

PURPOSE

THE PURPOSE OF THIS POLICY IS TO ENSURE THAT STUDENTS IN PRE-KINDERGARTEN THROUGH GRADE 12 WHOSE HOME LANGUAGE IS NOT ENGLISH HAVE EQUITABLE EDUCATION AND LANGUAGE ACQUISITION OPPORTUNITIES THROUGH THE DISTRICT'S PROGRAMS.

THE BOARD IS COMMITTED TO BILINGUAL EDUCATION AS AN EFFECTIVE VEHICLE FOR PROVIDING ENGLISH LEARNERS (ELS) WITH A FULL MEASURE OF ACCESS TO AN EQUITABLE EDUCATIONAL OPPORTUNITY AS REQUIRED BY FEDERAL AND STATE LAW. THE BOARD ACKNOWLEDGES THAT CULTURAL IDENTITY IS INSEPARABLE FROM LANGUAGE AND RECOGNIZES BILINGUALISM AS A DESIRABLE GOAL AND A REFLECTION OF CULTURAL HERITAGE.

THIS POLICY STRENGTHENS THE BOARD'S COMMITMENT TO RECOGNIZE STUDENTS' HOME LANGUAGES AND CULTURES AS ASSETS TO BUILD UPON AND TO SUPPORT ACADEMIC SUCCESS WHILE THEY ACQUIRE ENGLISH IN PREPARATION FOR SUCCESS IN COLLEGE, CAREER, AND LIFE. WITH AN EMPHASIS ON:

- **SERVICES FOR ENGLISH LEARNERS WHICH ARE ALIGNED TO FEDERAL AND STATE LEGAL STANDARDS,**
- **CLARITY AND GUIDANCE ON EFFECTIVE INSTRUCTIONAL DESIGN FOR ENGLISH LEARNERS,**
- **RESEARCH-BASED INSTRUCTIONAL PRACTICES FOR ENGLISH LEARNERS, AND**
- **MEANINGFUL FAMILY/GUARDIAN PARTICIPATION**

Language Proficiency Assessment Committees

The professional staff members of the LPAC(s) shall be assigned those duties by the principal. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

Training

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

~~Biliteracy Dual
Language Education
Model~~

~~The 50/50 Simultaneous Biliteracy Dual Language Education Model shall be the designated program model for English Learners (ELs) in the District. In addition, native English speakers shall also have the opportunity to participate in the dual language education in the District.~~

**BILINGUAL / ESL
EDUCATION
PROGRAM
PARAMETERS**

THE DISTRICT'S PROGRAM IS BASED ON THE FOLLOWING PRINCIPLES:

- 1. COMPLY WITH THE TITLE III OF THE NO CHILD LEFT BEHIND ACT STATUTORY REQUIREMENTS REGARDING LIMITED ENGLISH PROFICIENT (LEP) AND IMMIGRANT STUDENTS. [SEE EHBE(LLEGAL)]**
- 2. PROVIDE ELEMENTARY BILINGUAL EDUCATION MODEL.**
 - a. A DUAL LANGUAGE ONE-WAY MODEL WILL BE OFFERED AT ELEMENTARY CAMPUSES ACROSS THE DISTRICT BASED ON EB STUDENT NEED.**
 - b. A DUAL LANGUAGE TWO-WAY MODEL WILL BE OFFERED.**

DUAL LANGUAGE IMMERSION/TWO-WAY IS A BILINGUAL/BILITERACY PROGRAM MODEL IN WHICH STUDENTS IDENTIFIED AS ENGLISH LEARNERS ARE INTEGRATED WITH STUDENTS PROFICIENT IN ENGLISH AND ARE SERVED IN BOTH ENGLISH AND ANOTHER LANGUAGE AND ARE PREPARED TO MEET RECLASSIFICATION CRITERIA IN ORDER TO BE SUCCESSFUL.

INSTRUCTION PROVIDED IN A LANGUAGE OTHER THAN ENGLISH IN THIS PROGRAM MODEL IS DELIVERED BY A TEACHER APPROPRIATELY CERTIFIED IN BILINGUAL EDUCATION UNDER TEC, §29.061, FOR THE ASSIGNED GRADE LEVEL AND CONTENT AREA. INSTRUCTION PROVIDED IN ENGLISH IN THIS PROGRAM MODEL MAY BE DELIVERED EITHER BY A TEACHER APPROPRIATELY CERTIFIED IN BILINGUAL EDUCATION OR BY A DIFFERENT TEACHER CERTIFIED IN ESL IN ACCORDANCE WITH TEC, §29.061, FOR THE ASSIGNED GRADE LEVEL AND CONTENT AREA.

THE GOAL OF TWO-WAY DUAL LANGUAGE IMMERSION IS FOR PROGRAM PARTICIPANTS TO ATTAIN

FULL PROFICIENCY IN ANOTHER LANGUAGE AS WELL AS ENGLISH. THIS MODEL PROVIDES ONGOING INSTRUCTION IN LITERACY AND ACADEMIC CONTENT IN ENGLISH AND ANOTHER LANGUAGE WITH A MINIMUM OF FIFTY PERCENT INSTRUCTION DELIVERED IN THE NON-ENGLISH PROGRAM LANGUAGE FOR THE DURATION OF THE PROGRAM.

STUDENT ENROLLMENT IN A TWO-WAY DUAL LANGUAGE IMMERSION PROGRAM MODEL IS OPTIONAL FOR ENGLISH PROFICIENT STUDENTS. ELIGIBILITY CRITERIA IS OUTLINED IN EHBE REGULATION.

C. TRANSITIONAL BILINGUAL/LATE EXIT OR A DUAL LANGUAGE PROGRAM MODEL WILL BE OFFERED ONLY IN MONTESSORI CLASSROOMS.

3. A SECONDARY DUAL LANGUAGE MODEL WILL BE OFFERED AT SECONDARY CAMPUSES THAT MEET STATE AND FEDERAL REQUIREMENTS.

4. PROVIDE ELEMENTARY AND SECONDARY AN ESL PULL-OUT PROGRAM AS THE ENGLISH AS A SECOND LANGUAGE PROGRAM MODEL WHERE INSTRUCTION SHALL BE PROVIDED BY THE ESL TEACHER IN A PULL-OUT OR INCLUSIONARY DELIVERY MODEL.

THE INTENT OF THE PROGRAM IS TO PROVIDE SERVICES FOR STUDENTS WHO SPEAK A LANGUAGE OTHER THAN THE BILINGUAL PARTNERING LANGUAGE AND GIVE PARENT DENYING BILINGUAL SERVICES THE OPTION TO OPT IN TO ESL SERVICES. TAC 89.1205

5. UTILIZE THE PARAMETERS FOR IMPLEMENTATION OF THE BILINGUAL AND ESL PROGRAMS AS ESTABLISHED BY THE SUPERINTENDENT.

THE BOARD REAFFIRMS ITS COMMITMENT, WHEN POSSIBLE AND PRACTICABLE, TO PROVIDING EACH STUDENT WITH AN OPPORTUNITY TO EXPERIENCE ACADEMIC SUCCESS THROUGH INSTRUCTION IN HIS OR HER PRIMARY LANGUAGE WHILE ACQUIRING ENGLISH.

Assessments

~~Biliteracy assessments in English and Spanish languages shall be required of all dual language education students in kindergarten-grade 12 (kindergarten-grade 2 initial biliteracy and grades 3-12 biliteracy across content areas).~~

WHEN ASSESSING EB AND NON-EL STUDENTS IN BILINGUAL CLASSROOMS THE USE OF THE STUDENT'S SECOND LANGUAGE AS THE LANGUAGE OF ASSESSMENT WILL BE CONSIDERED. IF THE STUDENT IS UNSUCCESSFUL IN THEIR SECOND LANGUAGE ASSESSMENT AND ITS PERFORMANCE IN THE ASSESSMENT IS BELOW A PASSING GRADE, THEN THE ASSESSMENT SHALL BE ADMINISTERED IN THE STUDENT'S NATIVE LANGUAGE TO DIFFERENTIATE BETWEEN ACADEMIC SKILL MASTERY AND LANGUAGE ACQUISITION BARRIER.

PARENTAL DENIAL OF PERMISSION FOR PLACEMENT OF A STUDENT

IF THE PARENT OR GUARDIAN DENIES PERMISSION TO ENROLL THE STUDENT IN THE STATE-REQUIRED BILINGUAL EDUCATION OR ESL CLASSROOMS AS RECOMMENDED BY THE LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC), A CONFERENCE MUST BE HELD WITH AN ADMINISTRATOR, THE PARENT OR GUARDIAN, AND ANOTHER MEMBER OF THE LPAC.

EXIT PROCEDURES

LPACS ARE RESPONSIBLE FOR RECLASSIFYING ALL IDENTIFIED EB/EL STUDENTS AS NON-EL, ACCORDING TO PROCEDURES IDENTIFIED IN EHBE REGULATION.

TEXAS SEAL OF BILITERACY

A STUDENT MAY EARN A PERFORMANCE ACKNOWLEDGMENT ON THE STUDENT'S TRANSCRIPT FOR OUTSTANDING PERFORMANCE IN BILINGUALISM AND BILITERACY AS FOLLOWS AS OUTLINED IN THE ADMINISTRATIVE REFERENCE GUIDE.

PROGRAM EVALUATION

THE DISTRICT WILL MONITOR AND ANNUALLY ASSESS THE PROPER IMPLEMENTATION OF THE DUAL LANGUAGE/BILINGUAL AND ESL CLASSROOMS. CLASSROOM EFFECTIVENESS IS MONITORED USING A VARIETY OF INSTRUMENTS TO MEASURE PROGRAM EFFECTIVENESS.

~~Report Cards~~

~~In addition to the requirements in policy EIA, report cards shall reflect the dual language education program of instruction for prekindergarten through grade 12.~~

~~Professional Development~~

~~In addition to other required professional development, all new and current teachers, assistant principals, principals, and educational support staff, such as academic leaders and coaches, and school counselors, assigned to dual language education shall be required to participate in 12 hours of professional development for the first year in dual language education and six hours in every subsequent year.~~

~~Annually, all District-level administrators and central office staff, as identified by the Superintendent in consultation with the division of connecting languages/dual language, whether directly involved with dual language education or not directly involved with dual language education, shall be required to participate in six hours of dual language education professional development.~~

~~PEIMS~~

~~PEIMS shall address all coding and procedures to facilitate the identification, data, collection, and reporting for monitoring and evaluating dual language education in the District. Both accountability and evaluation purposes require a data management system that tracks dual language education students over time.~~

~~Equitable Access~~

~~The District is committed to providing equitable access to services for English learners.~~