



GOLIAD ISD

Bilingual Education and English as a Second Language (ESL) Programs

Goliad Independent School District Bilingual and English as a Second Language Handbook was written based on Federal and Texas state laws, district board policies, and research-based methodologies. This handbook serves as a blueprint for all district personnel involved in such programs.

Goliad ISD Bilingual and English as a Second Language (ESL) Programs

Vision

The Goliad ISD Bilingual and English as a Second Language Programs will establish a path to language acquisition and proficiency by providing rigorous academic instruction with supplemental support for students' learning experiences. As a result, the students will acquire interpersonal skills and high levels of academic achievement in language acquisition.

Mission

The Goliad ISD Bilingual and English as a Second Language Programs will equip and empower all Emergent Bilingual (EB) students with the 21st century skills to provide meaningful learning experiences to achieve academic excellence and make significant contributions to our community, nation, and world.

Program Goals

- Provide equitable instruction to all Emergent Bilingual (EB) students by meeting them at their level with rigorous learning experiences.
- Support learning to ensure master on state curriculum in all academic disciplines.
- Provide research-based practices to ensure proficiency in the ELPS domains (listening, speaking, reading, and writing).
- Promote diversity and inclusion in the school environment.

Special Programs Coordinator, Central Office, 361-645-3259

Chapter 89. Adoptions for Special Populations

Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

According to the Texas Education Code (TEC), Chapter 29, Subchapter B, any student who has a primary language other than English and is designated as an English learner must be given a full opportunity to engage in bilingual education or English as a second language (ESL) program. To guarantee that all students have equal access to education, as mandated by law. To provide equal educational opportunity, as required by the TEC, 1.002(a), each school district must:

1. Identify emergent bilingual students based on criteria established by the state.
2. provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002.
3. seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state; and
4. assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for emergent bilingual students and the schools that serve them.

Bilingual and ESL programs shall use instructional approaches designed to meet the academic needs of emergent bilingual students. The instruction and learning experiences shall be based on the state of Texas's essential knowledge and skills. Bilingual education programs shall aim to enable "emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English" (Commissioner's Rules Concerning State Plan for Educating English Learners, 2020).

The programs shall emphasize the mastery of all core subjects based on grade-level expectations.

Click below to access the comprehensive TEA document,

[Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students \(texas.gov\)](#)

Identification of Emergent Bilinguals

The state requires school districts to identify student's primary language PK-12 within 30 days of student enrollment. Emergent Bilingual students must be identified, tested, placed, and parental permission received within four weeks of the student's enrollment.

Step one of the identification timelines, procedures, assessment practices, and decision-making processes for identifying English learners is the following:

- The first time a student enrolls in a Texas public school, the parent/guardian is required to complete a home language survey (HLS).
- The home language survey is a required piece of the student's cumulative record (CUM) folder, and it must be completed within ten days of the student's initial enrollment to be valid.
- Only one Home Language Survey is completed for each student. Goliad ISD shall secure the student records. The survey follows the student for the rest of the student's academic journey. If a student transfers from another Texas school district, the receiving district must request the Home Language Survey from the previous school.
- The home language survey consists of the following three questions:
 1. Which languages are used at home?
 2. Which languages are used by the child at home?
 3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A).
- If the response to the questions on the home language survey indicates that a language other than English is used. In that case, the student shall be administered the state-approved English language proficiency test in accordance with TAC 89.1225 for identification and shall be identified as Emergent Bilingual (*LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification, 2021*).

The receiving office clerk should send a copy of all completed home language survey forms to the campus.

Click the link below to access the LPAC initial review form and an example of home language survey,

[LPAC Framework Manual Identification 2020-2021 \(txel.org\)](https://www.txel.org/LPAC-Framework-Manual-Identification-2020-2021)

English Language Proficiency Test

Goliad ISD utilizes the preLAS, and LAS Links placement test to assist with initial identification and placement in instructional programs for newly enrolled students. The assessment is the second step in the screening process to identify qualifying students for the Bilingual/ESL programs. The test is designed around the four major language sections: speaking, listening, reading, and writing, with a mix of constructed-response and multiple-choice questions. The preLAS and LAS Links placement test descriptors:

- Test for initial placement of K-12 students
- Align with College and Career Readiness Standards (CCRS)
- Assess speaking, listening, reading, and writing
- Administer paper/pencil or online
- Complete assessments in about 30 minutes
- NOTE: Results correspond with LAS Links Forms C and D and Español B

Test administrators must be fluent in the language of the test which they are administering. Therefore, each campus must designate a fluent English test administrator and a fluent Spanish test administrator. Suppose a campus does not have a fluent Spanish-speaking paraprofessional. In that case, the principal or the designee should notify the bilingual district office to arrange for fluent Spanish tester to assist them. (LAS links an English language proficiency assessment: LAS links an English language proficiency assessment, 2021).

For more information, click on the link below:

[Identifying Emergent Bilinguals with the LAS Battery of Assessments \(brainshark.com\)](https://brainshark.com/IdentifyingEmergentBilinguals/withtheLASBatteryofAssessments)

Four different levels of the LAS are administered, depending on student grade level:

Texas English Learner Identification: Program Overview	
Grade Level	Approved Assessment(s) for Identification:
preK3, preK4, Kindergarten	• preLAS English Form C • preLAS Español Form C • Available in Online or Paper Formats
1 st Grade	• LAS Links Form A • Speaking and Listening Only • Available in Online or Paper Formats
2 nd – 12 th Grade	• LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper Formats
1 st – 6 th Grade	• LAS Links Español Form A • Speaking and Listening • Available in Online or Paper Formats

Language Proficiency Assessment Committee (LPAC)

Texas requires school districts to establish a process for selecting and training the Language Proficiency Assessment Committee (LPAC) members. Assessment data review is the third step in the identification process.

LPAC members:

- Campus Administrator
- A professional bilingual educator (at bilingual campuses)
- A professional ESL educator
- A parent of a current emergent bilingual student (may not be district employee)
- All LPAC members shall receive training and sign confidentiality oaths.

The role of the language proficiency assessment committee upon the initial enrollment to the end of each school year:

LPAC is required to review the home language survey for all incoming students to identify students who need to be administered the language assessment.

The LPAC assists with parent communication and shall give written notice to the student's parent or guardian, advising the student has been classified as Emergent Bilingual and requesting approval to place the student in the required bilingual education or ESL program.

The LPAC shall determine the appropriate assessment option for each Emergent Bilingual student prior to the test administration of the state assessments.

The LPAC shall monitor the academic progress of each Emergent Bilingual and identify those who have met the criteria to exit.

Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal (ARD) committee members to review and provide recommendations to ensure appropriate identification and reclassification about the educational needs of each Emergent Bilingual who qualifies for services in the special education program (*TEA, BEGINNING OF YEAR LPAC GUIDANCE, 2021*).

Emergent Bilingual Classification Criteria

Emergent bilingual students' classification shall be determined within 4 weeks of a student enrollment in school. In order to qualify for transitional bilingual programs or English as a Second language program, a student must be identified as an Emergent Bilingual student using the following criteria:

- Pre-K – Kinder. The student scored as a non-English or limited-English proficient speaker on the preLAS oral language proficiency test.
- Grade 1st -12th. The student scored as a non-English or limited-English proficiency on the LAS Battery of assessments.
- The ARD committee must work in conjunction with the LPAC committee to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or ESL program (19 TAC §89.122 (h), (l), and (m)).

All students PK-6 who meet the criteria above and Spanish home language must be recommended for bilingual placement. Parents/guardians have the right to accept or deny services. Emergent bilingual students who speak another language must be recommended for ESL placement.

English as a Second Language (ESL)

ESL teachers shall design lessons and incorporate instructional approaches to make grade-level academic content accessible to Emergent Bilingual students. The ESL program targets the English language development that includes all ELPS domains listening, speaking, reading, and writing skills. To inform instructional practices, teachers shall locate and analyze the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student. TEA guidelines:

- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction with the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective. Prepare to linguistically accommodate the instruction, pacing, and materials for ELs, based on their English proficiency levels.
- Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity.
- Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for ELs at all proficiency levels to demonstrate their content knowledge.
- Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments.
- Communicate to the LPAC on academic and linguistic progress of current and former ELs (up to two years after reclassification) and about which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EL, as applicable.

ESL Models

Program Model Type	Goal	Instruction
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers.
Pull-Out ESL		A pull-out model can be implemented within the English learner's classroom, or the English learner may be provided his or her English language arts and reading instruction by an ESL certified teacher in another classroom setting.

ESL Teachers:

Content-Based Model:

- All four core teachers MUST be ESL certified before starting the year with ESL students.

Pull-out Model:

- The ELA/R teacher MUST be ESL certified before starting the year with ESL students.

If Goliad ISD is unable to employ a sufficient number of teachers, we shall:

- Take all reasonable affirmative steps to assign appropriate certified teachers to the required and ESL programs.
- Apply on or before November 1st for a waiver of the certification requirements in the ESL program.

Emergent Bilingual Student Reclassification Criteria

Emergent bilingual students may be reclassified as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition assistance as determined by academic satisfactory performance and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner reclassification rubric.

An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend reclassified students exit bilingual or English as a second language (ESL) program. Parental approval for exit or continuation in the program beyond reclassification must be obtained (Emergent Bilingual/English Learner Reclassification Criteria Chart, 2021).

Click below to access the reclassification criteria chart:

[2021-2022 Emergent Bilingual/English Learner Reclassification Criteria Chart \(texas.gov\)](#)

References

- Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners. <https://tea.texas.gov/sites/default/files/ch089bb.pdf>. (2020).
- LAS links an English language proficiency assessment: LAS links an English language proficiency assessment. LAS Links. (n.d.). <https://laslinks.com/>.
- Texas Education Agency (TEA). (n.d.). 2021-2022 BEGINNING OF YEAR LPAC GUIDANCE. <https://tea.texas.gov/sites/default/files/lpac-boy-guidancechecklist.pdf>.
- Texas Education Agency. (n.d.). LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE EB Identification. <https://www.txel.org/media/jwjdo5ns/identification-suggested-forms.pdf>.
- (2019, January). <https://tea.texas.gov/sites/default/files/Bilingual%20Education%20Programs%20Literature%20Review%20Jan%202019.pdf>.



GOLIAD ISD

Bilingual Education and English as a Second Language (ESL) Programs Operating Procedural Manual

Goliad Independent School District Bilingual and English as a Second Language Handbook was written based on Federal and Texas state laws, district board policies, and research-based methodologies. This handbook serves as a blueprint for all district personnel involved in such programs.

Chapter 89. Adoptions for Special Populations

Subchapter BB. Commissioner's Rules Concerning

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1. Identify emergent bilingual students based on criteria established by the state.
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3. seek appropriately certified teaching personnel to ensure that emergent bilingual students are afforded full opportunity to master the essential knowledge and skills required by the state; and
4. assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for emergent bilingual students and the schools that serve them.

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The programs shall emphasize the mastery of all core subjects based on grade-level expectations.

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Goliad ISD ESL Program

Goliad ISD will implement the Pull-Out Model for their ESL Program. Certifications, professional training, and ESL Waivers are reviewed on an annual basis.

Language Proficiency Assessment Committee (LPAC)

Texas requires school districts to establish a process for selecting and training the Language Proficiency Assessment Committee (LPAC) members.

LPAC members shall include, but not limited to:

- Campus Administrator
- A professional bilingual educator (at bilingual campuses)
- A professional ESL educator
- A parent of a current emergent bilingual student (may not be district employee)

**All LPAC members shall receive training and sign confidentiality oaths prior to the Initial LPAC.*

Newly Identified Emergent Bilinguals (EBs)

The state requires school districts to identify student's primary language PK-12 within 30 days of student enrollment. Emergent Bilingual students must be identified, tested, placed, and parental permission received within four weeks of the student's enrollment.

Goliad ISD will:

- have parent(s)/guardian(s) to complete a home language survey (HLS).
- The home language survey is a required piece of the student's cumulative record (CUM) folder, and it must be completed within ten days of the student's initial enrollment to be valid.
- The home language survey consists of the following two questions:
 1. What language is used in the child's home most of the time?
 2. What language does the child use most of the time?
- If the response to the questions on the home language survey indicates that a language other than English is used, the student shall be administered the preLAS Links/LAS Links within Goliad ISD.

***Only one Home Language Survey is completed for each student. Goliad ISD shall secure the student records. The survey follows the student for the rest of the student's academic journey. If a student transfers from another Texas school district, the receiving district must request the Home Language Survey from the previous school.*

After the assessment is complete:

- A LPAC meeting will be scheduled by the Special Programs Coordinator to review the results.
- LPAC members will determine if the student will be in the ESL Program.
- A parent letter will be sent for permission to enroll the student in the ESL program or deny ESL services.
- PEIMS data will be updated based on the Parent Letter (acceptance/denial)

Student Transfers

Students that transfer to Goliad ISD will be reviewed by LPAC members within 4 calendar weeks. Goliad ISD will follow the process below:

- Campus PEIMS clerk will notify SSS Team Secretary
- SSS Team Secretary will request additional documentation, if necessary, from previous District
- SSS Team Secretary will notify campus teachers after verifying PEIMS
- Special Programs Coordinator will schedule LPAC Meeting
- Google Invites will include Campus Secretaries and LPAC Members
- Special Programs Coordinator will email EB accommodations to teachers
- Folders will be updated and placed in student permanent folders

Dual-Coded Students

Students that are Dual-Coded belong to more than one program within Goliad ISD. A LPAC representative will work in conjunction with other programs throughout the school year.

Goliad ISD will follow the procedures below:

- Campus PEIMS clerk will notify SSS Team Secretary of the various programs the student is identified in
- Special Programs Coordinator will coordinate with other programs when scheduling LPAC meetings throughout the school year
- Special Programs Coordinator will serve as LPAC Representative to work in conjunction with other program(s)

Monitoring Identified Emergent Bilinguals (EBs)

All students identified as Emergent Bilinguals will be monitored by the Special Programs Coordinator and LPAC members.

Goliad ISD will conduct the following review procedures:

- Special Programs Coordinator will review six-weeks grades
- Campus Teachers will provide input for LPAC meetings
- Campus Teachers will update EB accommodation sheet for the Special Programs Coordinator
- Campus Teachers will submit EB Reclassification Rubric (if necessary)
- Special Programs Coordinator will schedule LPAC meetings
- Google Invites for all LPAC meetings will include Campus Secretaries and LPAC Members

Resources for Special Programs Coordinator

[GISD ESL Flowchart](#)

[GISD ESL Calendar of Events](#)

[Year at a Glance 2018-2019](#)