CARROLL
Independent School District

Emergent Bilingual

Services for Emergent Bilingual Students

Adopted October 2, 2023

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Model operating procedures created by
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Contents

Services for Emergent Bilingual Students 1

What is Required....1

English as a Second Language....2

Teacher Certification & Training....2

Location....3

Preschool, Summer School, and Extended Time Programs....3

Monitoring and Implementation Rubrics....3

Evidence of Implementation....3

Resources....4

CITATIONS 4

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Services for Emergent Bilingual Students

What is Required

The District will provide bilingual education or English as a Second Language (ESL) services to students identified as Emergent Bilingual (EB) currently enrolled in the District as an integral part of its general program. If the District has 20 or more EB students at the same grade level District-wide who share the same primary language, the District will provide, at a minimum, a bilingual education program for elementary grades. The District's bilingual education services may be provided through a Transitional Bilingual Education (TBE) program or a Dual Language Immersion (DLI) program. If the District does not have 20 or more EB students at the same grade level District-wide who share the same primary language but does have at least one EB student, it will provide, at a minimum, an ESL program. The required bilingual education or ESL program is provided to every EB student with parental approval until such time that the student meets reclassification criteria or graduates from high school, or until the parent rescinds approval for services and the District follows the proper procedures.

District EB Administration will ensure the District's bilingual education and ESL programs emphasize the mastery of English language skills, as well as mathematics, science, and social studies, to enable EB students to participate equitably in school. These programs aid students in developing reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS), as well as grade-level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Both programs also consider the learning experiences and cultural aspects of the students' backgrounds.

District EB Administration will ensure these programs are effective, meaning that EB students are provided instruction using second language acquisition methods in English and/or their primary language to introduce basic concepts of the school environment. This instills confidence, self-assurance, and a positive identity with the student's cultural heritages. Further, these programs are linguistic. In the event that the District meets the criteria to develop a bilingual education program; it will provide intensive instruction in the skills of listening, speaking, reading, and writing both in the student's primary language and in English, provided through the ELPS and is structured to ensure that the students master the required TEKS and higher order thinking skills in all subjects.

Finally, the programs are cognitive. In the event that the District meets the criteria to develop a bilingual education program, it will include instruction in language arts, mathematics, science, and social studies both in the student's primary language and in English, using second language acquisition methods in either the student's primary language, in English, or in both, depending on the program model(s) utilized in the

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District. Students in the ESL program, however, may receive instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods.

English as a Second Language

The District's ESL program is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. This program enables EB students to become proficient in listening, speaking, reading, and writing in the English language through the use of second language acquisition methods. For EB students in Grade 3 or higher who are at a beginning to intermediate level in ESL, the District will provide intensive and ongoing second language acquisition instruction that is focused, targeted, and systematic.

The District's ESL program will be implemented through at least one of the following program models:

- *English as a Second Language/Content-Based*: An English as a Second Language/Content-Based model encourages full proficiency in English to participate equitably in school and targets English language development through academic content instruction that is linguistically and culturally responsive in all content areas of instruction (English Language Arts and Reading, Mathematics, Science, and Social Studies). An ESL teacher providing content-based ESL instruction will be appropriately certified in ESL through English Language Arts and Reading, Mathematics, Science, and Social Studies.

- *English as a Second Language/Pull-Out*: An English as a Second Language/Pull-Out model encourages full proficiency in English to participate equitably in school and targets English language development through academic content instruction that is linguistically and culturally responsive in English Language Arts and Reading. An ESL teacher providing pull-out or inclusionary ESL instruction for English Language Arts and Reading will be appropriately certified in ESL through English Language Arts and Reading.

Teacher Certification & Training

District Bilingual Education Administrators and Campus Administrators will seek appropriately certified teaching personnel to ensure that EB students are afforded the full opportunity to master the essential knowledge and skills required by the state. Each teacher assigned to the ESL program will be appropriately certified by the State Board for Educator Certification ("SBEC").

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Location

Bilingual education and ESL programs will be located on regular campuses within the District and not in separate facilities. The District may concentrate programs at a limited number of campuses within the District as needed.

Preschool, Summer School, and Extended Time Programs

Children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year may participate in a voluntary program for one-half day for eight weeks (or a similar schedule approved by the Board of Trustees) during the summer break. This program will meet the standards required by TEA for intensive bilingual education or special education programs. The maximum student-teacher ratio for the program is 18:1.

The District will also offer other summer school, extended day, or extended week bilingual education or special language programs on a full- or part-time basis for EB students. [See SUMMER SCHOOL]. These programs do not substitute for programs required to be provided during the school year and may be offered in conjunction with other school districts.

Monitoring and Implementation Rubrics

Campus EB Personnel and LPACs will closely monitor the progress of all EB students on the campus, including those students whose parents did not approve participation in a bilingual education or ESL program, in the English language and content mastery.

A District EB Administrator will use the program implementation rubrics provided by TEA to document implementation of bilingual education and ESL programs. These rubrics document implementation in the following areas: (1) program model design, (2) staffing and professional development, (3) instructional design: lesson planning and curriculum, (4) instructional design: methods and resources, and (5) family and community engagement.

Evidence of Implementation

- Dual Language Immersion Program Implementation (If District meets DLI criteria)
- English as a Second Language Program Implementation
- Transitional Bilingual Education Program Implementation (If District meets Bilingual criteria)
- Implementation Rubrics
- Documentation of Teacher Training
- List of Appropriately Certified Personnel in Bilingual Education and ESL Programs
- Service Logs

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Resources

Bilingual and English as a Second Language Education Programs - Texas Education Agency

Commissioner's Rules Concerning State Plan for Educating English Learners

FAQs LPAC and Emergent Bilingual Students - Texas Education Agency

LPAC Framework - Texas Education Agency

English Learner Program Implementation Resources - Texas Education Agency

DLI Program Implementation Rubric - Texas Education Agency

TBE Program Implementation Rubric - Texas Education Agency

ESL Program Implementation Rubric - Texas Education Agency

Program Implementation - Texas Education Agency

Texas Effective Dual Language Immersion Framework - Texas Education Agency

CITATIONS

Board Policy EHBE(LEGAL); Texas Education Code §§ 28.002, 28.0051, 29.055, 29.057, 29.060, 29.061; 19 TAC 89.1201, 89.1210, 89.1227–89.1229, 89.1233, 89.1235

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