

Fredericksburg Independent School District

Bilingual/ESL Education Department

234 Friendship Ln, Fredericksburg, TX 78624

830-997-9551

Bilingual/ESL Education

Program Overview Instructional Model:

PK-5 One-way Dual Language Immersion Program and English as a Second Language

PK-12 English as a Second Language



Fredericksburg Independent School District

Our Vision

Fredericksburg ISD students are inspired to be successful and innovative in a diverse and changing world.

Our Mission

Fredericksburg ISD partners with families, students, and community to provide a safe and supportive learning environment. We excite the imagination of every student. We engage them in relevant, compelling learning experiences in order to prepare for life in a diverse, global society.

Our Core Values

Respect, Integrity, Students First, and Excellence (RISE)

Fredericksburg ISD Bilingual/ESL Department

Mission Statement

The Fredericksburg ISD Bilingual/ESL Department partners with families, students, and community to prepare students to become bilingual and bi-literate in order to maximize their current and future academic potential in a multicultural, diverse, global society.

State Guidelines for Bilingual Programs

Purpose of the bilingual program

Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. The academic, linguistic, and cultural background of English learners is used in a bilingual education program as the platform for acquiring grade level content material in the primary language and in English.

Dual Language Immersion Programs

English learners attain full proficiency (including grade-level literacy skills) in their primary language, as well as English, to participate equitably in school.

Instruction

English learners receive instruction in literacy and academic content in their primary language, as well as English, from teachers certified in bilingual/ESL education. At least half of the instruction is delivered in the student's primary language for the duration of the program.

Benefits of Bilingual Education

Research indicates that children who participate in a bilingual education program:

- Build on a literacy foundation in their primary language to acquire stronger cognitive and academic skill in English;
- Are more likely to develop a bicultural identity, become biliterate, and have higher self-esteem;
- May use their bilingual skills to access competitive job opportunities in a global world.

Certification Requirements

Districts or charter schools that are unable to provide bilingual certified teachers to implement the bilingual program in the elementary and/or secondary grades are required to request from the commissioner of education an exception to the bilingual education program and approval to offer an alternative program. It is recommended to review the [Bilingual Education Scenario Chain](#) prior to filling out the exception application.

State Guidelines for ESL Programs

Purpose of the ESL Program

ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. This means that the ESL program uses the academic, linguistic, and cultural background of English learners as a platform for acquiring grade level content material in English.

ESL Program

English learners will attain full proficiency in English in order to participate equitably in school.

Instruction

An ESL pull-out model can be implemented within the English learner's ELAR classroom when that teacher is ESL certified, 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. English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers.

Benefits of the ESL Program

Academic instruction is provided by teachers who:

- Are trained in effective second language acquisition methods;
- Understand the specific language needs of English learners and how to address them;
- Recognize the benefits of an English learner's academic, cultural, and linguistic background; and
- Can adapt instruction, pacing, and materials to target an English learner's language proficiency level.

Certification Requirements

Districts or charter schools that are unable to provide ESL certified teachers to implement the ESL program either in-person or during remote instruction in the elementary and/or secondary grades are required to request from the commissioner of education a waiver of the certification requirements for teachers who will provide ESL instruction. It is recommended to review the [ESL Waiver Scenario Chain](#) prior to filling out the waiver application.

Program Statutes

School districts in Texas, including Charters and Districts of Innovation, are responsible for ensuring compliance with Texas Education Code (TEC) [§29.051-29.064](#) – Bilingual Education and ESL Programs, and Texas Administrative Code (TAC), [Chapter 89](#). Adaptations for Special Populations, Subchapter BB. Commissioner’s Rules Concerning State Plan for Education English Learners.

Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act

[Title III, Part A](#) of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA), aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners to meet the same challenging State academic standards that all children are expected to meet.

Program Funding

Bilingual Education Allotment (BEA) – State Funds

Statutory Authority: *Texas Education Code §42.153*

Districts are required to spend at least 55% of BEA on Direct Program Costs:

- Direct Program Costs are costs that can be directly and wholly attributed to a specific fund, function, object, organization, or program intent.

Districts that apply for a Bilingual Education Exception and/or ESL Waiver must assure that they will use a minimum 10% of their total BEA funds for their comprehensive professional development plans:

- The 10% is applied to the 55% of BEA Direct Program Costs
- [Allowable use of BEA funds for comprehensive PD Plan](#)

New Under House Bill 3: Expands the Bilingual Education Allotment (BEA) to incentivize funding for dual language programs.

Title III, Part A – Federal Funds

Title III, Part A is meant to:

- Ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English
- Assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects to meet the Texas Academic Standards
- Assist in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs
- Provide high-quality, effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community based-organizational personnel
- Promote parental, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for English learners.
 - [FAQ – Allowable Use of Title III, Part A Funds](#).

Definition of Supplement, Not Supplant

The term “supplement, not supplant” is a provision common to many federal statutes authorizing education grant programs. There is no single supplement, not supplant provision. Rather, the wording of the provision varies depending on the various statutes. In order to be in compliance with each program’s version of the supplement, not supplant requirements, LEAs must be cognizant of how the provision is applied in each specific program.

[Side-by-Side Guidance Document: Allowable vs. Unallowable use of Funds](#)

(BEA & Title III)

The side-by-side guidance document addresses the following areas:

- A. Certification
- B. Salary supplements for teachers
- C. Supplemental staff expenses
- D. Staff development
- E. Conferences
- F. Assessment/Instructional materials and equipment
- G. Supplemental program services
- H. Other supplies required for quality instruction
- I. Engagement activities

LPAC Responsibilities and Resources

School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s). Training should occur annually. LPAC members can now get trained through the online modules available through TEA: [LPAC Framework Online Modules](#).

LPAC Membership

The LPAC shall include:

- an appropriately certified bilingual educator (for students served through a bilingual education program), and/or an appropriately certified ESL educator (for students served through as ESL program),
- a parent or guardian of an English learner participating in a bilingual or ESL program, and
- a campus administrator in accordance with Texas Education Code (TEC), §29.063.

LPAC Meeting Requirements

LPAC meetings must be held:

- Within four calendar weeks of the initial enrollment, for identification and/or review
- Prior to state assessments, for determination of appropriate assessments and designated supports
- At the end of the year, for annual review and for the following year's placement decisions, and
- As needed, to discuss student progress.

LPAC Duties

Review pertinent information on all English learners to:

- designate the language proficiency level of each English learner
- designate the level of academic achievement of each English learner
- designate, subject to parental approval, the initial instructional placement of each English learner
- facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services
- reclassify students at the end of the school year that meet English proficiency in accordance with the criteria described in §89.1226(i).

Required Documentation

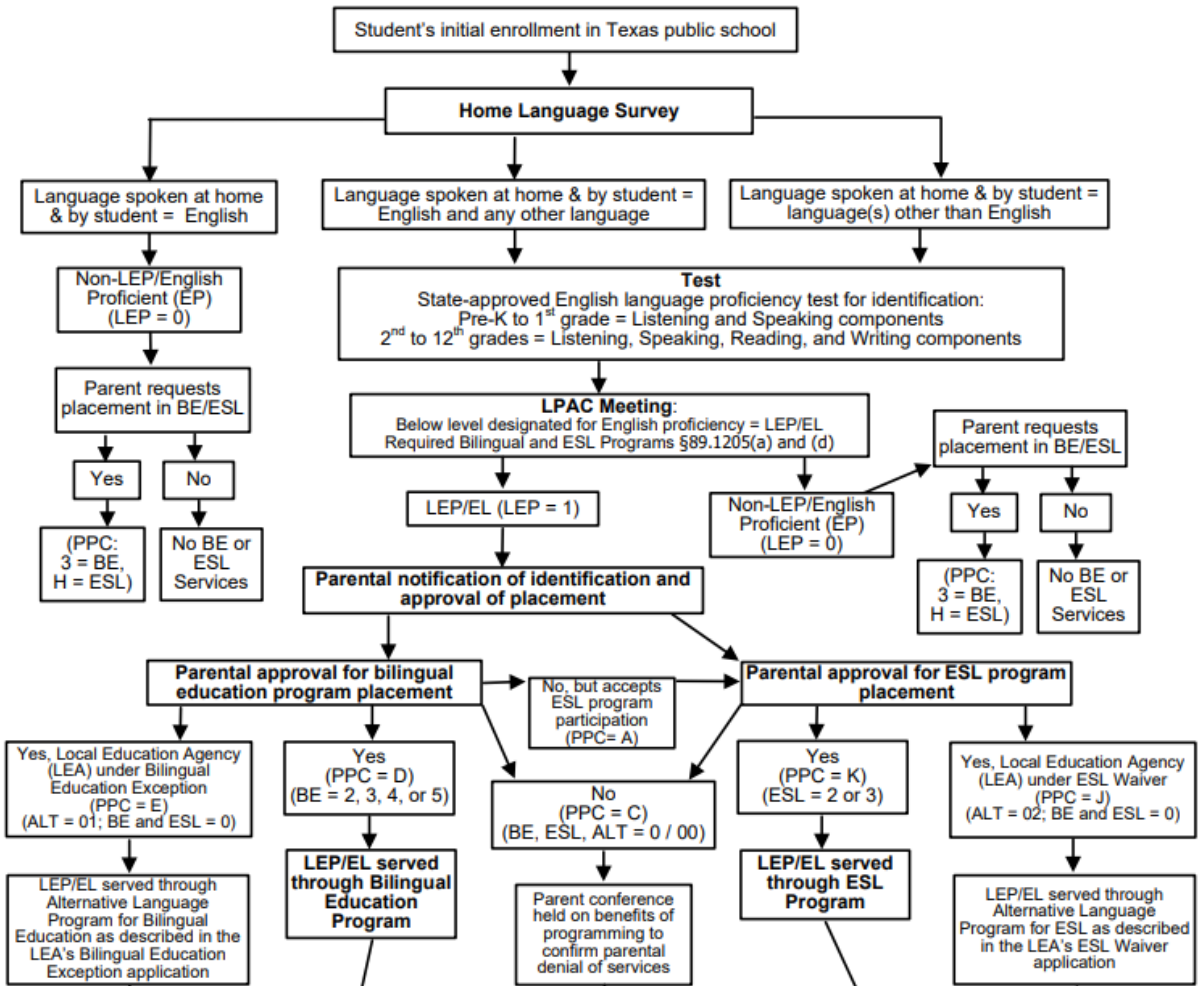
The student's permanent record shall contain electronic documentation of all actions impacting the English learner. Documentation shall include:

- The identification of the student as an English learner
- The designation of the student's level of language proficiency
- The recommendation of program placement
- Parent or guardian approval of entry or placement into the program
- The dates of entry into and placement within the program
- Assessment information as outlined in Chapter 101, Subchapter AA, of this title
- Additional instructional interventions provided to address the specific language needs of the student
- The date of exit from the program and parental approval
- The results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4)
- The home language survey.

Suggested forms from TEA can be found [here](#).

[District level electronic folder documentation checklist](#)

Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)



The single-statewide assessment for identification is the [LAS Battery of Assessments](#)

PK-K	preLAS English Oral language proficiency level
Grade 1	LAS Links: Listening & Speaking
Grade 2-12	LAS Links: Listening, Speaking, Reading, & Writing

Spanish language test (if applicable)

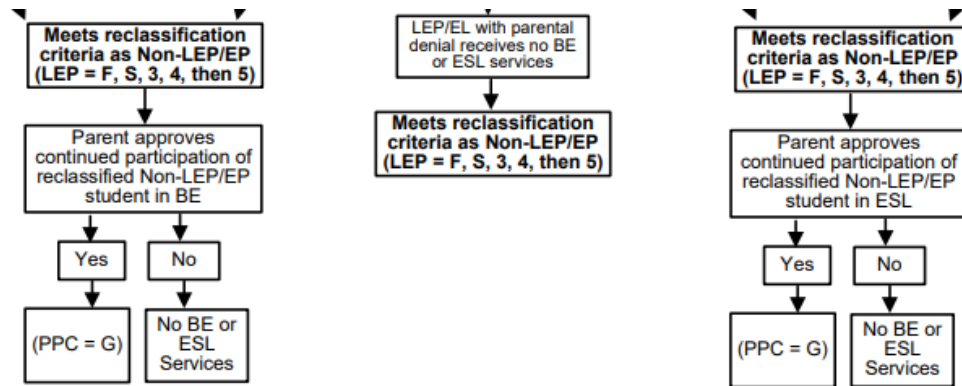
PK-K	preLAS Español Oral language proficiency level
Grade 1-6	LAS Links Español: Listening & Speaking

For any student initially enrolling in a 3- or 4-year-old public-school program, a Home Language Survey shall be administered and the state process followed for identification as an

English learner. See the [Guidance on Identification and Placement of English Learners Prior to Kindergarten](#).

Upon receiving parent permission, remember to updated appropriate codes in PEIMS. This [code guide](#) can be useful.

LPAC Reclassification Process



LEP = Limited English Proficient Code PPC = Parental Permission Code BE = Bilingual Education Program Code
ESL = English as a Second Language Code ALT = Alternative Language Program Code

[Riverside Assessments: Iowa Assessments](#) are the single-statewide assessment for Academic Achievement Component in grades 1, 2, 11, and 12.

Guidance Related to ARD Committee and LPAC Collaboration

Identifying a Student receiving Special Education services as an English Learner

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

Reclassifying a Dually Coded Student

For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions 19 TAC §89.1226(i). However, annual meetings to review student progress and make recommendations for program exit may occur but must be conducted by the ARD committee in conjunction with the LPAC. Additionally, LEAs must implement assessment procedures that differentiate between language proficiency and disabling conditions to ensure a bilingual education or English as a second language program is not refused solely because the student has a disability.

In rare cases, an English learner with significant cognitive disabilities who is receiving special education services may qualify to be reclassified using permitted criteria under TAC§89.1226(m), which gives special consideration to an English learner for whom assessments and/or standards used in the regular reclassification process are not appropriate, because of the nature of a student's disabling condition. Students eligible to be considered using the reclassification criteria under TAC §89.1226(m) should only be those designated meeting the definition of a student with a significant cognitive disability as determined by the ARD committee in conjunction with the LPAC.

[Guidance on Identification/Reclassification: LPAC and ARD Committee Collaboration](#)

LPAC Decision-Making Resources

Participation of English learners (ELs) in State Assessments requires language proficiency assessment committees (LPACs) to make assessment decisions on an individual student basis. This is in accordance with administrative procedures established by the Texas Education Agency (TEA) and in the Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner's Rules.

The resources on [this page](#) provide LPACs with the information they need to comply with state requirements as they monitor the progress and needs of ELs and make state assessment decisions for the following:

- State of Texas Assessments of Academic Readiness (STAAR)
- Texas English Language Proficiency Assessment System (TELPAS)
- TELPAS Alternate.

LPAC Year-at-a-Glance

August	September	October	November	December	January
<ul style="list-style-type: none"> ➤ Attend required annual LPAC Framework training ➤ Provide LPAC Framework training to staff and designated parents ➤ Ensure there is a system in place with registrar for efficient notification of newly enrolled students and receipt of records ➤ Ensure staff appropriately trained to administer LAS Battery of Assessments ➤ Review pending LPAC decisions to ensure coding is corrected and permission letters are sent for reclassified students from prior year ➤ Collaborate with counselors & administrators to create class schedules for students ➤ Add Bilingual/ESL TEA TETN dates to calendar ➤ Identify LPAC parent and provide their training ➤ Schedule BOY LPAC meetings for newly enrolled –must happen in first 4 calendar weeks of initial enrollment in a Texas public school ➤ Begin administering pre-LAS or LAS Links if HLS indicates another language ➤ Request & confirm receipt of records for all transferring students 	<ul style="list-style-type: none"> ➤ Continue to request & confirm receipt of records for all transferring students ➤ Conduct BOY LPAC ➤ Request parent permission of newly identified ELs ➤ Provide TELPAS scores to teachers of ELs ➤ Ensure that staff knows and understands the instructional and linguistic needs of their ELs ➤ Provide professional development in ELPS/TELPAS ➤ Collaborate with ARD committee, as needed ➤ Review teacher certification and credentials to prepare for state bilingual exceptions and/or ESL waivers 	<ul style="list-style-type: none"> ➤ Review & update PEIMS data for snapshot date ➤ Schedule and conduct LPAC meetings to review academic progress of monitored students and identify appropriate interventions ➤ Complete bilingual exceptions and ESL waivers application, as necessary 	<ul style="list-style-type: none"> ➤ November 1st submission deadline for state bilingual exceptions and/or ESL waivers ➤ Attend LPAC Decision Making training ➤ Schedule and conduct LPAC meetings for students scheduled to assess in December, as needed 	<ul style="list-style-type: none"> ➤ Schedule and conduct LPAC meetings to review academic progress of monitored students and identify appropriate interventions 	<ul style="list-style-type: none"> ➤ Revisit instructional accommodations checklist and update based on linguistic and academic progress and teacher feedback ➤ Prepare for TELPAS ➤ Begin to collect and verify years in U.S. schools for TELPAS reporting

February	March	April	May	June	July
<ul style="list-style-type: none"> ➤ Schedule LPAC for Decision Making meetings for ELs in grades 3-12 	<ul style="list-style-type: none"> ➤ Conduct LPAC for Decision making meetings for ELs that will assess in March/April 	<ul style="list-style-type: none"> ➤ Conduct LPAC for Decision making meetings for ELs that will assess in April/May 	<ul style="list-style-type: none"> ➤ Schedule annual LPAC meetings 	<ul style="list-style-type: none"> ➤ Complete any pending reclassification assessments and decision for English learners 	<ul style="list-style-type: none"> ➤ Complete any pending reclassification assessments and decision for English learners

On-going activities:

- Verify the HLS indicates only one language per response on the two questions
- Administer LAS Battery of Assessments, as appropriate, for new enrollees
- Schedule LPAC meetings for new enrollees with 4 calendar weeks of initial enrollment
- Notify parent or legal guardian if child is identified as an English learner (not later than the 10th calendar day after the date of the student's classification)
- Monitor academic and linguistic progress for ELs for each grading period
- Collaborate with special program, such as special education, gifted/talented, etc., to ensure student success
- Ensure PEIMS data is up-to-date and accurate
- Provide professional development

Fredericksburg ISD Dual Language Framework

Fredericksburg ISD 5- year DLE Program Implementation Plan

Academic Year 2018-2019

Pre-Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English) 1st
 Grade: DLE Model (all ELLs): Arts, Science & SS (Spanish) / Mathematics (English)
 2nd Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)
 3rd Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)
 4th Grade: DLE Lite: Language Arts, SS, Science & Mathematics (English)
 5th Grade: DLE Lite: Language Arts, SS, Science & Mathematics (English)

Academic Year 2019-2020

Pre-Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 1st Grade: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 2nd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 3rd Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)
 4th Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)
 5th Grade: DLE Lite: Language Arts, SS, Science & Mathematics (English)

Academic Year 2020-2021

Pre-Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 1st Grade: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 2nd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 3rd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 4th Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)
 5th Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)

Academic Year 2021-2022

Pre-Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 1st Grade: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 2nd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 3rd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 4th Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 5th Grade: DLE Lite: Language Arts (Spanish **and** English) / SS (Spanish) / Science & Mathematics (English)

Academic Year 2022-2023 (Full DLE implementation)

Pre-Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 Kindergarten: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English) 1st
 Grade: DLE Model (all ELLs): Language Arts, Science & SS (Spanish) / Mathematics (English)
 2nd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 3rd Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)
 4th Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English) 5th
 Grade: DLE Model (all ELLs): Language Arts (Spanish **and** English) / Science & SS (Spanish) / Mathematics (English)

Note: There may be exceptions for newcomers 3rd – 5th grade (increase L1 instruction)

Instructional Practices and Expectations

- *Print-rich classrooms (labels in 2 languages, two G&G vocabulary word walls, two student-generated alphabets)**
- *Language of the Day (LOD) Activities (Daily Routines, Journal Writing, Read-Alouds, DEAR, Read the Room)**
- *Use of Bilingual Pairs and Bilingual Groups for instruction; Project-Based Learning activities, BLCs & BRCs*
- *Use of 7-Step DLE Lesson Cycle: Lessons that are Challenging, Interactive, & Authentic (CIA) w/ academic rigor, teach to top 25% and HOT*
- *Specialized Vocabulary Enrichment (SVE) Bridging Activities (Social Studies & Math in ‘opposite’ LOI)**
- *Reflective journals in all content areas*

**English only print-rich classroom & LOD activities for 4th & 5th grade 2018-2019 & for 5th grade 2019-2020/No SVE activities for 4th & 5th grade 2018-2019 and for 5th grade 2019-2020*

ESL Instructional Best Practices

Sheltered Instruction

Teachers make instruction comprehensible through use of:

Visuals

Adapted texts

Guided notes

Multimedia resources

Clear speech

Demonstrations

Modeling

Teachers develop language through:

Structured academic conversations

Sentence stems

Focused vocabulary development

Consistent writing practice

**This list of ideas is not exhaustive*

Cultural Proficiency

- *Assess cultural knowledge: Advocate for linguistically & culturally diverse students' success by engaging with families, communities, & agencies as partners for students' success*
- *Value diversity: Be inclusive of people & cultures with viewpoints & experiences different from their own for the benefit of their school & community*
- *Manage the dynamics of difference: Use problem-solving and conflict resolution strategies as ways to include multiple perspectives and to teach others about the dynamics of cultural interactions*
- *Adapt to diversity: Use cultural knowledge to guide classroom policies and instruction in order to achieve equitable and socially just outcomes*
- *Institutionalize cultural knowledge: Cultural knowledge is evident in teachers' and staffs' behavior, as well as in school policies that address educational inequities*