

**English as a Second
Language Education
Program Handbook**



Clifton ISD

2025-2026

English as a Second Language Program

English as a Second Language Program Goal

- 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. For more information, see [English as a Second Language \(ESL\) Program](#)

English as a Second Language Program Description

The Texas Administrative Code (§89.1205 (c)) specifies that all Emergent Bilinguals for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program. Our ESL program is designed to develop proficiency in the comprehension, speaking, reading, and writing of the English language.

The English as a second language program is an integral part of the regular educational program required under Chapter 74. The English as a second language program addresses the affective, linguistic and cognitive needs of our EBs by:

1. Providing instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program incorporates the students' primary languages and learning experiences and incorporates the cultural aspects of the students' backgrounds in accordance with TEC, §29.055(b).
2. Providing intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas is structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.
3. Providing instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas is structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

Identifying Students for English Language Proficiency Assessments

- Upon registration, parents (or students may complete their own survey in 9th grade or higher) complete the Home Language Survey (HLS) **if they have not completed one at another Texas school.**
- English language proficiency assessments begin when the HLS states responses for languages other than English.
- The student must undergo English language proficiency assessment(s), be identified as Emergent Bilingual (EB) or non-EB, and placed in a language program within four calendar weeks of student enrollment [TAC §89.1225(b)].

What Assessments are Used to Determine if a Student is an Emergent Bilingual?

| Grade Level | Approved Assessment(s) for Identification: |
|--|--|
| preK3, preK4, Kindergarten | <ul style="list-style-type: none"> • preLAS English Form C • preLAS Español Form C • Available in Online and Paper formats |
| 1 st Grade | <ul style="list-style-type: none"> • LAS Links Form A • Speaking and Listening Only • Available in Online or Paper formats |
| 2 nd – 12 th Grade | <ul style="list-style-type: none"> • LAS Links Form A • Speaking, Listening, Reading and Writing • Available in Online or Paper formats |
| 1 st – 6 th Grade | <ul style="list-style-type: none"> • LAS Links Español Form A • Speaking and Listening • Available in Online or Paper formats |

- For preLAS (preK3-K), if a student receives an Oral score of 1, 2 or 3, they are to be considered an English learner.
- For LAS Links (2-12), if a student receives a proficiency level of 1, 2 or 3 in any of the 4 domains (Speaking, Listening, Reading and/or Writing) they are to be considered an English learner.

Who Determines if a Student is an Emergent Bilingual (EB)?

Once assessments are completed, the **Language Proficiency Assessment Committee (LPAC) determines** student English language proficiency and **recommends** the appropriate English language-learning program for EBs. [TAC §89.1220]

LPAC Members

| |
|-------------------------------------|
| Elementary ESL/Secondary ESL |
| Campus Administrator |
| ESL Teacher |
| Parent |

ESL Folder Documentation

The following information must be kept in the Bilingual/ESL Folder for each student. See form:

[Student History Worksheet](#)

KEEP IN PERMANENT RECORD FILE

Student History Worksheet

Student Name: _____ Initial Date of Enrollment in U.S. Schools: _____
 Student ID: _____ Date Identified as emergent bilingual (EB) student/EL: _____

| Schooling Outside U.S. | | | | | Schooling in U.S. | | | | | |
|------------------------|-------|-------|-----------------------------------|--|-------------------|---------------------------------------|-----------------------|---|--|---------------|
| School Year | Grade | Where | All or Partial School Year? (A,P) | Total Time Enrolled if Partial (NS = No schooling) | Where | Enrolled 60 Consecutive Days (Y or N) | Program Participation | School Year of Enrollment in U.S. (Designated LPAC member to sign and date each year) | TELPAS/TELPAS Alternate Reading Rating | Test Decision |
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- This form can help
- keep track of a student's EB/EL status, program participation, years in U.S. schools, and Texas English Language Proficiency Assessment System (TELPAS)/TELPAS Alternate reading rating;
 - monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
 - summarize a student's test history.

<https://www.txel.org/media/oqjcoqc/english-learner-cumulative-folder-documentation-checklist.pdf>

Maintain in student's record folder.

English Learner Cumulative Folder Documentation Checklist
 Independent School District / Charter School

Student Name: _____ Date of Birth: _____

| Initial Documentation | | |
|--|------|--|
| ✓ Form | Date | |
| <input type="checkbox"/> Home Language Survey | | |
| <input type="checkbox"/> State-Approved English Language Proficiency Test for Identification | | |
| <input type="checkbox"/> State-Approved Language Proficiency Test (Spanish), if applicable | | |
| <input type="checkbox"/> LPAC Initial Review - Placement Recommendation | | |
| <input type="checkbox"/> Parent Notification of Identification and Approval of Placement | | |
| <input type="checkbox"/> Parent Denial of Program Placement, if applicable | | |

| Annual Documentation | | | | | | | |
|--------------------------------------|------|------|------|------|------|------|------|
| Documentation | Date | Date | Date | Date | Date | Date | Date |
| TELPAS Results* | | | | | | | |
| TELPAS Writing Samples (grades 2-12) | | | | | | | |
| State Academic Assessment Results | | | | | | | |
| LPAC Review / Report on Progress | | | | | | | |

*For Pre-K: End of year Oral Language Proficiency Test Results

| Reclassification and Monitoring Documentation | | |
|---|------|--|
| ✓ Form | Date | |
| <input type="checkbox"/> State-Approved Norm-Referenced Standardized Achievement Test, if applicable (grades 1, 2, 11, 12) | | |
| <input type="checkbox"/> Parent Notification of Reclassification and Approval of Exit from Bilingual or ESL Program (or Continuation of Dual Language Immersion Program, if applicable) | | |
| <input type="checkbox"/> LPAC Review / Report on Progress - Year 1 | | |
| <input type="checkbox"/> LPAC Review / Report on Progress - Year 2 | | |

The responsibility of ESL Folders belongs to the campus ESL teacher.

Beginning-of-the-Year Campus “To Do” List for ESL

Like other children, undocumented students are required under state laws to attend school.

Due to the U.S. Supreme Court ruling in Plyler v. Doe (1982) public schools may not:

1. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
2. Treat a student differently to determine residency.
3. Require students or parents to disclose or document their immigration status.
4. Make inquiries of students or parents that may expose their undocumented status.
5. Require social security numbers from all students, as this may expose undocumented status.
6. Require social security numbers from all students on applications for free/reduced lunch.

The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency including the Immigration and Naturalization Service (INS) with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents.

Information that all staff should be aware of:

- Each student shall have one Home Language Survey (HLS) (the original) in his permanent record file [TAC §89.1215 (a)].
- A Home Language Survey completed with a language other than English requires the student to undergo English language assessment, LAS Links [TAC 89.1215(c)].
- The campus ESL teacher is in charge of ensuring English language assessments occur.
- The campus ESL teacher **MUST ENSURE** that the person assessing is proficient in the language of the assessment and **MUST BE ANNUALLY LPAC-TRAINED**.
- A copy of each HLS stating a language other than English must be submitted to the English language assessment administrator so that testing may begin **immediately**.
- Within 4 weeks of enrollment [TAC§89.1225(b)], assess all potential Non-English proficient students, identify as Emergent Bilingual, and when qualified, offer an English language-learning program through the Language Proficiency Assessment Committee (LPAC).
- Between February and April Emergent Bilingual students (active and denials) will undergo TELPAS testing.
- TELPAS is as non-negotiable as STAAR and is as serious as STAAR. TELPAS scores are used to determine campus and district accountability ratings.
- The district shall accommodate instruction, pacing, and materials to ensure Non-English proficient students have full opportunity to master grade-level TEKS [TAC §89.1210(a)]. This mandate includes ALL teachers, not just bilingual or ESL teachers.

- The district shall use English Language Proficiency Standards (ELPS) side-by-side with the TEKS.
- Bilingual and ESL programs will use program funds for professional development in bilingual or ESL instruction, and toward the purchase of materials specifically designed to meet the needs of second language learners (ESSA/Title III mandate).
- An LPAC representative must serve in all ARD meetings for Special Ed/EB [TAC§89.1230 (b)].

Services for EBs in Special Education

The ARD committee in conjunction with the LPAC will make the decision for entry and exit into the ESL program for students with disabilities. §89.1225 (h,l,m). Testing and Classification of Students.

- The ARD committee in conjunction with a key member of the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement to exit students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee
- The decision for entry into an English as a second language program shall be determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee (LPAC) by §89.1225(h) of this title (relating to Language Proficiency Assessment Committee).
- The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee by applicable provisions of subsection (h) of this section.

Students identified as EB in need of special education services pose a unique situation for Clifton ISD. Special education/EBs receive appropriate services from both programs, given parent permission.

Since EB assessment usually begins at registration with the completion of the Home Language Survey, students may be identified as EBs before a student is referred to special education.

The Admissions, Review and Dismissal (ARD) committee **cannot** remove an Emergent Bilingual from language services until the student has met exit criteria. A process for considering special exit criteria from bilingual/ESL is available for qualifying students in special education.

The ARD committee makes assessment decisions for students served by special education, including those who are classified as Emergent Bilingual (EB). A member of the language proficiency assessment committee (LPAC) must be included on the ARD committee to ensure that issues related to the student's special education needs and language proficiency are carefully considered.

Processing a New Student

- Parents complete the Home Language Survey, indicating a language other than English.
- Administer assessments Ensure the administration of appropriate tests.
- Attach LAS Links student answer document onto the left side of the LPAC folder.
- Attach a copy of the birth certificate (if available), home language survey and parent forms onto the left side of the student LPAC folder.
- After the LPAC meeting, print and send LPAC-designated parent approval letter.
- For all students who qualify to receive ESL services, distribute the accommodations form to each classroom teacher.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS encompasses listening, speaking, writing, and reading. **All Emergent Bilinguals** in grades K-12, including denials, participate in TELPAS or TELPAS Alternate assessments. EBs in grades 1-12 participate in TELPAS until they meet the language program exit criteria. TELPAS is to EBs as STAAR is to all students. TELPAS is not an optional test, but a state-required assessment.

Decisions about Administering STAAR in English or Spanish

The LPAC is responsible for deciding whether a Spanish-speaking student in Grades 3-5 is assessed with STAAR in English, Spanish or a combination of both. This decision is based on the following:

- The language of instruction and the language in which the student is best able to demonstrate his or her academic skills
- Classroom teacher recommendation

End of the Year LPAC Review

ALL Emergent Bilinguals(including parent denials) and monitored students are reviewed by the LPAC at the end of every school year.

For Emergent Bilinguals the committee reviews TELPAS results, STAAR/IOWA results, report card, and the student's teacher evaluation to determine the student's English language placement for the new school year.

Reclassifying Students from EB Services

Students identified as EBs, including EB/special education students, must meet the following exit criteria to have the LPAC consider the student is ready to exit the language program:

- Composite rating of Advanced High on TELPAS
- Meets state performance standards for reading STAAR in grades 3-10 OR
- Scores at or above the 40th percentile on an English reading and language arts section of IOWA Form F (1st, 2nd, 11th, and 12th grade) (TEC§39.023)
- Teacher recommendation
- Students in PreK-K grades may not exit
- Student exit reviews occur only at the end of the school year

View the TEA Reclassification Chart:

[Emergent Bilingual/English Learner Reclassification Criteria Chart](#)

Monitoring Reclassified EBs

Monitor students meeting reclassification criteria for two academic years to ensure:

- The student meets state performance standards (in English) of the grade-appropriate STAAR test; and
- The student has passing grades in all subjects and courses taken.

Once an exited student meets the above criteria for two consecutive years, the student is deemed English proficient (EP).

Processing All EBs for the End-of-Year Review

The LPAC reviews ALL EBs, active and denials, and students on exit status being monitored, to make recommendations and English language program placement for the new school year. The LPAC will review STAAR, TELPAS, and teacher recommendations for each student.

- Review TELPAS data to see what students have met a composite rating of AH for possible exit.
- Review STAAR data. Check for students that have reached meets, approaches, or masters on STAAR reading or English I/II EOC and did not receive accommodations through the LPAC.
- Administer IOWA Form F to any non-STAAR grade that has a composite rating of AH on TELPAS.
- IOWA Form F info: https://info.riversideinsights.com/texas_elreclassification

- Complete end-of-year LPAC recommendation record form.
- Review information and recommend program services, including scheduling, for the following year based on language proficiency and academic success.
- After the meeting, print and send the applicable LPAC letter to the parents.
 - Denial student who continues to qualify for services
 - Exit from ESL becoming Non-EB
 - Exit monitor review year 1 or 2
 - Student progress report, to active Emergent Bilingual students.

Pre-Kindergarten Registration

Children who are four-years-old before September 1 may qualify for PK if:

- The child is deemed to be an Emergent Bilingual or
- The child’s family qualifies for federally funded free or reduced lunch program or
- The child meets the federal definition of “homeless.” or
- The child is a military dependent.
- The student is in Foster care

If a student is limited in speaking English, the campus LPAC contact should conference with the parents to talk about program qualification, and parent and student rights.

ESL Staff

ESL staff (teachers and paraprofessionals) at each program campus work with EB students.

- The primary responsibility of ESL teachers is to identify and then help teach Emergent Bilinguals. ESL teachers demonstrate to general education campus staff how to accommodate the curriculum to meet EB needs while they learn grade-level TEKS and English.
- The primary goal of ESL paraprofessionals is to assist the ESL teachers in supporting students while acquiring the English language.

Content-based Language Instruction

All teachers of EBs are encouraged to receive content-based language instruction training to linguistically accommodate instruction and provide comprehensible input for EBs in class. Since the goal of content-based language instruction is to provide comprehensible input and develop academic language, content area teachers bear a special responsibility to provide quality content-based instruction to EBs.

[Content-Based Language Instruction \(CBLI\) Quick Guide](#)

What Does High-Quality Content-based Language Instruction Look Like?

- Building on previous experiences and familiar content
- Provide background knowledge
- Use of graphic organizers
- Use pictures, demonstrations, and real-life objects
- Hands-on activities
- Provide redundant information using gestures and visual cues
- Provide additional practice and time for discussion of key concepts
- Designate a language and content objective for each lesson
- Use of sentence stems and models
- Differentiate instruction by students' English language proficiency

Required Summer School

The TEC 29.060 requires summer school programs for EB students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. This rule applies to EB students currently enrolled and receiving ESL services in PK and K as well as students identified as EB who are not currently enrolled, but will be entering K or 1st grade in the fall. Enrollment of eligible new students shall be based on budget availability, with priority services provided to currently eligible enrolled students. Commissioner's Rules, Chapter 89.1250, stipulate criteria for monitoring and evaluating implementation compliance. Commissioner's Rule stipulates the following:

Purpose

- The purpose of the summer program shall be to provide special instruction for EB students to prepare them to be successful in K and 1st grade.
- Instruction shall focus on language development and grade appropriate TEKS.
- The program shall address the affective, linguistic, and cognitive needs of the EB student in accordance with Chapter 89.1210.

Child Find

Child find is a federal mandate under IDEA. It requires local education agencies to identify, locate, and evaluate all children with disabilities from birth through age 21 who may require early intervention residing within their jurisdiction who need special education services. It is an important first step to finding children with disabilities and getting them the support and services they require to be successful in school. The FIE is a critical component when determining the eligibility and needs of the child.

It is the district's responsibility to place a notice in the local newspaper twice a year. In addition, coordinate efforts with local ECI agencies in accordance with MOU. District requires all parent requests for an evaluation to be in writing and/or verbal. When a parent makes a written request for Full Individual Evaluation (FIE), Clifton ISD has 15 school days to meet with parents and provide either

- (1) consent forms for evaluation or
- (2) deny the request and provide the parent with prior written notice and copy of the Procedural Safeguards.

[Child Find Duty Quick Guide](#)

Child find is a continuous process of public awareness

- Local daycares
- Medical clinics
- Private school
- Homeschool
- Homeless
- Foster care
- Wards of the state
- Involved in the criminal justice system
- Residing in nursing home