



Curriculum & Instruction
Transitional Early Exit Model Handbook
2021-2022

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***Special thanks to Bryan Independent School District for sharing their framework and some resources reproduced in this handbook.**

Bastrop ISD Bilingual Program Objective

The goal of bilingual education in Bastrop ISD is for English learners to become English proficient. Competency in listening, speaking, reading, and writing in English is attained through the development of literacy and academic skills in the primary language (Spanish) and English. Students receive bilingual instruction with the goal of reclassification as English proficient between two and five years.

Transitional Early Exit Model

Transitional bilingual/early exit is a bilingual program model in which students identified as English Learners (ELs) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content. **§89.1210**

Bastrop ISD offers Bilingual Education for students whose home language or primary language is Spanish. ELs build initial literacy and basic academic content in their **first language**. During instruction teachers use the English Language Proficiency Standards (ELPS) to develop English oral and academic language. *Transition to instruction in English is accomplished rapidly.*

Program Entry

Students qualify for bilingual education in grades Pre-Kindergarten through 6th when it has been determined that the student is non-English proficient. Parents must first complete a home language survey required by TEA. If a language other than English is stated, the student will be evaluated for language proficiency. The campus Language Assessment Proficiency Committee (LPAC) will review language assessment results and determine if a student qualifies for program services. Parents will be notified in writing of the LPAC's decision. Parents have the right to accept or deny program services. Students will be placed in the appropriate classroom setting while parent permission is obtained.

Annual Review and Reclassification

At the end of the school year, the district will conduct an annual review of the student's academic achievement and language proficiency. If it is determined the student meets all exit criteria established by TEA, then the student will be reclassified as English proficient and monitored for 2 additional years. Parents will receive a copy of this annual review in writing. ELs who are not reclassified as English proficient will continue to receive program services.

Expectations

To ensure ELs are receiving quality instruction aligned to their language development needs, bilingual teachers in Bastrop Independent School District are expected to implement the following in the planning and delivery of their lessons:

1. Data-driven Instruction:

- Teachers will use the students listening, speaking, reading and writing TELPAS language proficiency levels to drive instruction.

2. Native Language Support:

- In order to provide comprehensible input, the teacher should use Sheltered Instruction strategies.
- Native language support, or the use of first language (L1), should only occur for times specified on the BISD Transitional Early-Exit Program document on the following page.
- Minimal time, such as 10%, indicates that Spanish may be used for clarification purposes. This should NOT be the first language of instruction. English (L2) is used according to grade level, languages expectations.

3. Sheltered Instruction Strategies:

- Must be integrated into all academic subjects during English instruction daily.

4. Content and language objectives:

- Must be written in lesson plans as well as posted on the board to ensure listening, speaking, writing, and reading activities are occurring daily.
- Content Objectives will be posted every day, in all subjects.
- Language Objectives will be required when instruction is given in English/Spanish targeting the ELPS.

5. Consistency across grade levels and school:

- The district curriculum must be followed.
- A daily schedule must be posted inside the classroom as well as outside of the classroom door in all grade levels.
- Pre-K, Kinder, and 1st grade must have a Language of Instruction sign posted outside of the door.
- Accountability, by means of fidelity to the program will be monitored through walk-throughs conducted by campus administrators, instructional coaches, and the Curriculum & Instruction (C&I) Department.

Implementation

Transitional Early Exit Program - Bilingual Program

Grade	English	Spanish
PK	50%	50%
K	50%	50%
1st	50%	50%
2nd	60%	40%
3rd	70%	30%
4th	80%	20%
5th	90%	10%
6th	90%	10%

Key Elements to Implement

In BISD, the focus of the Transitional Early-Exit Program is to provide instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development.

Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting of a student to an all-English program of instruction will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school.

Language of the Day

Language of the day (LOD) in this program will be determined by the appropriate grade level as instructed in the Transitional Early-Exit Bilingual Program document. It is critical to the success of the BISD Transitional Early Exit Bilingual Program to remain consistent throughout the school district. The extent to which L1 and L2 are used for instructional purposes is clearly outlined in the Transitional Early Exit Bilingual Program document. When adhered to, the designation of LOD provides a consistent program for PK-1 students from grade to grade and school to school. Consistent adherence to the framework will help develop proficiency in the English language.

In the Transitional Early Exit Program, both Spanish and English language arts are taught beginning in Pre-K, gradually leading to full transition to English language in 3rd-6th grade levels.

A/B days	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Spanish	English	Spanish	English	Spanish
Week 2	English	Spanish	English	Spanish	English
Week 3	Spanish	English	Spanish	English	Spanish
Week 4	English	Spanish	English	Spanish	English

PK-1st Non- Negotiable Instructional Components

- Fidelity to the language of instruction for the particular day for:
 - All interactions with students.
 - All student work.
- Daily word study in both languages must:
 - Balance resources.
 - Embed word study in appropriate components of balanced literacy.
- Sheltered Instruction is required in both languages.

[PK Half Day Language Allotment](#)

[PK Full Day Language Allotment](#)

[Kinder Language Allotment](#)

[1st Grade language Allotment](#)

[Grades PK-1st Language of the Day Calendar](#)

2nd - 6th Grade Non-Negotiable Instructional Components

- Follow grade-level Language Allotment minutes of instruction.
- Implement the **Preview-View-Review** strategy in every lesson.
- Continue developing and assessing student's language proficiency levels periodically.
- Scaffold and differentiate instruction according to language proficiency.
- Shelter instruction in every lesson and every subject.

[2nd Grade:60-40](#)

[3rd Grade: 70-30](#)

[4th Grade: 80-20](#)

[5th and 6th grade 90-10](#)

Language of Assessment for Transitional Early Exit Model

- Student assessments, such as District-Based Assessments, diagnostic assessments, and state assessments, will follow the recommendations listed below with the exception of recent immigrants. If a student is not successful on a district-based assessment, a teacher may reteach and reassess.
- STAAR testing decisions for grades 3-6 will be made on an individual student basis through the LPAC. Students in grades 3-5 may be administered Spanish STAAR assessments as determined by the LPAC. It is important to note some students in ESL may benefit from taking Spanish STAAR tests. All decisions related to assessments must be done on an individual student basis and documented by the LPAC.

Grade	CIRCL E	CIRCL E	ISIP: Eng	ISIP: Sp	BAS/Running Records	District Assessments Language of the day
PK	English BOY--EOY	Spanish BOY-MOY -EOY	<i>Not applicable</i>			
K	English BOY-MOY- EOY	Spanish BOY--EOY	English (It is NOT a screener for this grade level . It is used for intervention)	Spanish (It is NOT a screener for this grade level . It is used for intervention)	English/Spanish BAS: BOY - Thanksgiving Break for students scoring at Meets and Masters both TPRI and Tejas Lee. EOY - May RR: Bilingual students need to have a running record done in both languages each six weeks. November, January, March	English/ Spanish
1st	English BOY--EOY	Spanish BOY-MOY- EOY	English (It is NOT a screener for this grade level . It is used for intervention)	Spanish (It is NOT a screener for this grade level . It is used for intervention)	English/Spanish BAS: BOY - Thanksgiving Break for students scoring at Approaches and Does Not Meet on both TPRI and Tejas Lee. EOY - May RR: Bilingual students need to have a running record done in both languages each six weeks. September, November, January, March	English/ Spanish
2nd	English BOY-MOY- EOY	Spanish BOY--EOY	English (at/above 1544) (It is NOT a screener for this grade level . It is used for intervention)	Spanish (below 1544 or level 16/I in BAS) (It is NOT a screener for this grade level . It is used for intervention)	English/Spanish BAS: BOY - Thanksgiving Break for students scoring at Approaches and Does Not Meet on both TPRI and Tejas Lee. EOY - May RR: Bilingual students need to have a running record done in both languages each six weeks. September, November, January, March Just English (if on/above level 16/I)	Writing: & Reading: <i>In the language they will be most successful</i>
3rd	<i>Not applicable</i>		English EOY By 09/30	<i>NOT Applicable</i>	English BAS Completed by Sept. 30 & at EOY (Does Not Meet) Running Records Every 6 weeks (Nov, Jan, March) Spelling Inventory by 08/28	Language of STAAR
4th	<i>Not applicable</i>		English EOY By 09/30	<i>NOT Applicable</i>	English BAS Completed by Sept. 20 & at EOY (Does Not Meet) Running Records Every 6 weeks (Nov, Jan, March) Spelling Inventory by 08/28	Language of STAAR

Instruction

BISD Transitional Early Exit Model utilizes best practices for second language acquisition. It follows the Bastrop Instructional Guide (B.I.G. 8) Strategies in all areas where the content is sheltered. Throughout the use of BISD B.I.G. 8 strategies, teachers model the correct use of the English language while speaking, reading, and writing. It is an expectation that **teachers provide explicit instruction with modeling in all content areas.**

BISD Bilingual teachers understand that:

- Students learn by **speaking**.
- Students need to process a **large amount of written language**.
- The ability to read and comprehend texts is **expanded to speaking and writing**.
- Learning deepens when students engage in **reading, speaking and writing** about texts across many different contexts.
- Learning does not occur in stages, but is a **continually evolving process**.
- Learning is different but **interrelated** across different kinds of languages and literacy activities.

B: Build Background

1. **Explicit Vocabulary Instruction:** Vocabulary development is especially important for ELs. The average native English speaker enters kindergarten knowing at least 5,000 words. The average EL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELs face the double challenge of building that foundation and then closing the gap *Colorín Colorado (2007)*. Bilingual teachers are expected to use:

- Explicit vocabulary routines to provide context for new learning and direct vocabulary instruction.

READ: [Choosing Words to Teach](#), [How to Use Vocabulary Maps to Explicitly Teach Vocabulary](#), [Read Aloud Routine for Elementary](#)

WATCH: [Read Aloud Routine for Vocabulary Comprehension](#), [Read Aloud Activities to Build Vocabulary](#), [Building Background Vocabulary](#)

- Interactive Word Walls are an integral part of the bilingual classroom. These resources are one of the ways to increase vocabulary development of

the English language. The interactive wall serves as a scaffold for students in reading and writing.

READ: [How Can Teachers Increase Classroom Use of Academic Vocabulary?](#)

WATCH: [Interactive Word Walls CAST 16](#)

Expectations for Interactive Word / Letter Walls / Conceptual Word Walls:

- Word walls are maintained with current vocabulary from student writing and reading as well as new content vocabulary that has been explicitly taught.
- Review vocabulary from word walls and model the use of the word wall during think-alouds, shared and interactive writing/reading, and independent writing/reading.
- Display word walls in a highly visible accessible place where students can see and use it.
- Several times a week, play word wall games whole group or as a station.
- Model how you use the word wall during reading and writing lessons.
- Remind students to use the word wall to help them spell words correctly.
- Set up your stations close to your word wall so students can use it.
- Make your word wall interactive (easily removable by the students to use when working).
- Color-coding to distinguish between the languages; red for Spanish and blue for English.
- Teacher introduces the new words derived from Read Alouds/Shared Reading, etc.
- Teacher actively engages students through activities such as clapping the words, chanting the spelling, writing in the air, and reading the words.
- Students are directly taught to reference the word wall during their writing activities
- Words change over time to reflect current topic/unit and need.
- Words should be located at students' eye level.
- Words included in the interactive word wall can be:
 - high frequency words
 - conceptual words
 - thematic unit words

What the students can do:

- Draw pictures to represent new words.
- Create sentences / stories with the words.
- Discuss a word's meaning with a partner.
- Represent words in graphic organizers.

- Make up rhymes / chants / songs.
- Review / reinforce using any vocabulary game or activity.

2. Reading Across the Curriculum

ELs in early elementary school are learning to read at the same time as their other classmates. Nevertheless, they may need additional support in making the connection between their native language and English to focus on specific sounds and letter combinations.

Bilingual teachers are expected to have their reading mini lesson embedded in a Read Aloud everyday and to engage in the following instructional strategies:

- Use **think aloud** strategies to activate prior knowledge and make connections from previous learning.

READ: [Think Aloud Strategies](#)

For ELs in upper grades, reading needs may vary greatly. Some students will read fluently in their native language while others may come in with very limited literacy skills and will require individual support from teachers. Upper grade Bilingual teachers are expected to:

- Use **strategies for cloze reading** to build background in all subject areas
- Use **think aloud** strategies to activate prior knowledge and build students' skills making connections across content areas.

READ: [Reading in Every Classroom, Every Day \(includes video\)](#)

I: Initiate Comprehensible Input

3. Nonlinguistic Representations (and graphic organizers) can:

- Align instruction to individual students' linguistic proficiencies.
- Present information in a format that is manageable for students.
- Focus and guide students interactions with content and language objectives and to break down content into manageable units.

4. Academic Conversations

- **Structured** to incorporate academic language consistently.
- Use with **sentence stems** to scaffold, monitor, adjust, and give feedback.

S: Structured Student Interactions and Engagement

5. Cooperative Learning

- Use **cooperative learning strategies** to group students in a variety of configurations.

- Use **cooperative learning strategies** to structure peer interaction with clear content and language objectives.

WATCH: [Rally Coach Explanation](#)

WATCH: [Rally Coach - Elementary Example](#)

Bilingual teachers utilize cooperative learning and group students throughout the daily instruction. The **collaboration between students grouped together** increases language development as they work together to complete assignments and projects, which builds leadership skills and collaboration skills.

Grouping Students for Tier 1 Instruction in all content areas:

- In addition to language, teachers should consider strength in content area when grouping.
- Students should be grouped high/medium, medium/low with representation from each level at each table regarding content.
- Consider student personalities as well.
- Student groups should be fluid, changing as students progress.
- Groups will change throughout the day based on students' strengths in content areas and language.
- Post lists of bilingual groups in a way that they can be changed quickly throughout the day and week (e.g., pocket charts, clothespins, velcro, etc.).

Benefits of grouping students:

- Increases language development through the use of structured conversations.
- Increases content talk and student use of academic language.
- Raises expectations by requiring students to use the four language domains through interaction.
- Facilitates students learning from one another.
- Allows students to clarify meaning for each other when the content is unfamiliar or challenging.
- Moves instruction from teacher-centered to student-centered.
- Engages all students.
- Aids student retention: when students teach each other, they retain the information better.
- Helps close academic and language gaps.

Teacher's Role:

- Actively monitors groups.
- Does not answer questions but directs students to peer/group leaders.
- Provides challenging activities that are on-grade level.

- Poses questions to increase higher level thinking.

6. Higher Order Thinking Questions

- Use **Higher Order Thinking Questioning strategies** to encourage extended responses and to stimulate interest and motivation.
- Use Bloom's Taxonomy.

WATCH: [Video companion site to Quality Questioning, Researched-Based Practice to Engage Every Learner](#)

D: Differentiated Delivery, Process, Product, Environment

7. Writing to Learn

- Use **writing to learn strategies** to provide daily opportunities to listen, speak, read, and write, and to integrate ELPS with content objectives.

WATCH: [Writing For Learning, Not Just for Demonstrating Learning](#)

8. Scaffolding

- Use **scaffolding** to provide immediate affirmative and corrective feedback and to differentiate delivery, process, and product for individual students' proficiency levels.

READ: [Scaffolding for Reading](#), [Scaffolding for Writing](#), [Scaffolding for Math \(with videos\)](#), [Scaffolding for Science](#)

WATCH: [Breaking It Down - Scaffolding](#)

BISD Balanced Literacy

Balance of all of the literacy components

Interactive Read Aloud, Shared Reading, Mini-Lesson	Guided Reading, Stations, Independent Reading	Word Study/ Phonics	Modeled Writing, Shared Writing, Mini-Lesson	Guided Writing, Stations, Independent Writing
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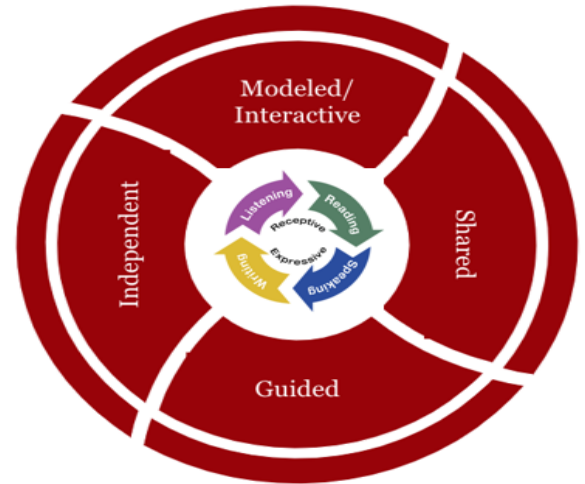


BISD Transitional Early Exit model educators **teach all of the literacy components** in a **holistic and comprehensive** fashion, pulling from multiple resources, **while integrating literacy instruction into all other subjects**. Superior reading instruction achieves a **harmonious balance** between developing fluency and increasing students' language and knowledge base.

BISD bilingual teachers also use the gradual release of students responsibility model while developing the four language domains; listening, speaking, reading and writing.

Gradual Release of Responsibility

- The BISD Transitional Early Exit Model supports students success of the four language domains throughout the Gradual Release of Responsibility approach.
- The development of the four language domains is present in every lesson. Through the Gradual Release Model, bilingual teachers strategically transfer the responsibility in the learning process from the teacher to the students.



Gradual Release of Responsibility

- Bilingual teachers use the gradual release of responsibility model for moving students towards independence. It is an expectation that bilingual teachers provide students with multiple opportunities throughout the day for both independent practice and collaboration.
- Modeled Interactive lessons set the stage for students to use metacognition and think aloud strategies while engaging in a discussion about the text. Guided Instruction also provides the opportunity for the teacher to support and encourage the development of strategies for independent reading and writing.

Literacy Stations

- Literacy stations are designated areas in the classroom where students learn together (in cooperative pairs/groups) with one activity and independently from the teacher.
- Activities in the literacy stations provide opportunities for [L2 \(English\)](#) acquisition. Content learning is reinforced.
- Literacy station activities should complement skills learned during content instruction and provide ongoing reinforcement of grade level standards.
- The ultimate purpose of literacy stations is to allow time for students to interact with a variety of texts designated to their appropriate independent reading level. The extension activity should not require more time than the time spent reading.

Language Development during stations:

Students work in stations in groups and have multiple opportunities for grade appropriate listening, speaking, reading and writing in each station Teacher provides explicit directions and expectations for all literacy stations. Modeling, scaffolding, practice & respond should be given prior to releasing students into literacy stations.

Possible Materials for Stations:

- Planning pocket charts, magnetic boards, student contract, color-coded boards and clothespins, and/or velcro boards (*for management*)
- Paper, pencils, markers, crayons
- Leveled books and trade books for content areas that students have previously read
- Games that reinforce concepts taught previously
- Manipulatives and cards
- CD players and document cameras
- Approved website, software and apps that are aligned to the skill of the week/day
- Timelines, pictures of people and places
- Graphic organizers such as Venn Diagrams and sequencing charts
Poetry/sentences for pairs to put in order
- Magnetic letters and numbers
- Magnifying glasses, natural materials, objects to classify

Learning Stations are NOT:

- Worksheets
- No-noise or quiet activities
- Places where students receive direct instruction from the teacher
- Impossible tasks that students cannot do independently
- Busy work

Management Suggestions:

- Students may rotate every 10-15 minutes.
- Teacher may provide a signal such as a ringing bell, chimes, lights.
- The station should always be an activity/concept previously taught.
- Limit choices and materials at stations so that students are not overwhelmed.
- Students select activities provided in stations.
- Provide criteria charts to explain what students are doing in literacy stations.
- All literacy station activities should include reading opportunities. (e.g. If students are sorting words with their partner, they finish sorting and practice reading the words to each other).

Reading Stations

Frequency of Reading Stations:

In 3-6, with 2 rotations daily, each group of students has 3 opportunities/week to visit a station.

In K-2, with 3 rotations daily, each student has 8 opportunities/week to visit a station.

(All students get 2 times/week @ teacher table, 5 days/week Independent Reading)

<i>Option 1</i>	<i>All students DAILY</i>				
K-1	Structured Independent Reading	Partner Reading: <i>-Fluency -Structured Conversation</i>	Shared Reading: <i>-Poems/Songs -Read Around the Room</i>	Word Work: <i>-Phonics -Sight words</i>	Technology: <i>-iStation -Listening Center</i>
2-4	Structured Independent Reading	Close Reading <i>-Comprehension -Skill Connection</i>	Partner Reading/Book Clubs	Word Work: <i>-Vocabulary -Phonics</i>	Technology: <i>-iStation</i>
5-6	Structured Independent Reading	Close Reading <i>-Comprehension -Skill Connection</i>	Book Clubs	Word Work: <i>-Vocabulary</i>	Technology: <i>-iStation</i>

<i>Option 2</i>	<i>All students DAILY</i>				
K-1	Structured Independent Reading	Partner/Shared Reading <i>-Poems/Songs -Read the Room -Fluency -Structured Conversation</i>	Reading Response <i>-Writing or Recording Response to Text</i>	Word Work: <i>-Phonics -Sight Words</i>	Technology: <i>-iStation -Listening Center</i>
2-4	Structured Independent Reading	Close Reading <i>-comprehension -Skill Connection</i>	Partner Reading/ Book Club <i>-Structured Conversation</i>	Word Work: <i>-Vocabulary -Phonics</i>	Technology: <i>-iStation</i>
5-6	Structured Independent Reading	Close Reading <i>-Comprehension -Skill Connection</i>	Book Clubs	Word Work: <i>-Vocabulary</i>	Technology: <i>-iStation</i>

Writing Stations

	<i>All students DAILY</i>			
K-1	Independent Writing	Word Work: <i>-Spelling Patterns -Handwriting -Sight Words</i>	Sentence Building/Parts of Speech?	Choice Writing <i>"Write like..." "Write a..."</i>
2-4	Independent Writing	Word Work: <i>-Spelling Patterns -Handwriting</i>	Grammar & Conventions	Quick Writes
5-6	Independent Writing	Word Work: <i>-Spelling Patterns -Vocabulary</i>	Grammar & Conventions	Quick Writes <i>-Writing about Reading</i>

Guided Reading

Expectations include:

- PK-1st grade teachers will deliver Guided Reading in both languages according to the Language of the day calendar.
- Teachers will follow the [Jan Richardson Model](#) (password:results).
- Teachers will implement guided reading daily.
- 20 minutes Guided reading lesson for each group.
- Struggling students receiving guided reading instruction daily.
- All students receiving guided reading throughout the week.
- During guided reading teachers will run Reading records
- Flexible grouping based on data.
- Teacher will provide interventions in addition to Guided Reading.
- Follow [Jan Richardson's Guided Reading Rubric](#).
- While planning for instruction consider the Differences of the [Initial Literacy Development in English and Spanish](#).
- At the beginning of the school year 2nd to 6th grade teacher will determine which key phonics skills a student knows well or still needs to learn by using a [Quick Phonics Screener](#).

Print-rich Environment

The classroom environment must reflect the goal of English language development. The environmental elements of the classroom serve the purpose of promoting and valuing English language acquisition. The labels and word walls are references that students can use for listening, speaking, reading, and writing activities: vocabulary development in English is the ultimate goal. Academic content area center activities promote language and vocabulary development, as well as content knowledge. The classroom is a book and the teacher should “read the room” with students as often as possible.

Environment Expectations:

- Student desks are arranged in small groups to promote the use of listening and speaking skills as students work on grade-level tasks.
- Students are seated in cooperative learning groups with configuration of high, medium, and low students (H | M and M | L).
- Items are clearly labeled in English and Spanish so that children can read/use them.
- Daily content and language objective is posted in a visible area.
- Interactive Word Wall are created and modified according to instruction.
- Cooperative groups list is posted and used to group students for maximum English/Spanish language development in Pk-1 and English language development in 2nd to 6th.
- Content area bulletin boards, posters, anchor charts, and resources are appropriately displayed for English/ Spanish language vocabulary development in PK-1st and English development in 2nd-6th.
- Authentic student work is posted with evidence of word wall use and sentence frames.
- Use of cognates K-6.
- Students have access to materials in literacy stations.
- There are well-defined areas for stations in each of the content areas.
- Management system/chart is posted.
- Students utilize the resources posted on the walls.
- Student access to literature is evident.

Special Education and English Learners

Guidance Related to ARD Committee and LPAC Collaboration

When a student with a disability is, or might be identified as an English language learner (ELL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate entry and exit criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §§89.1226(h), (l), and (m)) .

Identifying a Student for an English Learning Program

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.

Exiting a Student from an English Learning Program

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 Collaboration](#)