed:

1. All Elementary Newcomer Academy candidates will be required to complete a registration packet at their zoned school. Students must be enrolled at their zoned school regardless of recent arrival status, language proficiency, and recent academic records from previous school. Immunization records must be in compliance with state requirements.
2. Identification testing using LAS Links Online must be conducted within 48 hours of completing enrollment packet.



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3. The zoned school LPAC administrator will contact the Newcomer Academy administrator to schedule an appointment for the parent to visit the Newcomer Academy and finalize logistics of registration as needed.
4. The student must be scheduled in and attend classes at the zoned school until final *Newcomer Academy Student Registration Checklist* is received through email from the Newcomer Academy campus administrator. The Bilingual/ESL Director/corresponding instructional specialists/PEIMS clerk needs to be copied in this communication. Students will not be sent to the Newcomer Academy without previous notification to the Newcomer Academy Administrators and completed Newcomer Registration Checklist and personnel indicated above. The sending campus will notify the Newcomer Academy of any special conditions that the newcomer academy team of teachers and the campus need to be aware of to meet the needs of the students.
5. In the case that parents request that the student remain at the zoned school, parents will hold a conference with the LPAC administrator about the implications of this decision. Parents can indicate denial of newcomer placement in the campus request for parent denial form. The zoned school LPAC administrator must verify that all required enrollment and LPAC documentation is completed by signing the *Newcomer Academy Checklist* below.
6. In the Elementary Newcomer academy, the zoned school will send the completed *Newcomer Academy Student Registration Checklist*, the cumulative folder, LPAC folder and LAS links results will be sent via district mail, email, or in person. These items must NOT be released to the parent in order to maintain testing security.
7. The home campus will provide the newcomer program flyer information that can be downloaded from the Bilingual/ESL Department website to provide to the student and the parent as part of the registration process.
8. Transportation for the elementary newcomer academy students must be arranged by the sending Elementary LPAC campus administrator.
9. In elementary, the Newcomer Academy LPAC committee at Alamo Elementary will finalize the student's identification and placement. Caution needs to be exercised to ensure the students are identified within the 4 weeks window since students enroll.
10. If elementary newcomer students arrive at or after the time of end-of-the-year State Assessment testing (May), the LPAC will send the student to the newcomer academy at Alamo Elementary for LPAC on identification and decision making for state assessments.



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Newcomer Academy Student Registration Checklist

Student Name _____

Date: _____

Campus: _____

(Located in the Bilingual/ESL Department website)

LPAC Administrator at the home campus ensures that the student has completed their registration packet. Please check on the left hand side if the student has completed/presented the items required for registration.	
<input type="checkbox"/>	Student Data Sheet
<input type="checkbox"/>	Home Language Survey
<input type="checkbox"/>	Student Educational History
<input type="checkbox"/>	Custodial Restrictions
<input type="checkbox"/>	Nurse's Forms
<input type="checkbox"/>	Permanent Residence Verification Form
<input type="checkbox"/>	McKinney-Vento Residency Questionnaire
<input type="checkbox"/>	Federal Ethnic/Race Form
<input type="checkbox"/>	School Lunch Program Application Online
<input type="checkbox"/>	Migrant Forms
<input type="checkbox"/>	Military and Foster Care Status Questionnaire
Documents required along with registration packet:	
<input type="checkbox"/>	Withdrawal documents from previous school or final report card and state assessment score report
<input type="checkbox"/>	Proof of residency (<i>refer to district guidelines</i>)
<input type="checkbox"/>	Proof of legal guardianship if the parent is not present
<input type="checkbox"/>	Updated immunization records
<input type="checkbox"/>	Birth Certificate
<input type="checkbox"/>	Social Security Card (<i>if available</i>)
<input type="checkbox"/>	Photo Identification such as Driver's license, ID card, or passport for the parent
LPAC Responsibilities at Home Campus	
<input type="checkbox"/>	Oral Language Proficiency Test (LAS LINKS)
<input type="checkbox"/>	

Home campus arranges transportation for the student to attend the Newcomer Academy.

Contacted Newcomer Academy Administrator on: _____

Newcomer Academy Appointment Date/Time: _____

LPAC Administrator Signature: _____

Campus: _____

NOTE: During registration windows prior to the first day of school of an academic year or during enrollment window, a tester will administer OPLT (professional or paraprofessional) and norm-referenced achievement test (certified teacher) to verify newcomer eligibility before a student may be referred to a newcomer campus. If the student qualifies for the newcomer program, then the student can enroll in the newcomer academy prior to the first day of school. If the student does not qualify, he/she will enroll in zoned school.

C. Scheduling of Newcomer Academy Students

1. Students in the elementary Newcomer Academy are to be scheduled with a bilingual certified and sheltered instruction trained teacher/s in grades 2nd - 5th if the LPAC recommended bilingual services.
2. Students at the secondary level will be enrolled in Newcomer Academy courses at their home campus in order to receive accelerated English language instruction designed for newcomers.



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3. Students in the junior high Newcomer Academy students are to be scheduled in the newcomer academy classes with the ESL certified teachers. The students will take Newcomer Academy ELAR and NELD (Newcomer Academy English language development) with a certified ESL teacher. The rest of the core content areas when possible will be with a certified ESL and/or sheltered instruction trained teachers at their campus for (Math, Science, Social Studies). Refer to the district EL course chart for scheduling of newcomer students. A copy is accessible under the Bilingual/ESL Department website under program information.
4. Students in the high school Newcomer Academy students at the high school level will be scheduled in the newcomer academy classes with a ESL certified teacher. The students will be scheduled for the Newcomer Academy (NA) *ESOL I*, *NELD (Newcomer English Language Development)*, and *ESL Reading I*. The rest of the core content areas when possible will be with a certified ESL and/or sheltered instruction trained teachers at their campus for (Math, Science, Social Studies). Refer to the district EL course chart for scheduling of newcomer students. A copy is accessible under the Bilingual/ESL Department website under program information.
5. Students in their second year in the country will be scheduled with an ESL certified teacher for ESOL I (If the student is coming from the 8th grade or coming from out of the country as a 9th grade student) or ESOL II.
6. Newcomer students and parents/legal guardians attend a Newcomer Academy orientation to make them familiar with the US school system.

D. Continued Enrollment in Newcomer Academy

1. For continued enrollment in the Newcomer Academy for the second year, elementary students may not be rated higher than intermediate on TELPAS reading and writing. Newcomer students for whom the LPAC has recommended exit of newcomer services, home campus needs to ensure that the students' linguistic needs are met through linguistically accommodated instruction to move the student up to the advanced or advanced high levels of English proficiency. The students need to be able to test in English the upcoming school year if exiting the newcomer program.
2. Lack of progress cannot be a result of truancy. Previous year's historical attendance must be included with LPAC documentation.
3. If a student is excessively absent and maintains residence in the GCCISD (or previous U.S. school district), the student shall have the school year considered completed. Hence, a student can have less than 75% attendance during an academic year, but because the student was truant and not migrant, the student will be counted as attending a year for the purposes of these operating guidelines.
4. LPAC must review disciplinary actions (ex: referrals to office, excessive ISS assignments, suspensions, referrals to AEC) which may have impacted academic achievement/language development. The Newcomer Academy is not designed for multiple-year enrollment due to student's lack of achievement being a result of student's continued misconduct in the



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classroom. The campus must document classroom management/discipline interventions attempted prior to requesting removal from the Newcomer Academy. The discipline reports must be included with LPAC documentation.

5. When the student commits an infraction, the campus where the infraction happens either the home campus or the newcomer academy will handle the referral. Communication with transportation and respective campus (either the newcomer academy or the home campus). The home campus will keep student for ISS and/or POINT if the offense is such that requires the student to attend the alternative education center.
6. Completion or revocation of continued enrollment in the Newcomer Academy is determined by LPAC decision after review of documentation outlined below.
7. Transcripts of over-age students enrolling in high school will be looked at individually. A meeting will be schedule with the student and the parents to inform them about the option of schooling in GCCISD or services with the community adult learning center in Baytown (phone number: 281-425-6536). Consideration is given to the questions below:
 - a. *What are the STAAR graduation requirements for a student who moves into a Texas public high school from out of state or country or from a private school?*
 - b. *A student whose high school credit has been earned from out of the state or country or from a private school for a course assessed by STAAR:*
 - *is required to take the corresponding assessment if the Texas school district does not accept the course credit.*
 - *is required to take the corresponding assessment if (1) the student is graduating on the Foundation High School Program and (2) the credit was earned after September 1, 2014, even if the Texas school district accepts the course credit from the school in which the course was taken.*
 - *is not required to take the corresponding assessment if (1) the Texas school district accepts the course credit from the school in which the course was taken, (2) the student is graduating on the Foundation High School Program, and (3) the credit was earned prior to September 1, 2014.*
 - *is not required to take the corresponding assessment if (1) the Texas school district accepts the course credit from the school in which the course was taken and (2) the student is graduating on the Minimum High School Program, the Recommended High School Program, or the Distinguished Achievement Program.*

E. Semester Review of Newcomer Placement (Completion of Newcomer Academy Eligibility)

1. **At the end of the fall and spring semester, the campus LPAC administrator may request a review of the newcomer's status by completing a monitoring form on the online eStar system reviewing the documentation required:**
 - a. **Language progress as documented by**



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- **OLPT and norm-referenced achievement test**
 - **District assessments**
 - **Teacher-created informal assessments**
 - **Subjective teacher/s evaluation**
 - **Report cards**
 - **State assessment results (STAAR and TELPAS)**
- b. Attendance Report**
 - c. Student Educational History form (to document more than 3 years in U.S.)**
 - d. Discipline Report and classroom management/discipline interventions attempted**
2. An LPAC meeting is held in order to review the documentation listed in section D (1-7).
 3. The LPAC may revoke the newcomer eligibility to a student for the following reasons:
 - a. Language progress as indicated by documentation listed in section D (1) above, or
 - b. Score of Advanced or Advanced High on TELPAS reading and writing, or
 - c. Excessive unexcused absences/truancies (Attendance Report), or
 - d. More than 2 years (elementary) or more than one year (secondary) in U. S. schools.
 - e. Continued misconduct (Discipline Report) despite documented interventions:
 - i. Documentation of classroom management interventions that have been recommended to teacher/s;
 - ii. Documentation of discipline interventions that have been attempted; or
 4. LPAC determines during End-of Year Annual Review that student meets state exit criteria and will no longer be identified as EL.

F. Placement of Students Upon Completion of Newcomer Program

1. Once the students have completed the newcomer academy, he/she will be scheduled in the bilingual (elementary) or ESL (secondary, year 2 in US schools) program at the zoned campus considering the student has not met EL state exit criteria.
2. The newcomer academy campus LPAC administrator will email the zoned campus/es a notification indicating the LPAC decision of the students who are returning to their home campuses. This notification will include scheduling either in bilingual (elementary) and/or ESL/Sheltered Instruction team (secondary) classes.
3. A newcomer student whose eligibility is revoked for excessive truancies or continued misconduct must return to the zoned school.
4. Only in the elementary newcomer program, the registrar and LPAC administrator at the zoned school will request and ensure the timely transfer of the student's permanent folder from the newcomer campus to the zoned school.



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5. To ensure that newcomer students are appropriately scheduled as per LPAC decision, at the beginning of the academic year, the Bilingual/ESL Department will review LPAC decisions that took place at the end of previous academic school year.

G. Scheduling and Certification Requirements for Teachers after Completion of Newcomer Academy

1. Bilingual Students Scheduling: 2nd -5th Grades

- a. Bilingual students who are no longer served in the Newcomer Academy but are still identified as English language learners are to be scheduled with a bilingual certified teacher if LPAC recommended bilingual services.
- e. Campus administrators are to refer to the end-of-the year email communication or *LPAC Minutes and eStar schedules* of the Newcomer Academy for scheduling decisions made during the meeting.
- f. When a Bilingual/ESL student meets state exit criteria as documented during the end-of-year Annual Review LPAC, campus administrators will receive a list of the students from the *LPAC Minutes* decisions as notification that the student no longer qualifies for Bilingual and is to be scheduled in general ed. classes in all core content areas for the next academic year. Student will be monitored for two years.

2. ESL Students Scheduling: 6th - 8th Grades

- a. ESL students who are no longer served in the Newcomer Academy but are still identified as English language learners are to be scheduled with an ESL-certified English teacher for English Language Arts (secondary).
- b. ESL students are to be scheduled in ESL reading or writing class with an ESL certified teacher as per LPAC decision if their TELPAS proficiency levels (beginner and intermediate) indicate they need acceleration in the language.
- c. Math, science, and social studies teachers instructing ESL students are preferably to be ESL certified and are to be trained in sheltered instruction and the ELPS (English Language Proficiency Standards). These teachers are designated to be part of the sheltered instruction teams by the campus principal.
- d. Counselors/Schedulers are to refer to the end-of-the year *eStar* LPAC minutes for scheduling decisions made during the meeting. The LPAC minutes will be provided to them by the campus LPAC administrator and/or during transition meetings. The campuses will review schedules at the beginning of the school year to make sure that the students are scheduled in the right classes.
- e. When an ESL student meets state exit criteria as documented during the end-of-year annual review LPAC, LPAC administrators will provide counselors with a copy/file of the *LPAC decisions* as notification that the student no longer qualifies for ESL and is to be scheduled in general ed. classes in all core content areas for the next academic year. Student will be monitored for two years.



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3. ESL Students scheduling: 9th – 12th Grades

- a. ESL students who are no longer served in the Newcomer Academy but are still identified as English Language Learners are to be scheduled with an ESL-certified or Sheltered Instruction/ELPS trained English teacher for English Language Arts.
- b. If a student was scheduled in a reading or writing class prior to being dismissed from the Newcomer Academy, then the student is to be scheduled in the same but with appropriate course designation (SI).
- c. In subsequent years, the ESL student is to be scheduled in an ESL reading class or an ESL writing class, depending on his/her TELPAS reading and writing ratings and as recommended during the LPAC.
- d. Counselors are to refer to the LPAC document or agenda for ESL scheduling decisions made during the meeting.
- e. When an ESL student meets state exit criteria as documented during the end-of-year annual review LPAC, LPAC administrators will provide counselors with a copy/file of the *LPAC decisions* as notification that the student no longer qualifies for ESL and is to be scheduled in general ed. classes in all core content areas for the next academic year. Student will be monitored for two years.
- f. A student whose high school credit has been earned from out of the state or country or from a private school for a course assessed by STAAR:
 - i. Is required to take the corresponding assessment if the Texas school district does not accept the course credit.
 - ii. Is required to take the corresponding assessment if (1) the student is graduating on the Foundation High School Program and (2) the credit was earned after September 1, 2014, even if the Texas school district accepts the course credit from the school in which the course was taken.
 - iii. Is not required to take the corresponding assessment if)1) the Texas school district accepts the course credit from the school in which the course was taken, (2) the student is graduating on the Foundation high School Program, and (3) the credit was earned prior to September 1, 2014
 - iv. Is not required to take the corresponding assessment if (1) the Texas school district accepts the course credit from the school in which the course was taken and (2) the student is graduating on the Minimum High School Program, the Recommended High School Program, or the Distinguished Achievement Plan.



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SECTION XII BILINGUAL AND ESL STIPENDS

A. Bilingual Special Stipend

A teacher shall be eligible for the bilingual stipend in grades PK-5th (refer to the \$4000 annual Board Approved Salary Schedule under the district’s Compensation Manual) if the person:

- a) Is fully certified as a bilingual teacher, and actually teaching bilingual classes in an identified instructional bilingual classroom as per the Language Proficiency Assessment Committee (LPAC).
- b) Is actually teaching bilingual students in an identified instructional bilingual classroom as per the LPAC.
- c) Attends 18 hours of professional development per year addressing specific English language learners’ needs **outside of contracted hours** (i.e.: Sheltered Instruction Online Modules, ELPS Instructional Tool Modules, Bilingual/ESL Teacher Academy, TELPAS training (max. 2 hours), District/Campus LPAC Update Sessions, District Bilingual PLCs...)
- d) Collaborates with campus and district administration in decisions pertaining to ELs.
- e) Submits *The Bilingual Teacher Stipend Verification Form* below to principal eligibility by end of the school year (deadline July 15th) to be eligible for next school year’s stipend. The campus principal will use the *Bilingual Teacher Stipend Verification Form* to review teacher stipend eligibility for next year based upon submission of professional development documentation at the end of the academic year.

Teachers will receive over the course of their monthly paychecks. Adjustments to the following year bilingual teacher’s stipend will apply if the teacher does not meet the requirement of 18 hours of professional development in the area of Bilingual/ESL education.

	GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Bilingual Teacher Stipend Verification Form	
2016 – 2017 Academic Year	
Employee Name:	Employee ID:
Campus:	Grade & Subject Area(s):
Submission (Due to your Principal by Monday, May 18 th , 2017 to qualify for the 2017-2018 bilingual stipend)	
To be eligible for the bilingual stipend you must meet the criteria below. Please initial by each criterion to verify that you have met eligibility. Proof of staff development hours should be attached to this form.	
1.	Hold full bilingual teaching certification
2.	Teach bilingual students in an identified bilingual classroom
3.	Complete 18 hours of required professional development*
*A copy of your Professional Development Portfolio from Eduphoria is sufficient evidence of the completion of hours. Actual attendance certificates do not have to be submitted.	
The portion below is to be filled out by the campus principal.	
Please check the appropriate box below:	
<input type="checkbox"/>	Teacher meets eligibility and submitted proof of required training.
<input type="checkbox"/>	Teacher does not meet eligibility and/or did not submit proof of required training.
Principal Signature	Date



B. ESL Special Stipend

A teacher shall be eligible for an **ESL stipend** in secondary education (refer to the \$1500 annual Board Approved Salary Schedule under the district's Compensation Manual) if the person:

- 1) In Grades 6 -12, is fully certified in ESL
- 2) Is designated by campus principal as part of the sheltered instruction team that will be serving ELs.
- 3) Is actually teaching ESL students in an identified instructional ESL classroom as per the LPAC.
- 4) Attends 12 hours of professional development per year addressing EL needs **outside of contracted hours.**
- 5) Participates in professional learning communities and committees at the campus and district level.
- 6) Collaborates with other EL teachers, campus and district administration in decisions and documentation pertaining to ELs.

The campus administration will verify and notify the Human Resource Department and the Bilingual/ESL Department of the teacher continuous eligibility for the ESL stipend based upon submission of documentation by prescribed timelines. Payment of stipend will be provided to teachers over the course of their paycheck and continue during the second semester if adjustments are not necessary.



SECTION XIII

ESL TExES INCENTIVE

Teachers who **obtain** an English as a Second Language (ESL) certification are eligible to be reimbursed for the cost of taking the TExES exam and fees associated with having it added to their certification.

A. Required Documentation

The following items must be submitted to the Bilingual/ESL Department Administrative Secretary in order for a reimbursement request to be processed and approved:

1. A copy of the official ESL TExES Exam Score Report **reflecting a passing score**; and
2. A copy of the receipt reflecting the cost of taking the ESL TExES Exam which must contain the teacher's name; and
3. A copy of the receipt reflecting the cost of adding the ESL endorsement onto the certification via the State Board for Educator Certification (TEAL); and
4. A copy of the receipt proving the teacher paid and attended an ESL TExES Preparation Training session if offered through a Regional Education Service Center (the teacher's name must be reflected on the receipt).

B. Additional Circumstances Requiring Prior Approval

Additional fees associated with late or emergency registration for the ESL TExES exam may qualify for reimbursement. Fees associated with the ESL TExES Preparation Training offered by a regional education service center may qualify for reimbursement. To apply for reimbursement, a request must be submitted by the campus principal to the Bilingual/ESL Director prior to the late/emergency registration for the ESL TExES exam and ESL TExES Preparation Training offered by a regional education service center. Requests are subject to the approval of the Bilingual/ESL Director. Only the requests approved by the Bilingual/ESL Director will qualify for reimbursement.



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SECTION XIV

ENGLISH LANGUAGE LEARNERS/SPECIAL EDUCATION ANNUAL TRANSITION MEETINGS- GRADES 5th and 8th

In order to ensure appropriate program placement and schedule of 5th and 8th grade students into the junior and high school setting accordingly annual ELs/Sped transition meetings will be scheduled.

- An informational session with the required transition meeting audience (LPAC administrators, counselors, and diagnosticians) will be scheduled in the spring prior to the annual transition meeting to happen.
- Meetings to address next year placement of English language learners/special education students in grades 5th and 8th will take place at the end of the school year.
- During the transition meeting, the elementary and junior school campus representatives (LPAC administrator, special education staff and/or counselors) will discuss and provide next year placement documentation and LPAC decisions to the next year junior or high school representatives correspondingly.
- Documentation reviewed in the meeting will include the end-of-the year LPAC decisions regarding schedules and program placement for 5th and 8th graders and any other relevant documentation for the next year campus administrators to consider and support the placement of ELs/special education students in the new school setting.