



Rhodes School
for the Performing Arts

2025-2026

Emergent Bilingual
Handbook

Rhodesschool.org

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Rhodes School for the Performing Arts (RSPA) goal of the bilingual programs shall be to enable Emergent Bilinguals to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable Emergent Bilinguals to participate equitably in school.

RSPA's goal of the EB programs shall be to enable Emergent Bilinguals to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The EB program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable Emergent Bilinguals to participate equitably in school.

The Rhodes School for the Performing Arts EB Handbook has been created to assist campuses to understand the process in implementing the EB programs. In order to close the achievement gap, RSPA will commit to ensuring Emergent Bilinguals achieve a high level of academic achievement and reduce the dropout rates of students through the following goals:

- The EB program will be an integral part of the existing elementary and secondary program.
- The instructional utilization of both the primary and English languages to achieve mastery of the English language as prescribed by the Texas Essential Knowledge and Skills (TEKS).
- Bilingual and English as a Second Language (ESL) programs will be implemented to facilitate Emergent Bilinguals to become proficient in the comprehension, speaking, reading, and composition of the English language.
- Bilingual/EB programs will emphasize the mastery of mathematics, science, and social studies as integral parts of the academic goals for all students by providing ample opportunities for Emergent Bilinguals (EBs) to participate equitably in school.
- Methods, instruction, pacing, materials, and/or language of instruction must be accommodated to ensure that EB students have a full opportunity to master the essential knowledge and skills of the required curriculum.
- Involve the learning community by providing information and encouraging participation in public and professional development about the bilingual/EB program and EB students' needs on a continual basis.

GOALS

The goal of RSPA's English as a Second Language (ESL) education program is to enable Emergent Bilinguals to become competent in listening, speaking, reading, and writing the English language through the integrated use of second language methods.

The EB program shall be an integral part of the total school program. It shall address the affective, linguistic, and cognitive needs of Emergent Bilinguals.

PURPOSE

- Identify Emergent Bilinguals based on criteria established by the state
- Assess and place students who speak a language other than English in the appropriate instructional program
- Ensure that Emergent Bilinguals are afforded full opportunity to master skills and knowledge as outlined in Texas Essential Knowledge and Skills (TEKS)
- Monitor academic achievement of essential knowledge and skills as measured by STAAR and TELPAS
- Provide monitoring of students for five years who have exited the EB Program to ensure academic success

STATE LAW

ESL/bilingual programs are required when school districts have 20 or more students identified as Emergent Bilinguals (EBs) in any language in the same grade level across the district. Students are identified as EBs according to state policy based on the Home Language Survey (HLS). Any student who has an HLS that indicates the primary language spoken in the home is any language other than English will be administered language proficiency assessments approved by Texas Education Agency (TEA).

Texas Education Code §29.051 – State Policy Public Schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

As outlined in Chapter 89 of the Texas Administrative Code, each RSPA campus establishes and operates a Language Proficiency Assessment Committee (LPAC).

MEMBERS

The Language Proficiency Assessment Committee consists of:

- A campus administrator
- One or more professional bilingual/EB personnel.
- A parent of a current Emergent Bilingual participating in the program (this parent may not be an employee of the school district).

RESPONSIBILITIES

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning Emergent Bilinguals in accordance with Chapter 89, including observing all laws and rules governing the confidentiality of information concerning individual students.

The campus LPAC is responsible for determining, implementing, and documenting all actions impacting the Emergent Bilingual including:

- Identification of the student as an EB
- Designation of the student's level of language proficiency
- Recommendation of program placement
- Parental approval of placement into the program

- Timeline - dates of entry into and placement within the program
- Testing recommendations for state assessments
- Exits and parental notice
- Monitoring the academic progress of each student who has been exited from a bilingual or EB program for the first two years after exit.
- Meeting with ARD for decisions concerning Special Education students (SPED/EB)
- Annual/end-of-year LPAC review

TRAINING OF LPAC MEMBERS

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

IDENTIFICATION

HOME LANGUAGE SURVEY

RSPA will conduct a home language survey of each student in accordance with Texas Administrative Code §89.1215 (b). The home language survey will be given to each student new to RSPA upon enrollment. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language (s) is/are used in the child's home most of the time?
2. What language(s) does your child use most of the time?
3. If the child had a previous home setting, what language(s) was/were used for communication in that home setting? If no previous home setting, answer Not Applicable (N/A).

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in RSPA for the first time, but has been previously enrolled in another Texas school district, a request will be made of

the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TREx) system.

ASSESSMENT AND CLASSIFICATION

For each student who has a home language survey response of any language other than English (to either of the two questions), the district shall administer a state approved online assessment to determine if the student meets the criteria as an Emergent Bilingual. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed within **4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EB is established by TEA. Students will be identified as English language learners and enrolled in the appropriate bilingual or EB classes also within four weeks of initial enrollment when applicable.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an Emergent Bilingual 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 cannot be administered. The decision for entry into a bilingual education or EB program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in RSPA with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-8th, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

INITIAL LPAC MEETING

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and

make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EB. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an Emergent Bilingual and will recommend the student to be served in either a Bilingual or EB program based on test scores, family interviews, and other factors. Placement requires parent contact and permission. If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will be served through the EB program.