



Multilingual Handbook 2024-2025

Pursuant to Board Policy BP (Local), The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.

The Superintendent and Chief Academic Officer formally adopt the administrative procedures set forth in this manual to facilitate the District's compliance with Board Policy and applicable law.

**Dr Veronica Vijik
Superintendent of Schools**

Date Signed

**Monica Lyons
Chief Academic Officer**

Date Signed

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Introduction

Philosophy

The philosophy of Seguin Independent School District is to add second language skills to a person's linguistic repertoire in an environment where two languages and cultures are equally valued through a dual language model.

Bilingual instruction shall utilize the student's native language as a fountain for teaching academic content that reflects the Texas Essential Knowledge and Skills (TEKS) at high levels, while building English proficiency.

Goals of the Bilingual Program

- Bilingualism/biliteracy
- High Academic Achievement
- Sociocultural competence

Goals of the English for Speakers of Other Languages (ESOL) Program

The goals of the ESOL program are for students to:

- Improve their English proficiency
- Attain high levels of academic achievement in language arts and in content subjects.

State Policy

"It is the policy of the state that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual or English as a Second Language program, as required in the Texas Education Code, Chapter 29, Subchapter B."

Goals for LPAC Membership

LPAC members will be required to participate in district professional learning for Beginning, Middle, and End of the Year LPACs.

Parents will attend LPAC training sessions prior to attending LPACs.

Chapter 1: Initial Placement Process

TOPIC	HOME LANGUAGE SURVEY
TASK	To identify students with a primary or home language other than English
GRADE(S)	PK-12
TIMELINE	Within 4 weeks of a student’s initial enrollment in school
PERSON RESPONSIBLE	Principal, office personnel, LPAC Clerk
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed and parental permission received within 4 weeks of the student’s enrollment in the school district. The home language survey (HLS) is the first step in the screening process to identify students who might be eligible for the bilingual or ESL program</p> <p>The first time a student enrolls in a Texas public school, the parent is required to complete an HLS which consists of two questions:</p> <p style="padding-left: 40px;">1. What language is spoken in the child’s home most of the time? 2. What language does the child speak most of the time?</p> <p>If the response to EITHER OF THE TWO QUESTIONS on the HLS is a language other than English, the student must be tested for language proficiency in accordance with TAC 89.1225.</p> <p>Only one survey is completed for each student. That survey follows the student for the rest of the student’s school history. If a student transfers from another Texas school district, the receiving district must request the original HLS from the previous district.</p> <p>The initial Home Language Survey is a required part of the student’s cumulative folder, and it must be completed within ten (10) days of the student’s initial enrollment in a Texas public school. To be valid, the HLS must be dated and signed by the student’s parent or guardian for each student in PK through grade 12.</p> <p>The receiving campus office personnel should notify the District Multilingual Director or LPAC Clerk of the recent enrollee for further directions.</p>

TOPIC	ASSESSMENT OF LANGUAGE PROFICIENCY (A-C)																						
TASK	To determine the student's language proficiency																						
GRADES	PK-12																						
TIMELINE	Within 4 weeks of a student's initial enrollment in school																						
PERSON(S) RESPONSIBLE	Multilingual District Personnel or Designated Trained Campus Personnel																						
PROCEDURE	<p>Testing of language proficiency is the second step in the screening process to identify qualifying students for the Bilingual or ESL program.</p> <p>Trained test administrators must administer the state approved LAS Battery of Assessments to all new students who have a primary language other than English identified as the answer to either of the two questions on their initial home language survey.</p> <p>These students' language proficiency must be assessed in the following languages: •</p> <ul style="list-style-type: none"> • Administer the English test to all new students PK-12 • Administer the Spanish tests to all students in grades PK-5 with Spanish as their home language. <p>LAS Administration</p> <table border="1" data-bbox="406 997 1518 1575"> <tbody> <tr> <td data-bbox="409 1001 678 1102">Fall</td> <td data-bbox="678 1001 938 1102">PreK3-K</td> <td data-bbox="938 1001 1208 1102">preLAS English</td> <td data-bbox="1208 1001 1515 1102">preLAS Spanish Speaking and listening</td> </tr> <tr> <td data-bbox="409 1102 678 1234">Ongoing</td> <td data-bbox="678 1102 938 1234">Newcomers 1st grade:</td> <td data-bbox="938 1102 1208 1234">LAS Links English Speaking and Listening only.</td> <td data-bbox="1208 1102 1515 1234">LAS Links Spanish Speaking and listening</td> </tr> <tr> <td data-bbox="409 1234 678 1375"></td> <td data-bbox="678 1234 938 1375">Newcomers 2nd-5th grade:</td> <td data-bbox="938 1234 1208 1375">LAS Links English Listening, speaking, reading, writing.</td> <td data-bbox="1208 1234 1515 1375">LAS Links Spanish Speaking and listening</td> </tr> <tr> <td data-bbox="409 1375 678 1438"></td> <td data-bbox="678 1375 938 1438">Newcomers 6-12</td> <td data-bbox="938 1375 1208 1438">LAS Links English</td> <td data-bbox="1208 1375 1515 1438"></td> </tr> <tr> <td data-bbox="409 1438 678 1575">Spring</td> <td data-bbox="678 1438 938 1575">Students in Dual Language</td> <td data-bbox="938 1438 1208 1575">LAS Links Spanish Listening, Speaking, Reading, Writing</td> <td data-bbox="1208 1438 1515 1575"></td> </tr> </tbody> </table>			Fall	PreK3-K	preLAS English	preLAS Spanish Speaking and listening	Ongoing	Newcomers 1st grade:	LAS Links English Speaking and Listening only.	LAS Links Spanish Speaking and listening		Newcomers 2nd-5th grade:	LAS Links English Listening, speaking, reading, writing.	LAS Links Spanish Speaking and listening		Newcomers 6-12	LAS Links English		Spring	Students in Dual Language	LAS Links Spanish Listening, Speaking, Reading, Writing	
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FORM	LAS Exam																						
LAW or REGULATION	TAC 89.1225 (a-c)																						

TOPIC	EB CLASSIFICATION CRITERIA												
TASK	Determine student’s eligibility for EB classification												
GRADES	PK-12												
TIMELINE	Within 4 weeks of the student’s initial enrollment												
PERSON(s) RESPONSIBLE	Multilingual Department District Office Personnel/Campus LPAC Chair												
PROCEDURE	<p>Texas requires that English language learners be identified, tested, placed, and parental permission received within 4 weeks of the student’s enrollment in the school district.</p> <p>For entry into a bilingual education or English as a second language program, the following criteria will be followed:</p> <ol style="list-style-type: none"> 1. In PK-K grade: The student scored as a non-English or limited English proficient speaker on the preLAS Battery of Assessments (L1, 2, 3). 2. In grades 1st-12th: The student scored as a non-English or limited English proficient speaker on the LAS Battery of Assessments. 3. The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency for students for whom the tests and score cut points on the state approved test list would be inappropriate as part of the individualized education program (IEP). <p>All students in grades PK-5 who meet the criteria above to be identified as an EL and have Spanish as their home language must be recommended for bilingual/dual language program placement.</p> <p>EL students whose home language is not Spanish are to be recommended for ESL program placement.</p> <p>To qualify for Dual Language, a student must score:</p> <table border="1" data-bbox="446 1417 1567 1690"> <tbody> <tr> <td>PreK3-4</td> <td>PreLAS English</td> <td>Level 3 or below</td> </tr> <tr> <td>K</td> <td>Las Link - English</td> <td>Level 3 or below</td> </tr> <tr> <td>1st</td> <td>Las Link- English</td> <td>Level 3 or below</td> </tr> <tr> <td>2nd</td> <td>Las Link- English</td> <td>Level 3 or below</td> </tr> </tbody> </table>	PreK3-4	PreLAS English	Level 3 or below	K	Las Link - English	Level 3 or below	1st	Las Link- English	Level 3 or below	2nd	Las Link- English	Level 3 or below
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FORM	Initial LPAC Form, Parent Permission Form, LAS Results												
LAW or REGULATION	TAC 89.1225 (d-g)												

TOPIC	PARENT NOTIFICATION AND PROGRAM PLACEMENT
TASK	Place students designated as EBs in the appropriate program of instruction
GRADES	PK-12
TIMELINE	No later than the 10th day after the student’s classification LPAC
PERSON(S) RESPONSIBLE	Campus LPAC Chair/Multilingual Department
PROCEDURE	<p>The LPAC determines EB status and appropriate program placement for EBs.</p> <p>The LPAC must give written notice to the student’s parent advising that the student has been classified as an EB and requesting approval to place the student in the recommended program within 4 weeks of student enrollment.</p> <ul style="list-style-type: none"> • Parents must sign and date the “Parent Notification-Identification and Placement” form. • The date on the parent notification form must be on or after the LPAC date • Send the parent notification form home in the parent’s native language when possible • If a parent denies the placement recommended by the LPAC, a conference with an administrator to explain the benefits of the program must be held and documented. <p>Pending parent approval, SISD shall place the student in the recommended program. Only Bilingual EBs with parent approval will be coded for the bilingual education allotment.</p> <p>A parent or student (if 18 years of age or older) who refuses language services must object in writing to the proposed placement. The EL will be removed from any EB program and placed in a mainstream program. However, the <u>student will continue to be an EB until he/she meets the requirements for reclassification.</u></p> <p>EBs with parent approval for placement in the Bilingual Education (BE)/Dual Language (DL) program shall be placed with a bilingual certified teacher for all core subjects upon enrollment.</p> <p>EBs with parent approval for placement in the English as a Second Language (ESL) program shall be placed with an ESL certified teacher for English Lang Arts & Reading upon enrollment.</p> <p>By Federal and State law, all EB students must be placed in a BE/DL or ESL program unless the parent requests otherwise. Schools are monitored for placement and corrective action will be used to ensure compliance.</p> <p>With the approval of the school district and a student’s parents, a student who is not an EB may also participate in the DL program. The number of participating students who are not EBs may not exceed 40 percent of the number of students enrolled in the program.</p> <p>Process for Transfers: Students who transfer into the program from other districts shall be placed into the equivalent program in Seguin ISD.</p>
FORM	Parent Permission Form & Initial LPAC Form
LAW/REGULATION	TAC 89.1220 (m) & 89.1240 & 89.1233 & TEC Sec. 29.056 (d)

Chapter 2:
**Instructional Program
Design for EBs in
Seguin ISD**

TOPIC	BILINGUAL EDUCATION PROGRAM CONTENT & DESIGN
TASK	To implement a program of instruction for bilingual education students that provides access to grade-level academic content and develops proficiency in English and Spanish
GRADE(S)	PK-5
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Campus and district leadership
PROCEDURE	<p>Bilingual Education is an integral part of the total school program at Seguin ISD. Such programs use instructional approaches designed to meet the special needs of all identified English Learners. Seguin ISD offers EBs in PK-5th grade bilingual education through the One-Way and Two-Way Dual Language Program Models.</p> <p>Goals of the Bilingual Program</p> <ul style="list-style-type: none"> ● Bilingualism/biliteracy (High linguistic proficiency in two languages) ● High Academic Achievement (High academic proficiency across the content areas in both languages.) ● Sociocultural competence (Positive cross-cultural attitudes; biculturalism) <p>Critical Elementary Model Components</p> <ul style="list-style-type: none"> ● Language of the Day Activities (PK-5th grade) <ul style="list-style-type: none"> ○ Promotes bilingualism across the campus ○ Develops vocabulary in both languages ● Content Area Word Walls (PK-5th grade) <ul style="list-style-type: none"> ○ Spanish- red; English- blue for Language Arts, Math, Science and Social Studies ○ Word walls must be relevant and should include visuals to make content comprehensible ○ Content vocabulary (Bridging Anchor charts) should be visible, and updated for each unit ○ Cognates should be present when appropriate ○ Bridging Anchor charts should be student created. ● Structured Language (PK-5th grade) <ul style="list-style-type: none"> ○ Use of language scaffolds such as sentence and paragraph stems in listening, speaking, reading and writing. ○ Expect students to produce complete sentences orally and in writing in both languages ● Connect /collaborate with students to build and develop sociocultural competence <ul style="list-style-type: none"> ○ Integration of students’ experiences ○ Culturally responsive instruction ○ Active participation from students ● Bilingual Pairs (PK-5th grade) <ul style="list-style-type: none"> ○ Students are paired with a partner based on language proficiency and content knowledge (high/med, and med/low pairings) ○ Students support each other’s language and content learning ○ Should be utilized during math and literacy centers/stations.

Biliteracy Philosophy

We believe in developing reading, writing, listening, and speaking skills in both languages concurrently (Simultaneous biliteracy). Student develop biliteracy in an environment that utilizes the gradual release of responsibility model (I do, we do, you do) in both languages daily.

Dual Language Classroom and teacher expectations

- Items in the classroom are labeled in both languages.
 - English: blue/ Spanish: red
- Student work is displayed in classrooms and halls in both languages.
- All lessons need to be challenging, highly interactive, and authentic.
 - Rigor and relevance
- Teachers will use Sheltered Instruction strategies in all content area instruction.
- Teachers must adhere to the Language of Instruction (LOI) and encourage students to use the LOI.
- Teachers must adhere to Language of the Day (LOD) which will be used in social settings i.e. recess, lunch, during transitions.
- Daily routines (greetings, daily news, clean up time, line-up time
- Teachers assess individually and in groups for accountability.

Dual Language Principal Expectations

- Monitor consistent implementation of the DLE model both campus-wide and classroom level.
- Values and promotes both languages throughout campus following the Language of the day (LOD).
 - All school staff follow the LOD across the campus.
 - Signage in both languages across the campus.
- Secures classroom instructional materials in both languages.
- Oversees the development of the Dual Language library.
- Communicates with parents
 - Parent information disseminated in both languages.
 - Conducts regular parent meetings to keep parents informed.

**LAW or
REGULATION**

TAC 89.1210 (a-d)

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT AND DESIGN
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Principal, Multilingual Coordinator, ESL teacher
PROCEDURE	<p>Seguin ISD is required to provide an English as a second language (ESL) program to every English language learner who is not required to be in the bilingual education program. Additionally, students in the bilingual program must have ESL instruction time as well.</p> <p>Standards of Instruction: The curriculum for EBs in the ESL program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Seguin ISD teachers shall modify the instruction, pacing, and materials to ensure that EBs have a full opportunity to master the TEKS, at their grade level.</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of EBs.</p> <p>Seguin ISD English as a Second Language Program Models:</p> <ul style="list-style-type: none"> • In PK-5, a content-based program model may be implemented in all SISD elementary schools. This is an English program that serves students identified as EBs by providing a full-time ESL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates ESL instruction with subject matter instruction that 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. • In grades 6-12, a pull-out program model is implemented in all SISD secondary schools. <p>Long-term EBs: students with 4+ years in US schools identified as EBs are provided English language arts instruction by an ESL-certified ELA teacher. The ELA teacher is to support language development using ELPS in conjunction with TEKS.</p> <p>Newcomer EBs: students with 0-3 years in US schools attend class with an ESL-certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary (push-in) delivery model.</p> <p>6th and 7th grade ELAR: 6th and 7th grade EBs will have their ELA instruction with the ESL teacher.</p> <p>High School Newcomers: Newcomers will stay in a sheltered environment for the first two weeks of their arrival to learn the campus, the culture, and survival English for each content area. Students will participate in extracurricular activities and electives. SI instruction from the teacher is in English; however, no limitations are placed on native language support from students, teachers, or support staff.</p> <p>Teachers of EBs shall be responsible for:</p>

	<ul style="list-style-type: none"> • Knowing the English proficiency levels of the EBs listed on their rosters • Adjusting instruction to students' levels of language development • Implementing the ELPs in their instruction
LAW or REGULATION	TAC 89.1210 (e-j)

TOPIC	PROGRAM MONITORING
TASK	Monitor the progress of Emergent Bilinguals throughout the school year
GRADES	K-12
TIMELINE	Every 6/9 weeks
PERSON(s) RESPONSIBLE	Campus LPAC Chair/Multilingual Department/LPAC Specialist/ESL Teacher
PROCEDURE	<p>Seguin ISD will monitor the EB's progress by evaluating their grades each 6/9 weeks. Once the grades have been entered by the classroom teachers, the following will occur:</p> <ol style="list-style-type: none"> 1. District staff will run a report which gives information of specific Emerging Bilinguals who failed any course that six/nine weeks. 2. A monitoring form from Ellevation is sent to the teacher of the failed course to receive input on the reason for that failure. 3. Bilingual/ESL District staff will review the data to look for trends with specific students and teachers at Monitoring LPACs held within two weeks of the end of the grading period. 5. Any items of concern will be communicated to the campus administrator.
FORM	Ellevation Monitoring Form
LAW/REGULATION	TAC 89.1229

**Chapter 3:
Assessment,
Reclassification,
& Monitoring of
Student
Progress**

TOPIC	SPRING TELPAS REQUIREMENT & CONSIDERATIONS
TASK	Determine the TELPAS assessment domains, all EBs must participate in the spring to evaluate their English acquisition for each language domain
GRADE(S)	K-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	Personnel assigned by Principal
PROCEDURE	<p>Texas English Language Proficiency Assessment System (TELPAS): The TELPAS or TELPAS Alt is administered to all Emerging Bilinguals in Grades K-12, including EBs with parental denials until they are reclassified as English Proficient in PEIMS. In rare cases, the ARD committee in collaboration with the LPAC may determine that an EL receiving Special Education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s disability. (See Reclassification Chart)</p> <p>TELPAS ALT Qualification TELPAS ALT is available beginning 2nd grade. To qualify a second grader for TELPAS ALT the ARD/LPAC will need to complete the TELPAS ALTERNATE PARTICIPATION REQUIREMENTS The ARD/LPAC will need to set reclassification criteria for each language domain before December.</p> <p>Participation Considerations for Reading in Grades 2-12 Because the span of reading ability is so broad and the purpose is to measure annual growth in English acquisition, TELPAS Reading should be appropriate for most EBs who receive special education services. Exceptions include:</p> <ul style="list-style-type: none"> • students who need an assessment in Braille (Braille versions are not available), and • students unable to read even simple words and phrases because of a significant cognitive disability. <p>Participation Considerations for Holistically Rated Assessments K–12 Teachers rate EBs in accordance with how well the students understand and use the English required by the ELPS at their grade level. EBs receiving Sped services should be evaluated relative to how well they are able to understand and use English to access the general curriculum at their enrolled grade level in accordance with their IEP. TELPAS ALT: The ARD/LPAC shall determine reclassification criteria for each language domain. TELPAS: The ARD/LPAC shall determine language domain participation With rare exceptions, students should be able to be rated in each holistically rated domain. If the LPAC and ARD committees collaboratively decide that assessment in a domain is inappropriate because of the severity of a student’s disability, the reason for not assessing the student must be well-supported and documented in the student’s IEP by the ARD and in the student’s cumulative file by the LPAC. Participation must be considered on a domain-by-domain basis.</p> <p>Accommodation Decisions For TELPAS the allowable accommodations address needs related to the EL’s disability. Linguistic accommodations, which address second language acquisition needs, are not permitted during TELPAS because second language acquisition is what is being assessed.</p>
LAW or Reg	TAC Section 101.1003

TOPIC	EB STAAR REQUIREMENTS & CONSIDERATIONS
TASK	To determine the STAAR assessments EBs must participate in, the language of their assessments, and the appropriate linguistic accommodations for each English learner
GRADE(S)	3-12
TIMELINE	Spring
PERSON(S) RESPONSIBLE	LPAC, Teacher of Record
PROCEDURE	<p>State of Texas Assessments of Academic Readiness (STAAR) program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. For grades 3–8, this includes assessments of mathematics, reading, writing, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra I, Biology, English I, English II, and U.S. History. LPACs must make and document test participation decisions in accordance with STAAR program requirements and in making these decisions:</p> <ul style="list-style-type: none"> • LPACs are responsible for obtaining the necessary information from the student’s teachers. Test participation decisions must be made on an individual student basis. • STAAR Spanish is only available to EBs in grades 3-5. In addition to being appropriate for students in DL programs who are receiving most of their academic instruction in Spanish, it may be appropriate for an EB in an ESL program. <p>Examples:</p> <ul style="list-style-type: none"> o Spanish speaker who has recently moved to the U.S. o an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program o A student in an ESL program who receives substantial support in Spanish <ul style="list-style-type: none"> • LPACs are required to determine and document the number of school years in which EBs have been enrolled in U.S. schools. This information is used in TELPAS reporting, STAAR assessment decisions and accountability and PBM measures. It is vital that LPACs follow state policies and procedures to determine and annually document this important data element. • In the case of an EB who receives Sped services or 504 services, the LPAC is responsible for working with the student’s ARD committee or 504 committee to make and document assessment decisions. The decision may be made by key members of each committee if necessary. • See the STAAR Decision-Making Guide for information about EBs who qualify as unschooled asylees or refugees. <p>LPACs are responsible for</p> <ul style="list-style-type: none"> • making linguistic accommodation decisions for EBs in accordance with the TEA policies in the STAAR Decision-Making Guide and • maintaining required documentation of the decisions.
FORM	Teacher Form from Ellevation; MOY LPAC
LAW or Reg	TAC Section 101.1003

TOPIC	ANNUAL REVIEW OF EBs & MONITORED STUDENTS
TASK	To review all pertinent information on all EBs and Monitored students to evaluate their language proficiency and academic achievement levels and determine program placement for the following year.
GRADE(S)	PK-12
TIMELINE	End of the school year, immediately after all test data is available for each grade level
PERSON(S) RESPONSIBLE	Principal/Bilingual & ESL District Staff / LPAC
PROCEDURE	<p>At the end of the year, the LPAC is required by law to review the progress of every student:</p> <ul style="list-style-type: none"> • Identified as EB in PEIMS, being served in a bilingual or ESL program • Identified in PEIMS as an EB parent denial (PD), denying any DL or ESL services • Identified in PEIMS as Non-EB, but is in their first or second year as a monitored student (F, S) <p>The LPAC shall review all pertinent information on these students and shall:</p> <ol style="list-style-type: none"> 1. Designate the language proficiency of each EB, using Spring TELPAS scores 2. Designate the level of academic achievement of each EB and M1 and M2, using spring STAAR results for grades 3-12. 3. Designate the placement of each EB and F and S for the next year: BE/DL, ESL, Parent Denials (PD), F, or S 4. Facilitate the participation of each EB in other special programs for which they are eligible provided by the school district with either state or federal funds. 5. Classify students as English proficient per state criteria and recommend that EBs exit from the BE/DL or ESL program or that PDs be reclassified as non-EB. <p>EBs: LPACs should recommend appropriate instructional and supplemental support services for those EBs not making satisfactory academic progress. A plan of intensive instruction must be documented and placed in the student cumulative file.</p> <p>RECLASSIFIED STUDENTS: LPACs shall review the progress of reclassified fluent English proficient students during the two years after they have been reclassified, monitored and recommend either 1) appropriate instructional services for those who are not performing satisfactorily based on their state test or classroom performance or 2) re-entry into a BE/DL or ESL program.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an EB program for those students who were reclassified as fluent English proficient and who are not performing satisfactorily and for whom the LPAC has deemed re-entry the most appropriate recommendation.</p> <p>The LPAC shall report to the parents the progress of their child regarding participation in the program offered to EBs in English and the home language if possible.</p>
LAW or REGULATION	TAC 89.1220 (g) & 89.1265 (c)

TOPIC	RECLASSIFYING, EXITING, OR TRANSITIONING EBS
TASK	To determine if an EB has developed English language skills necessary to succeed without second language support services.
GRADE(S)	1-12
TIMELINE	On a yearly basis
PERSON(S) RESPONSIBLE	Principal/Bilingual & ESL District Staff/LPAC Committee
PROCEDURE	<p>An EB student shall be assessed annually and shall be reclassified as English proficient at the end of the school year in which the student would be able to participate equally in a general education, all-English instructional program. This determination shall be based on the following:</p> <ol style="list-style-type: none"> 1. The student has developed English Proficiency --Students in grades 1-12 must score at the Advanced High level on TELPAS in each of the language domains, listening, speaking, reading, and writing. 2. The student has developed reading proficiency in English. - <ul style="list-style-type: none"> ● EBs in grades <u>1-2</u> and <u>11-12</u> must score at or above the 40th percentile on the reading and language sections of the Iowa. ● EBs in grades <u>3-8</u> must meet or exceed the satisfactory performance level on the STAAR reading test without any linguistic accommodations ● EBs in grade <u>9</u> must meet satisfactory performance level on the STAAR English I EOC without any linguistic accommodations ● EBs in grade in grade <u>10</u> must meet satisfactory performance level on the STAAR English II EOC without any linguistic accommodations <p>Students in Pre-K and K may not be reclassified, or exited, from BE or ESL.</p> <p>The LPAC shall notify the student's parents. For reclassified students, the parents must sign and date the Reclassification/Program Exit Form, and the district must maintain this document in the student's LPAC folder within the student's cumulative folder.</p> <p>The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard for reclassifying EBs who receive both special education and special language services.</p>
FORMS	Reclassification/Program Exit Form
LAW or REGULATION	TAC 89.1225 (h-k) & 89.1240 (b)

TOPIC	MONITORING RECLASSIFIED STUDENTS
TASK	To determine that an EB has been correctly reclassified as fluent English proficient and to monitor the progress of “former EBs”.
GRADE(S)	3-12
TIMELINE	Every grading period for two years following the school year reclassification occurred.
PERSON(S) RESPONSIBLE	Principal/ Bilingual & ESL District Staff
PROCEDURE	<p>A reclassified, or exited, student must be monitored every 6 weeks for two consecutive years after exiting the program.</p> <p>Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EB.</p> <p>When an LPAC is held for a monitored student in year one or two, included will be the homeroom or English Language Arts teacher to evaluate discipline and classroom progress. In addition, for a special education student, a representative from the special education department should be invited.</p> <p>RECLASSIFIED STUDENTS: LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:</p> <ul style="list-style-type: none"> • The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level. • The student does not have passing grades in all subjects and courses taken. <p>For such students, a plan of intensive instruction provided by the school must be documented and placed in the student cumulative file.</p> <p>RE-ENROLLING RECLASSIFIED STUDENTS: Subject to parental consent, LPACs are responsible for re-enrolling students in an English Language program for those students who were reclassified as English proficient and who are not performing satisfactorily. However, the district will not receive program funding for such students.</p>
LAW or REGULATION	TAC 89.1225 (j)

Chapter 4:
Program Evaluation
and Staffing

TOPIC	ANNUAL BE & ESL PROGRAM EVALUATION
TASK	To determine program impact and student outcomes in all subject areas
GRADE(S)	3-12
TIMELINE	At the end of each school year
PERSON(S) RESPONSIBLE	Bilingual & ESL District Staff
PROCEDURE	<p>Student Performance: As required by law, SISD conducts periodic assessments in the languages of instruction to determine program impact and student outcomes in all subject areas through common assessments. Spanish LAS assessments are given to students in DL to determine growth in the Spanish language. Data from iStation at elementary schools is monitored and reviewed each 9 weeks. Data from administration of the STAAR assessments each spring is also used to determine student outcomes.</p> <p>Annual reports of EBs’ educational performance reflect their academic progress in either English or Spanish, the extent to which they are becoming proficient in English, and the number of students who have been exited from the BE and ESL programs. At the end of each school year SISD shall report to parents, in English and in their home language, the results of their participation in the BE or ESL program.</p> <p>Campus Improvement Plan: Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for Emerging Bilinguals, taking into account the performance of the campus EBs and their teachers’ professional needs.</p> <p>Professional Development: SISD shall compile and retain at the district level annual reports to reflect the number of teachers and aides trained and the frequency, scope, and results of the training. Principals should arrange with the BE/ESL Office to provide in-service presentations to meet site-specific staff development goals. Training is available in the following areas: • Second Language Acquisition and ESL Methodology</p> <ul style="list-style-type: none"> • EL Program Design, Class Designations and Student Placement • Sheltered Instruction Strategies • School Involvement for Parents of EBs • Scoring/Assessing TELPAS Listening, Speaking, Reading and/or Writing • Instructional Roles of BE or ESL instructional aides
LAW or REGULATION	TAC 89.1225 (j)

TOPIC	STAFFING AND TEACHER CREDENTIALS
TASK	To provide schools with certified teachers to the required BE and ESL programs
GRADE(S)	PK-12
TIMELINE	Annually
PERSON(S) RESPONSIBLE	Principal & Director/ESL and District Planning
PROCEDURE	<p><u>Qualifications for Bilingual Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for EC-6 bilingual-generalist • Demonstrated competency in the core academic subject area(s) assigned Special Knowledge/Skills: <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in academic Spanish and English <p>Primary Purpose: Provide bilingual or dual language program students with appropriate learning activities and experiences in the core subjects assigned and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p> <p><u>Qualifications for ESL Teachers</u></p> <p>Education/Certification/License:</p> <ul style="list-style-type: none"> • Bachelor’s degree from an accredited university • Valid Texas teaching certificate with required endorsements or required training for English Language Arts and ESL for the assigned grade level(s) • Demonstrated competency in the core academic subject area(s) assigned Special Knowledge/Skills: <ul style="list-style-type: none"> • Knowledge of core academic subject assigned • Ability to employ sheltered instruction methodologies • General knowledge of curriculum and instruction • Ability to instruct students and manage their behavior • Strong organizational, communication, and interpersonal skills • Ability to work collaboratively with colleagues and provide effective strategies which foster the development of English acquisition of LEP students • Oral and writing fluency in English <p>Primary Purpose: Provide ESL program students with appropriate learning activities and experiences in English language acquisition and assist students in fulfilling potential for intellectual, emotional, physical, and social growth to function successfully in society.</p>
LAW or REGULATION	TEC 29.061 (a-c)

**CHAPTER 5:
SPECIAL
PROGRAMS FOR
EMERGENT
BILINGUALS**

TOPIC	EB and RESPONSE TO INTERVENTION
TASK	To provide intervention for English language learners
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Campus Instructional Coordinators/Instructional Specialist/Academic Dean
PROCEDURE	<p>RTI (Response to Intervention) Process</p> <p>1.The Response to Intervention process will be followed for non-English Language learners.</p> <p>For all EBs grades 1-12, the Response to Intervention process will be followed as for non English Language learners. LPACs and RTI committee members will review Instructional Accommodations, state assessments, formal or informal assessments or any other resources which will give data related to the student’s progress. The BE or ESL certified ELA teacher will indicate which instructional accommodations and/or interventions EBs need to make adequate academic and linguistic progress on goals set in the first RTI meeting.</p> <p>Accommodations/Interventions should be in place long enough to judge with confidence whether that accommodation/intervention is working. It is recommended that RTI Teams set a reasonable length of time that intervention will be in effect (e.g., 4 to 6 instructional weeks, 6 to 9 instructional weeks). Teams have the latitude to set longer or shorter intervention time spans based on the facts of the specific student case.</p> <p>For EBs in grades 3-12, LPACs will also identify those that require an Intensive Plan of Instruction (IPI)*:</p> <ul style="list-style-type: none"> • Those unsuccessful on a state assessment (ex. STAAR/TELPAS) OR • Recent Immigrants in their 1st or 2nd year in US schools with Beginning or Intermediate English Language Proficiency <p>For All EBs: LPAC Team Leaders and/or ELA teachers will use Lead4ward resources and/or Seidlitz <i>Navigating the ELPS</i> books (pages 40-58 and 77-89) to determine specific instructional and linguistic interventions and strategies to recommend for student success. These recommendations will be entered on the RTI paperwork.</p> <p>2. During RTI meetings,</p> <ul style="list-style-type: none"> • Review and compare the EB data and their Tier placement to verify if EBs are already receiving instructional and/or linguistic interventions. • Ensure that EBs are receiving both the necessary academic interventions as well as the LPAC recommended accommodations and interventions • Record RTI intervention decisions <p>The RTI Folder is reviewed by the special education staff after Tier 3</p>

	<p>During the year, members of the RTI committee should review and monitor these instructional accommodations regularly to ensure fidelity of implementation in all classrooms.</p> <p>**SPED REFERRAL PREREQUISITES: Prior to submitting a Permission for Special Education Evaluation for an EB, the school’s Sped Team has the following responsibilities:</p> <ul style="list-style-type: none"> • To determine, with LPAC assistance if the home language is other than English, that the student has gone through the EB identification process • To ensure, if the student is an EB, current testing (within a calendar year) from an- English language assessment (oral, reading and writing) and assessment of language proficiency in the student’s primary or home language • To generate, if language assessment results deem it appropriate, a referral that includes all the information from those assessments • RTI Coordinator delivers referral for special education to the Director of Special Education
<p>LAW or REGULATION</p>	

TOPIC	EL EVALUATION FOR SPECIAL EDUCATION
TASK	To evaluate emerging bilinguals for possible placement in special education
GRADE(S)	PK-12
TIMELINE	Within 45 school days from when parent signs permission to evaluate
PERSON(S) RESPONSIBLE	Director of Special Education
PROCEDURE	<p>EVALUATION: Examiners conducting Special Education (Sped) evaluations for EBs have the following responsibilities:</p> <ul style="list-style-type: none"> • To ensure that the evaluation is objective, appropriate, valid, and reliable – examiners shall use one or more of the following linguistic strategies: <ol style="list-style-type: none"> 1. An evaluation using non-verbal instruments; or 2. An oral evaluation conducted directly in the student’s native language; or 3. An evaluation instrument written in the student’s native language • The school assessment staff will conduct a preliminary evaluation of the EL in English by making use of such diagnostic strategies as a review of student records, observation in the student’s classroom, a consultation with the student’s teacher(s), or other similar evaluation activities. • If the student’s home language is Spanish, a bilingual diagnostician or school psychologist (LSSP) shall conduct all observations and assessments. • The school assessment staff will administer an intelligence measure to the EL as a means of establishing a global ability range. • For children whose home language is other than English, the assessment staff shall request an interpreter from the Bilingual/ESL Office to interpret for the ARD. The assistance may include translating diagnostic information from testing. The interpreter will be able to share any information included in the ARD. <p>EVALUATION REPORT: Once the evaluations of the EL student have been completed, the results shall be documented in a report that includes:</p> <ol style="list-style-type: none"> (1) A summary of the discussion of the effects of linguistic and cultural factors on educational history and learning. (2) Whether and how diagnostic instrument procedures were altered for the student. (3) Documentation of translation and/or interpretation in the administration of diagnostic instruments/procedures and if this could affect the validity and reliability of the results. (4) A statement that indicates whether test results are valid and reliable given the student’s linguistic and cultural background; and (5) Cross validation of formal diagnostic measures with other data available about the student.
LAW or REGULATION	TAC 89.1225(k) & 20 USC 1414 IDEA Act-Evaluation, Eligibility Determinations, Individualized Education Programs, and Educational Placements

TOPIC	EL PLACEMENT AND INSTRUCTION IN SPECIAL ED PROGRAMS
TASK	To meet the language development needs of EBs within the special education program
GRADE(S)	PK-12
TIMELINE	Ongoing
PERSON(S) RESPONSIBLE	Director of Special Education
PROCEDURE	<p>For SPED EBs the ARD Committee will:</p> <ul style="list-style-type: none"> • Include at least one person knowledgeable about the student’s language background and a member of the campus LPAC (who may be one and the same person). • Discuss and understand the effects of language and culture on the evaluation. • Ensure that placement decisions are based on a variety of information, such as review of existing records, the results of pre-referral interventions and curricular adaptations, work samples, formal and informal assessments, and observations. • Document all the procedures; and any exceptions made to these procedures with the rationale for the exceptions. • Ensure that the IEP reflects that services are designed to assist the student to overcome language barriers. <p>For students referred to SPED, placement in a BE or ESL program may not be refused solely because the student has a disability. However, if the student:</p> <ul style="list-style-type: none"> • has a disability and language is not a factor then the student is not an EB, even though the family may speak other languages. <p>For EBs, the LPAC and ARD committee may recommend that a student:</p> <ul style="list-style-type: none"> • is an EB and has an identified disability, therefore, he/she should be served jointly through special education and Bilingual/ESL programs. • is an EB but assessment results show that the student is not eligible for the SPED program and should be served through the BE/ESL program and NOT in SPED. <p>Several types of special education placements are available. The ARD committee shall determine the placement based on the student’s IEP.</p> <p>If the ARD committee with the LPAC determines that a BE or ESL class is required, EBs will remain in such classes with their BE or ESL certified teacher. SPED services will be provided by an itinerant SPED certified teacher during the subjects that the ARD determines support is needed.</p> <p>If the ARD committee with the LPAC decides that a more restrictive special education placement is most appropriate, the EL will receive BE or ESL support. As appropriate, a paraprofessional fluent in the student’s language may be provided.</p>
LAW or REGULATION	TAC 89.1225(k) & 20 USC 1414 IDEA Act- Individualized Education Programs, and Educational Placements

TOPIC	EL ASSESSMENT AND PLACEMENT FOR GT PROGRAMS
TASK	Utilize culturally and linguistically appropriate assessment strategies for EBs to determine their eligibility to qualify for and receive gifted and talented services
GRADE(S)	K-12
TIMELINE	Annually
PERSON(S) RESPONSIBLE	District Coordinator/ Campus Instructional Coordinators/Specialists
PROCEDURE	<p>Texas school districts are required to use tests approved by the Texas Education Agency for testing and identifying gifted children. Data collected through both qualitative and quantitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program.</p> <p>The GT Placement Committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.</p> <ul style="list-style-type: none"> • All placements in Special Education, Self-Contained GT classes and the elementary GT program are approved by the GT Placement Committee and monitored by the lead GT teachers.
LAW or REGULATION	TAC 89.1 (3) & 34 CFR 100 Title VI of the Civil Rights Act of 1964

TOPIC	SUMMER PROGRAMS FOR EBS
TASK	To meet the language development needs of EBs
GRADE(S)	PK-K
TIMELINE	Current academic year
PERSON(S) RESPONSIBLE	Multilingual Department, Campus Principal
PROCEDURE	<p>Required Bilingual/ESL for Kindergarten and Pre-K4 EBs: Seguin ISD will offer a summer program for EBs. This program will help these children to continue in their development of English language proficiency, literacy, and academic skills needed for success in Kindergarten and First grade.</p> <p>To be eligible for enrollment:</p> <ul style="list-style-type: none"> o The student must be identified as an EB as per LPAC guidelines o The EB must be eligible for Kindergarten or grade 1 for the following school year
LAW or REGULATION	TAC 89.1250

**CHAPTER 6:
EMERGENT
BILINGUAL
PARENT AND
COMMUNITY
ENGAGEMENT**

TOPIC	COMMUNICATION AND ADVOCACY
TASK	To communicate effectively with parents of EBs and to advocate for students and parents seeking EB services
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Campus and District Leadership
PROCEDURE	<p>*The school principal must regularly communicate with and assist LEP parents in</p> <ul style="list-style-type: none"> • Keeping track of their child’s progress toward the attainment of academic standards • Obtaining information about their child’s placement options • Securing interpretation and translation services as needed <p>Principals must ensure their schools comply with the following stipulations:</p> <p><u>Grading and Promotion of EBs:</u> Teachers assign grades and make decisions about promotion and retention for EBs based on the progress reasonably expected of students at their level of English proficiency and resulting from properly modified instruction. Schools have a duty to provide EBs with specially prepared teachers and with instruction that is comprehensible at the students’ level of English language development. When appropriate instruction has not been carried out, the responsibility for any lack of progress in learning shall not be placed on the students.</p> <p><u>Standardized tests and the language of assessment:</u> Principals and teachers ensure that EBs are permitted to use their native language in responding to standardized tests in English when use of the native language will, in the teacher’s opinion, enhance the validity of the assessment. For example, the student may ask questions in the native language, define words with the use of a bilingual dictionary when permissible, or use the native language to write initial drafts of English essays.</p> <p><u>EBs participation in other programs and activities:</u> For EBs who qualify for GT programs or for Special Education assistance, principals shall optimize opportunities to have the students participate in such programs. School officials should encourage participation of EBs in student government, school clubs, and other extracurricular activities.</p>
LAW or REGULATION	LAU Compliance Agreement

TOPIC	ENGLISH AS A SECOND LANGUAGE PROGRAM CONTENT AND DESIGN
TASK	To implement a program of instruction for students in the ESL program that provides access to grade-level academic content and develops proficiency in English
GRADE(S)	PK-12
TIMELINE	On-going
PERSON(S) RESPONSIBLE	Campus and District Leadership
PROCEDURE	<p>Seguin ISD provides an English as a second language (ESL) program to every Emerging Bilingual who is not required to be in the bilingual/dual language education program. Additionally, students in the bilingual/dual language program must have ESL instruction time as well.</p> <p>Standards of Instruction: The curriculum for EBs in the ESL program should reflect the same academic standards established for mainstream students as specified in the Texas Essential Knowledge and Skills (TEKS) with the additional goal of acquiring proficiency in English as specified in the state’s English Language Proficiency Standards (ELPS).</p> <p>Teachers shall modify the instruction, pacing, and materials to ensure that EBs have a full opportunity to master the TEKS, at their grade level.</p> <p>The ESL program shall be an integral part of the regular educational program and shall address the affective, linguistic, and cognitive needs of EBs.</p> <p>English as a Second Language Program Models:</p> <ul style="list-style-type: none"> • In PK-5, a content-based program model may be implemented in the elementary schools. This is an English program that serves students identified as EBs by providing a full-time ESL-certified teacher to provide supplementary instruction for all content area instruction. The program integrates ESL instruction with subject matter instruction that 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. • In grades 6-12, a pull-out program model is implemented in secondary schools. This is an English program that serves students identified as EBs by providing an ESL-certified ELA teacher to provide English language arts instruction. Instruction may be provided by an ESL teacher in a pull-out or inclusionary (push-in) delivery model. <p>Newcomer Program: Students who enter Seguin ISD (grades 9-12) as a refugee or asylee and are in the first year in the United States are served in our Newcomer Program. These students are served through a pull-out program model.</p>

	<p>Seguin ISD English as a Second Language (ESL) Program Instructional Approach: ESL teachers shall implement the Sheltered Instruction (SI) approach for teaching ESL. SI is an approach where subject matter instruction is organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material. SI instruction from the teacher is in English; however, no limitations are placed on native language support from students, teachers, or support staff.</p> <p>Teachers of EBs shall be responsible for:</p> <ul style="list-style-type: none">• Knowing the English proficiency levels of the EBs listed on their rosters• Adjusting instruction to students' levels of language development• Implementing the ELPs in their instruction
LAW or REGULATION	TAC 89.1210 (e-j)

Performance Acknowledgment

Seal of Biliteracy

Global Seal of Biliteracy

Pathways to Biliteracy

Preschool Bilingual Pathway Award

The purpose of the award at preschool "graduation" is to help young children and their families feel pride and excitement about becoming bilingual. As children enter Kindergarten, their families make an important decision about the kind of language program in which they will enroll their children. For this reason, it is an important moment in the educational journey to support families to think about the value they place on bilingualism for their child and to provide information about dual language immersion (two way) programs, bilingual programs, heritage language programs and other options. Developmentally, this is also an important phase in which children's attitudes about their home language, and about people who speak languages other than their own are being shaped. The Preschool Bilingual Pathway Award is a statement of values. It is a participation award given to all children in preschool programs that meet criteria demonstrating active support for the development of dual language children. The program criteria include:

- The preschool actively affirms the value of bilingualism (e.g., signs and posters are in multiple languages, children are routinely exposed to songs, phrases and chants in multiple languages, adults speak about how wonderful it is to be able to speak different languages).
- The preschool staff educate parents about how to support dual language development (e.g., host workshops, provide written materials, and interact regularly with parents about raising bilingual children).
- The preschool actively promotes development of rich oral language (ESL, DL) in the child's home language (whenever possible) and early Spanish literacy development (DL only).
- The preschool actively engages children in developing a love of books and print in multiple languages.

Elementary School Pathways Awards

Elementary Bilingual Service and Participation Award (BSPA) (2024)

The intent of the Elementary School "Bilingual Service and Participation Award" (BPSA) is to encourage students along the path of bilingualism for students who are not enrolled in a dual language program. This can be awarded at the end of elementary school. The criteria might include:

- English language and literacy:
- Grade 5 STAAR in English Reading Language Arts at "Approaches" or higher level);
- Age appropriate (Advanced or higher) speaking/listening proficiency in the home language for English Learners and in the second language for students whose home language is English (e.g. Spanish LAS at a level 4 or higher);
- Write a summary or create a brief presentation (choose a language) about any of the following:
 - ESL classroom buddy to help newcomers transition.
 - Reading books to your siblings
 - Pen pal via email or snail mail with the DL students.
 - Tell how you use bilingualism to help your family.
 - Do announcements or the pledge of allegiance in Spanish/other languages.
 - Create signs in the school in Spanish/other languages.
 - Art/PE/Music- Play a song or game from their culture and share with the students in class.
 - Share how they celebrate a cultural tradition at home.
- Positive attitudes towards bilingualism and understanding that bilingualism has benefits (demonstrated through an essay or oral presentation).

Elementary School Biliteracy Attainment Award

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Dual Language or ESL programs. Criteria could include:

- STAAR Reading (in English or Spanish) at the "Meets" level or above in fifth grade;
- Demonstration of proficiency in a language other than English (e.g., Standards Test in Spanish at the "Proficient" level or above in fifth grade, attainment of a level 4 or higher on the Spanish LAS).
- Reading logs signed by their teachers of ten books (at grade level) read independently in English and ten books (at grade level) read independently in a language other than English.
- Write an essay or create a presentation for your principal.
 - Tell the story of how you became bilingual/biliterate. Include who has helped you, what challenges you have faced to become bilingual/biliterate and how you have overcome them.
 - Interview a family member about their experience as a bilingual/bicultural member of our community.
 - Research your favorite bilingual artist, scientist, pop star, athlete, author, poet, or other famous bilingual person. Outline the person's key life events and accomplishments and explain why you chose this person.

Middle School Service and Participation Award

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism, and to validate use of multiple languages for all students. Requirements may include:

- Participation in at least **two years of a World Language class**
- STAAR– Reading Language Arts portion at a "Approaches" level or above;
- Communication piece:
 - A personal response essay to having attended one cultural event from the second language/culture they are studying. Explain or describe the events and the cultural significance and impact on your family and/or community.
 - Conduct an interview with a bilingual member of your community to explore how bilingualism and biculturalism positively impacts their life. Use the interview to create a presentation or essay introducing the community member and their ideas. Include a reflection about what you learned through the interview and how it applies to your life or experiences.
 - Discuss how bilingualism is valuable at school, at home and in your circle of friends and acquaintances. For example, if you are involved in sports, theater or some other activity, how does being bilingual and bicultural help you connect in new and different ways. Include examples.

Middle School Biliteracy Attainment Award

This award is designed to set a standard for high level biliteracy attainment for students in a Dual Language or ESL program. All students, English fluent and English Learners, might be required to meet the following performance standards:

- Proficient or above on the Standards Test in Spanish (LAS) or District Assessment of grade-level competency in a language other than English;
- Oral Proficiency in a language other than English (e.g., for a Spanish speaker in a Dual Language or ESL program, LAS at a level 6/8 or equivalent);
- STAAR – English Language Arts portion at a "Approaches" level or above;
- Average grades of B or higher in English classes and in **World Language or Native Speakers courses**;
- Include a communication piece in your application. Choose one of the following to address:
 - A personal response essay to having attended one cultural event from the second language/culture they are studying. Explain or describe the events and the cultural significance and impact on your family and/or community.
 - Conduct an interview with a bilingual member of your community to explore how bilingualism and biculturalism positively impacts their life. Use the interview to create a presentation or essay introducing the community member and their ideas. Include a reflection about what you learned through the interview and how it applies to your life or experiences.
 - Discuss how bilingualism is valuable at school, at home and in your circle of friends and acquaintances. For example, if you are involved in sports, theater or some other activity, how does being bilingual and bicultural help you connect in new and different ways. Include examples.

Performance Acknowledgment- Seal of Biliteracy

English Language Arts:

The student must complete **one** of the following:

1. A student must successfully complete all English Language Arts requirements with an overall GPA of 2.5 or above with a cut off date of December.
2. Emergent Bilinguals must meet reclassification criteria if GPA in ELA is not 2.5.

World Language:

The student must complete **one** of the following:

1. A SCORE OF "3" OR ABOVE ON THE Language AP (Advance Placement) exam. (Attach copy of test results).
2. Successful completion of the District's approved LOTE course study at level 3 or higher with two credits in the **same world language**, receiving an overall GPA of 2.9 or above in the LOTE classes.

Ex: Spanish III and Spanish IV

3. Successful completion of the District's approved LOTE course study with three credits in the **same world language**, receiving an overall GPA of 2.7 or above in the LOTE classes.

Ex: French I, French II, French III

Communication Component: (length)

The student must complete and submit **one** of the following using the qualifying world language or English to the Multilingual Department at Central Office:

1. Written essay on why knowing multiple languages is important to your future. Describe how being multilingual will impact opportunities, choices, and decisions that you will make after graduation.
2. Oral presentation about two careers where bilingualism is important and why and how bilingualism is a benefit in those careers.
3. A personal response essay to having attended two cultural events from the second language/culture they are studying. Explain or describe the events and the cultural significance and impact on your family and/or community.

Dual Language Models

One-Way DL or Two-Way DL

The population of students served in the classroom helps to determine the model of instruction



One-Way DL

**LINGUISTICALLY
HOMOGENEOUS** group of
students.

All students in the
classroom are identified as
ELs.

Two-Way DL

**APPROXIMATELY EQUAL
NUMBER OF ELs and
Monolingual English Speakers.**
Students identified as ELs are
integrated with students
proficient in English.

Classroom Ecological Design Tool

Teacher Name: _____

Date: _____




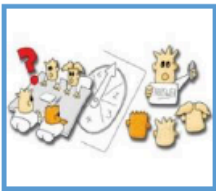


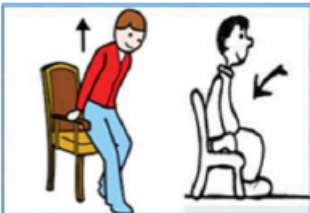
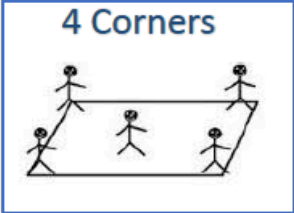

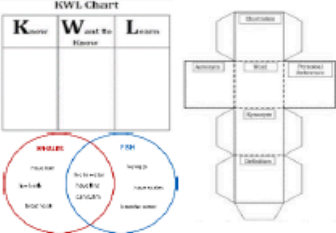
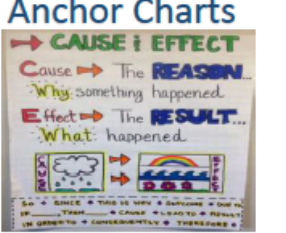




This tool allows teachers to reflect on the critical elements of the classroom environment and informally evaluate the integration of language throughout the classroom learning stations/centers.

Rate using: E=Evident NE=Not evident NS=Needs support

Classroom Environment	E	NE	NS
Evidence of centers/stations arranged appropriately considering noisy areas away from quiet areas to facilitate social communication by students.			
Evidence of familiar print that is representative of the places, objects, and materials children encounter every day.			
Evidence of labeling with words and pictures everywhere in the classroom to make connections to written language; in both languages (English in blue and Spanish in red.)			
Evidence of established routines to promote modeling and shared responsibility through daily charts and frequent expressions of rules and expectations.			
Evidence of schedule to promote structured activities.			
Evidence of a variety of materials to promote communication and exploration.			
Evidence of an environment that celebrates cultural and language differences among all students served.			
Evidence of multiculturalism and diversity in books, materials, and artifacts.			
Evidence of differentiation for all learners, honoring each child's uniqueness.			
Evidence of a learning environment that accommodates learners with diverse needs.			
Evidence of purposeful planning of activities designed to facilitate interaction, independence, group work, cooperative learning, and self-help skills.			
Evidence of a positive environment through display of students' work and student-created anchor charts.			
Evidence of lessons designed to promote exploration and discovery that stimulate communication and higher order thinking skills.			
TOTAL:			

Adapted from TEA's Title III Early Childhood Education for English Learners

7 STEPS

<p>STEP 1</p>	<p>Teach students what to say when they don't know what to say.</p>	 <p>May I please have some more information? Would you please repeat the question? Where could I find more information? May I please have some time to think? May I ask a friend for help?</p>																																				
<p>STEP 2</p>	<p>Have students speak in complete sentences.</p>	<p>How did you know your solution was reasonable? I knew my solution was reasonable because _____</p> 																																				
<p>STEP 3</p>	<p>Randomize and rotate when calling on students.</p>	 <table border="1" data-bbox="829 699 1052 842"> <thead> <tr> <th>TABLE #</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>STUDENT</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Table # _____ Student # _____</p>  	TABLE #	1	2	3	4	5	STUDENT			X			1						2						3						4					
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<p>STEP 4</p>	<p>Use total response signals.</p>	  																																				
<p>STEP 5</p>	<p>Use visuals and vocabulary strategies that support your objectives.</p>	  																																				
<p>STEP 6</p>	<p>Have students participate in structured conversations.</p>	 <p>STRUCTURED INTERACTION</p>  <p>Question Signal Stem Share Address</p> <p>USING SENTENCE STEMS: STEPS</p> <ol style="list-style-type: none"> 1. Introduce 2. Model 3. Practice 4. Implement 																																				
<p>STEP 7</p>	<p>Have students participate in structured reading and writing activities.</p>	<p>DIALOGUE JOURNAL</p>  <p>DRAW & WRITE Science journals, using sentence stems</p>  <p>READ, WRITE, PAIR, SHARE (write using sentence stems)</p> <p>SQP2RS (Squeepers) Survey Question Predict Read Respond Summarize</p>																																				