



ESL/Bilingual Program Manual

Wills Point ISD

Table of Contents

Program Overview	4
Philosophy	4
Goals	5
Elementary Programs	5
Secondary Program	5
Secondary School Required Model	7
Secondary School Alternative Model	7
Overview of Procedures	8
Language Proficiency Assessment Committee (LPAC)	8
Parent Denial of Services	9
Exiting from the Program	9
State Assessments for English Language Learners (ELL)	9
Student and Parent Support	10
Bilingual and ESL Services- Educational Service Center (ESC) Support	10
Standard Procedures for Data Collection/Eligibility Requirements	11
Step 1: Completion of Home Language Survey	11
Step 2: Testing for Language Proficiency	11
Step 3: LPAC Initial Review for Identification as LEP	12
Step 4: LEP Program Placement	12
Step 5: Parent Approval for Placement into Bilingual or ESL Program	13
Step 6: Complete Data Entry of Eligibility Requirements for LEP Funding	13
Step 7: End of Year LPAC Review	14
Step 8: LEP Student Becomes Ineligible for LEP Funding	14
Limited English Proficient Training Flowchart	15
Limited English Proficient Decisions Chart	16
Documentation Required to Support Coding	17
Responsibility: Campus Bilingual/ESL Program Administrator	18
Data Combinations	18
Audit Preparation : Including Problems Experienced with Audits	21
Timelines for Identification and Placement	21
Required Program	21
Program Service Issues for Secondary Programs	22

Common Coding Issue for SP.ED. PPCD LEP Students	22
Common Auditing Problems with PEIMS:	22
Common Auditing Problems Experienced with PEIMS LEP Funding:.....	22
Common Auditing Problems Experienced with related LEP screens/panels:.....	23
Common Auditing Problems Experienced w/Documentation in LEP Folder:	23
Students Tested for Eligibility/Fluent English Speakers Served in LEP Programs.....	23
Funding Eligibility Requirements.....	24
Reclassification/Non-service Due to Withdrawal.....	24
Home Language Survey	24
Eligible Days Present.....	24
Forms	26
Language Proficiency Assessment Committee (LPAC) Parent Membership Request Letter (English, Spanish).....	27
LPAC Member Roster	29
LPAC Confidentiality Statement (English, Spanish)	30
LPAC Meeting Roster Form.....	31
LPAC Meeting Minutes Form	32
Bilingual Education Program Benefits (English, Spanish)	33
English as a Second Language (ESL) Education Program Benefits (English, Spanish).....	35
English Language Learner (ELL) Student Cumulative Folder Documentation Checklist	37
LPAC Initial Review	38
LPAC Review	39
Parental Report on Student Progress in Bilingual Program (English/Spanish)	40
Parental Report on Student Progress in ESL Program (English/Spanish).....	44
Process for Considering Special Education Exit Criteria from Bilingual Services.....	48
Process for Considering Special Education Exit Criteria from ESL Services	51
LPAC Monitoring of Exited/Reclassified Students in Bilingual Program.....	54
LPAC Monitoring of Exited/Reclassified Students in ESL Program	55
Parental Notification and Approval for Exit from Bilingual Program (English, Spanish).....	56
Parental Notification and Approval for Exit from ESL Program (English, Spanish)	58
Bilingual Summer School Program K-1 Initial Parent Survey (English, Spanish)	60
ESL Summer School Initial Program K-1 Initial Parent Survey (English, Spanish)	62
Bilingual Summer School Program K-1 (English, Spanish).....	64
ESL Summer School Program K-1 (English, Spanish)	66

Bilingual Summer School Program K-1 (English, Spanish)..... 68

ESL Summer School Program K-1 (English, Spanish) 70

Student History Chart 72

LPAC Recommendation – PEIMS Code Table ID 73

Home Language Survey 75

Parent Notification 76

Program Overview

Every student who has a home language other than English and who is identified as an English language learner will be provided a full opportunity to participate in a bilingual education or English as a Second Language (ESL) program.

In support of this requirement, each campus in the district maintains an established language proficiency assessment committee (LPAC). Membership of the LPAC will include: A professional bilingual educator at grade levels providing bilingual education, a professional ESL educator, a non-district employed parent of an LEP student, and a campus administrator. Other LPAC members may be added as necessary to meet the individual needs of students. All LPAC members, including parents, will receive orientation as well as specific training regarding the importance of laws and rules that apply to maintaining confidential student information. The LPAC committee is responsible for program decisions regarding entry, placement, state assessment, accommodations and program exit.

The student identification process requires that the district conduct a home language survey (HLS) for each student upon initial enrollment. The HLS is conducted in English and in the home language and determines the need for assessment. The form must be signed by the student's parents for all students in PreK-8th grade; the form may be signed by the student if the student is in grades 9-12. The district maintains only one HLS in the student LPAC folder; red LPAC folders are placed in the student's permanent record folder. The LPAC committee assesses and identifies students within 20 school days of the enrollment of LEP students. Parents receive written notice of the LPAC's classification of a student as LEP within ten days. All parent notices are in English and the student's primary language and require written parental consent for placement. Prior to parental consent, students are placed in the appropriate program, however, student names are not submitted for funding. Exceptions regarding parental consent for identification, placement, and exit of students are outlined in board policy and include but are not limited to, a student who is 18 years of age or no written statement from the parent or guardian opposing entry, placement or exit.

All Bilingual/ESL teachers are highly qualified and receive on-going staff development needed to provide high quality instruction to students. Additional support services provided to LEP/ELL students include but are not limited to: A bilingual classroom aide at each elementary campus, bilingual interventionists for Math and Reading at grades Pre-K through grade 2, a district LPAC aide, double blocking, linguistic accommodations, a peer mentor, during and before/after school tutoring. Parental support includes: Parent training, home visits, an Adult ESL Class, and a district Bilingual Parent-Community Liaison.

Philosophy

The Wills Point Independent School District views English as a Second Language as a program, which utilizes the students' native language, and English in the learning process.

The ESL program considers the students' native language, culture and knowledge to be the foundation for academic and social growth. Integrating language and literacy skills across the curriculum provides students with the opportunity to acquire a high level of literacy and fluency in English while developing their native language.

Through intensive language instruction, the students have the opportunity to develop self-esteem and appreciate the contribution of various cultures. The ultimate goal of the ESL program is that students will participate successfully in the mainstream curriculum while becoming independent and creative thinkers in an increasingly complex society.

Goals

The goal of the ESL program in Wills Point ISD is to enable limited English proficient students to become competent in the comprehension, speaking, writing, reading and composition of the English language through the integrated use of second language methods.

The ESL program will 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 limited English proficient students to participate equitably in school.

Elementary Programs

For children who enter U.S. Schools speaking languages other than English, Wills Point ISD provides an ESL program. In the ESL program, which is provided where children of diverse language backgrounds attend school together, typically the home languages of the children are not used in class. Instead, ESL instruction consists of monolingual English instruction, using ESL methods to teach listening, speaking, reading and writing skills in English.

The Wills Point ISD Pull-Out Program is implemented in the elementary setting in two ways. The ESL student is either pulled out of the regular classroom for special instruction in ESL or the ESL teacher pushes into the ELA classroom. This pullout instruction may be provided by ESL endorsed teachers who are assigned to just one building (where the number of students needing instruction is large enough), or it may be provided by ESL endorsed teachers who travel to multiple schools to serve small numbers of ESL students.

Secondary Program

The Wills Point ISD Secondary School Program is designed to allow students to receive ESL instruction during one or more class periods. Students receive credit for their participation in courses where ESL instruction is provided, just like any other course taken in a departmentalized setting. In most cases, students are grouped according to their level of English proficiency.

<u>Required Component</u>	<u>Required Certification</u>
Affective TAC 89.121 0 (c)(1)	Elementary or Secondary
Linguistic TAC 89.121 0 (c)(2)	Elementary or Secondary
<i>One period ESL</i>	Bilingual or ESL
<i>One period reading improvement</i>	Bilingual or ESL and Reading Endorsement
Cognitive TAC 89.121 0 (c)(2)	Elem. Or Secondary Endorsement for course for which student will receive credit
<i>Math, Science, Social Studies, Health, PE, Computer Literacy</i>	Same certification requirements as those for any teacher for these required courses.

1 Period of ESL with Endorsed/Certified Bilingual or ESL Teacher + 1 Period of Reading Improvement with Reading Teacher with ESL Training + Content area courses with teacher who has certification for subject(s) taught and utilizing ESL instructional strategies/modifications (Based on LPAC Recommendation)
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In preferred secondary school models, all teachers who have students of limited English proficiency (LEP) have bilingual education or ESL endorsements or have received short-term training on classroom strategies that are appropriate for providing academic instruction in English, which is understandable to LEP students. Classrooms for required subjects provided for LEP students by teachers who may not have bilingual education nor ESL endorsements may nevertheless be designated as "sheltered English" in that teachers may use physical activities, visual aids, and added attention to vocabulary development for mathematics, science, social studies or other subjects.

Training for these teachers may include cooperative learning strategies, thematic unit approaches, and reading strategies for developing strategies for developing thinking skills related to the subject being taught.

Secondary School Required Model

The requirement for teacher certification for grades seven and eight are the same as those of the preferred model with the exception that it is desirable for the teacher providing reading improvement to also have an ESL or bilingual endorsement, but this is not required. Teachers with reading certification may receive short-term training on ESL methods just as may mathematics, science, social studies, and health teacher providing instruction for LEP students.

All course work is on grade level; only the classroom strategies are modified. Individual tutoring may be utilized so that students are assisted before they get behind so that they may be promoted at the end of the year. Required programs for near-proficient students also include one period of ESL language arts and one period of reading improvement, since all students of limited English proficiency are below 40 percentile in reading on a nationally normed test.

Secondary School Alternative Model

Beginning LEP students who enroll in Texas public schools for the first time may not be literate and some of them have not been to school before in any country. Since they are considerably older than the usual emergent reader, they need additional assistance in order to increase the possibility that they may complete a public school education. These students are frequently serious students who are aware of the value of education. They have often had work and survival experiences that have matured their outlook on schools and life in general.

English language acquisition is the primary focus for LEP students. The students' immersion in the English language maximizes the rate at which language skills are developed.  Students at Wills Point Middle School have the opportunity for English as a Second Language (ESL) classes in lieu of regular English class and modifications/accommodations in all other classes. ESL classes provide support for students' language development within the core content areas as well as areas of enrichment. Such alternative scheduling is specifically authorized by the Texas Administrative Code and although this rule allows considerable flexibility, it may be used only for eligible students on a temporary basis until they are able to read at grade level. Summer school may be needed for some to help them make up required courses that have been postponed and/or maximize the rate at which language skills are developed.

These classes are ideally staffed with bilingual education or ESL endorsed teachers. If these are not available, teachers on permit may be assigned. Bilingual allocation funds may be used for training to help these teachers secure bilingual or ESL endorsement. Alternative education teachers with beginning students at this grade level need at least short-term training on strategies to make instruction comprehensible to the students.

Every effort should be made to provide these students with at least six credits per year, even if two or three units are for language arts through second language methods, in order to allow them to advance to the next grade. Retention would exacerbate their over-agedness and increase their

inclination to leave school. Students should be scheduled only for courses for which the probability for successful completion exists.

Overview of Procedures

Identification- When students enroll in Wills Point I.S.D. they must complete a Home Language Survey (HLS) as part of their enrollment package. This document asks two very important questions regarding language spoken at home. If a language is indicated on the HLS other than English, this initiates the testing process to either qualify the student as Limited English Proficient (LEP), or Non-LEP.

Students who arrive from other Texas schools that have been tested and classified as either LEP or Non-LEP are identified the same as WPISD, if the sending districts LEP paperwork is complete. If insufficient data is received, then a special circumstance would warrant contacting our Region X ESC, Bilingual - ESL department for guidance.

Testing- For Pre-Kindergarten and First Grade, and Oral Language Proficiency Test (OLPT) is administered. The student results are Fluent English Speaker (FES), then he/she is classified as Non-LEP and placed in a General Education classroom. If the student scores Non English Speaker (NES) or Limited English Speaker (LES), then he/she is identified as LEP (Language Proficiency Assessment Committee (LPAC) and Parent Permission Form are required). For grades 2-12, the OLPT is administered along with (if language permits) a norm referenced test. If the student results are Fluent English Speaker (FES), then he/she is administered a norm referenced test. If the student scores above the 40th percentile on both the Reading and Writing portion of the test, then the student scores either NES or LES and the Reading and Writing ability is sufficient, the student is administered a norm referenced test. The student is classified as LEP (LPAC and Parent Permission Form are required).

Language Proficiency Assessment Committee (LPAC)

The LPAC is made up of classroom teachers, administrators and parents of students who are currently in the Bilingual or ESL program. They each must receive annual training in the operational procedures of the LPAC. Strict state guidelines are maintained throughout this process to ensure the student's confidentiality is maintained. The LPAC must meet within 20 school days of the student's initial enrollment to determine if the above testing results are correct, consider placement, complete necessary documentation and initiate the Parent Permission Form (PPF) for all potential LEP students. Once the PPF is returned signed and dated, this is the district's authorization to code/classify the student LEP. Based on the LPAC's recommendation for the best academic placement for the student, he/she is then placed in one of the following classroom instructional setting/program types.

Bilingual- Dual Language One-Way

Bilingual -Dual Language Two-Way

Bilingual -Early Exit Model

English as a Second Language (ESL)

Sheltered Classes where teachers have specific Sheltered Instruction Observation Protocol training to maximize LEP student achievement (Grades 9-12)

Parent Denial of Services

In the event a parent denies services, the campus principal, campus LPAC teacher and Bilingual, ESL and Migrant Program Facilitator will meet with the parent to explain the benefits of how the program can assist the student both academically and linguistically in acquiring the English Language.

Exiting from the Program

As students make progress in learning the English language and are able to meet certain state standards, they will qualify to exit the Bilingual or ESL program. This occurs only at the end of the school year and the LPAC must convene to determine if all criteria has been met and teacher input is favorable that the student can be successful in a General Education Classroom. When the student is exited, the following two years they become monitored students. While in this status, the LPAC monitors their grades each six weeks. If a monitored student in any six week period is failing a class, then the LPAC will meet to discuss interventions and gain input from the classroom teachers as to how to best support the student with additional accommodations to aid in the student's academic progress.

State Assessments for English Language Learners (ELL)

The Texas Education Agency recognizes that ELL's will need additional support to succeed academically because of their language deficiency in English. Testing decisions for ELL's are made by the LPAC in the middle of the year. Often times, when ELL's meet certain criteria, they qualify for a different STAAR test or additional accommodations to aid them with a better opportunity to be successful. These decisions are made on an individual student basis and must follow state testing accommodation procedures.

Student and Parent Support

Wills Point I.S.D. is committed to on-going support for our parents of ELL students and for ELL students. On-going support could include but is not limited to:

- ✓ Parent Volunteer Training
- ✓ Adult English as a Second Language class offered two nights each week
- ✓ Duals Language Training for parents of Dual Language Student
- ✓ Parent Campus Level Training
- ✓ Title III Latino Family Literacy Night
- ✓ Title I Math Night
- ✓ College and Career Readiness Training
- ✓ Tutoring
- ✓ Double blocking ESL classes for students
- ✓ Assigning a Peer Mentor for Support and Navigation Assistance
- ✓ Bilingual Interventions at PK-2nd grade
- ✓ Bilingual aides at PK-4th grades
- ✓ Bilingual Community Liaison
- ✓ Bilingual LPAC Aide

Bilingual and ESL Services- Educational Service Center (ESC) Support

Wills Point ISD and our ESC work collaboratively to ensure all ELL's are properly identified and served according to Texas law. On-going support through our team approach for ELL's include but are not limited to:

- ✓ Specialized Teacher Training to Support ELL's with Accommodations and Methodologies
- ✓ LPAC Training District Wide
- ✓ On-Site Consultation at the Departmental and Teacher Level
- ✓ STAAR and TELPAS Training- On Site and ESC
- ✓ Coordination of Materials and Resources
- ✓ Compliance and Accountability
- ✓ Classroom Observation
- ✓ Parent Training
- ✓ Facilitate Site Visitation to Other Districts
- ✓ Alignment of Vendors with Program Objectives
- ✓ Education Preparation Programs for Teacher Certification (Bilingual and ESL)

The above procedures are based on Chapter 89. Adaptations for Special Populations Subchapter 88. Commissioner's Rules Concerning State Plan for Educating English Language Learners

Standard Procedures for Data Collection/Eligibility Requirements

Step 1: Completion of Home Language Survey

If a language other than English is indicated on any portion of the survey, then that language is considered the student's home language. The student must be tested for English proficiency. Students in grades 9-12 may complete the Home Language Survey. The Home Language Survey is completed only upon initial entry, and only if there is no evidence of prior completion of a Home Language Survey from previous district.

Data Component: Home Language code on TXEIS SMS (Demographics/LPAC Panels) and in LEP folder

Data Component on TXEIS SMS: Panel – LPAC: Required LEP Identification and Assessment: OLPT data. Panel – Demographic: Home Language other than English and other data related to Home Language. Panel – LPAC: Required LEP Identification and Assessment: OLPT/CAT data. Panel – LPAC: LPAC Meeting Log: LPAC review date, appropriate LEP Status/Program Placement.

Required Documentation in LEP Folder: Home Language Survey, evidence of OLPT/CAT testing, evidence of identification as LEP by LPAC

Required Documentation: Home Language Survey in LEP folder

Step 2: Testing for Language Proficiency

Students enrolling in Grades PK-1 must complete the Oral Language Proficiency Test (OLPT) in English (and also in Spanish if the home language is Spanish). If the home language of the student is other than Spanish, the school shall administer the English OLPT and determine the students' level of home language proficiency using informal oral language assessment measures. WPISD uses the **IDEA Proficiency Test for English and Spanish**. Testers must be specially trained professional or paraprofessionals.

Required Documentation: Evidence of OLPT assessment in LEP folder.

Students enrolling in grades 2-12 must complete the OLPT in English (and also in Spanish for elementary grades if the home language is Spanish) and the English standardized achievement test, unless there is documented evidence of a previously administered state-approved English achievement test. The standardized achievement test should not be administered if the student's ability in English is so limited that the test is not valid. 19 TAC §89.1225(f). WPISD uses the **IDEA Proficiency Test for English and Spanish**. Testers must be specially trained professional or paraprofessionals who are proficient in the language of the test. WPISD uses the **California Achievement Test 6 –CAT 6**. Testers must be specially trained professionals.

Data Component on TXEIS SMS: Panel – LPAC: Required LEP Identification and Assessment: OLPT and CAT data

Required Documentation: Evidence of OLPT/CAT assessment in LEP folder. LPAC meeting Log.

Step 3: LPAC Initial Review for Identification as LEP

The LPAC must review the required assessment scores for students whose home language is other than English to determine if they are LEP or non-LEP. The LPAC identifies a student as LEP if he/she meets the following criteria:

- a. If entering PK-1, student scores below the cut-off scores established by the exam instrument on the English OLPT (Non-English speaker – NES or Limited English speaker – LES).
- b. If entering 2-12, a student scores below the cut-off scores on the English OLPT (either NES or LES) and/or below the 40th percentile on either the reading or the language arts section of the English achievement test. For student entering 2-12, the English achievement score (Terra Nova CAT 6) overrides the oral English score (IPT).

If the student is identified as LEP continue to the next enrollment step. If the student is not considered LEP, the student does not qualify for bilingual/ESL services or funding.

Data Component on TXEIS SMS: Panel – LPAC: LPAC Meeting Log: Original LPAC review date and appropriate LEP Status/Program Placement code (T-H).

Required Documentation in LEP student folder: Evidence of Original LPAC review (signatures) and appropriate criteria used for identification, and program placement in LEP folder.

Step 4: LEP Program Placement

The Language Proficiency Assessment Committee (LPAC) places the student in either the bilingual education program or the ESL program depending on the service requirements outlined in Chapter 89. Bilingual Education is required for Spanish speaking LEPs in elementary; ESL is the required program for speakers of other languages in elementary and all LEPs in secondary. (Note: Evidence of Bilingual or ESL instruction must appear on lesson plans and/or class schedules. The teacher's major duty code should reflect such assignment or if team teaching is utilized, evidence of required instruction through team teaching. Eligible bilingual instruction must be a fulltime bilingual instructional program by staff certified or on permit to teach bilingual education. The amount of instruction in each language (the student's home language and English) shall be commensurate with the student's level of proficiency in both languages and the student's level of academic achievement.)

In Pre-K, eligible ESL instruction may vary from the amount of time accorded to instruction in English language arts in the regular program for non-LEP students to a full-time instructional setting utilizing second language methods. In high school, the ESL program must be consistent with graduation requirements under Chapter 74. The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs.

Data Component on TXEIS SMS: Panel – LPAC: LPAC Meeting Log: LPAC review date and appropriate Program Placement code

Required Documentation: Evidence of Original LPAC review in LEP folder. LPAC Meeting Log.

Step 5: Parent Approval for Placement into Bilingual or ESL Program

Approval to place the student in the appropriate program is obtained from the parent. WPISD uses the “Notification of Enrollment in Bilingual Education” or the “Notification of Enrollment in an ESL Program” forms. Each includes a space for parent signature and date signed. The date of this letter is the parent permission date which will be required on TXEIS SMS (LPAC Panel: LPAC Meeting Log.) In WPISD, the parent permission letter for the initial program is valid until such time when a change in program is requested by parent or recommended by LPAC, i.e. change from Bilingual to ESL Program. At that time, a new parent permission letter must be obtained to reflect permission for the newly assigned program.)

Student must have current LPAC authorization for placement in Bilingual or ESL Program. LPAC dates must be prior to funding eligibility. End of year LPAC reviews conducted beginning May 1 of the previous year allow for immediate eligibility on these criteria provided there is no change in program or campus. Additionally, for all LEP and monitored students, the latest LPAC must be after May 1 of the previous school year, or it will be considered “outdated” or “too old”. Keep in mind that all LEP and monitored students must be reviewed annually by the LPAC.

Data Component on TXEIS SMS: Panel – LPAC: LPAC Meeting Log: Parent permission date and Panel – LEP: PEIMS LEP Funding: Parent permission code

Required Documentation: Signed parent permission letter in LEP folder

Once eligibility has been confirmed by the campus Bilingual/ESL Program Administrator, the student’s name and date of effective date of eligibility for LEP funding should be communicated to the person responsible for data entry onto TXEIS SMS. The effective date of eligibility will be the date in which the student met all criteria above. Once a date is entered, it must be updated as necessary throughout the school year when changes in eligibility occur.

If a bilingual/ESL student transfers between school districts, the receiving district should immediately enroll the student in the bilingual/ESL program, pending receipt of documentation (LPAC records and identification/assessment information) from the sending district. If this documentation is not received within four weeks of transfer, the receiving district must go through the standard identification and assessment procedures in order for the student to be coded LEP, ESL, and/or bilingual.

Step 6: Complete Data Entry of Eligibility Requirements for LEP Funding

A LEP student who is served in the bilingual education or ESL program must meet all the following requirements in order to be eligible for state PEIMS LEP funding. The student must be identified as LEP, served in a bilingual or ESL program, have documented current LPAC authorization for program placement, and have current parent approval. See Chart of Reasonable Code Combinations listed on page 19 and 20 of this section to see all of the required data elements which must be entered in certain combinations to avoid errors.

Step 7: End of Year LPAC Review

All LEP students must be reviewed after May 1st of each to determine if students have met criteria to exit from Bilingual or ESL program. A LEP student becomes ineligible for PEIMS LEP funding on TXEIS SMS: LEP Panel when, during the annual LPAC review, the LPAC reclassifies the student as English proficient (non-LEP) when the student attains the required exit criteria as stated in 19 TAC §89.1225(h).

When the LPAC determines that the LEP student has met the required program exit criteria, the school notifies the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program. WPISD uses the "Notification of Exit from Bilingual/ESL Program" letter. It includes a space for parent signature and exit date. The date of this letter is the program exit date which will be required on TXEIS SMS.

Data Component on TXEIS SMS: Panel – LPAC: LPAC Meeting Log: Latest LPAC date in which exit was determined, date of exit letter, reason for exit, and appropriate LEP Status/Program Placement code (i.e., M-H, M-D, M-T, S-H, S-D, S-T)

Required Documentation: Evidence of LPAC review, exit date, and reason for exit in LEP folder

Step 8: LEP Student Becomes Ineligible for LEP Funding

LEP students can become ineligible for funding due to any of the following conditions:

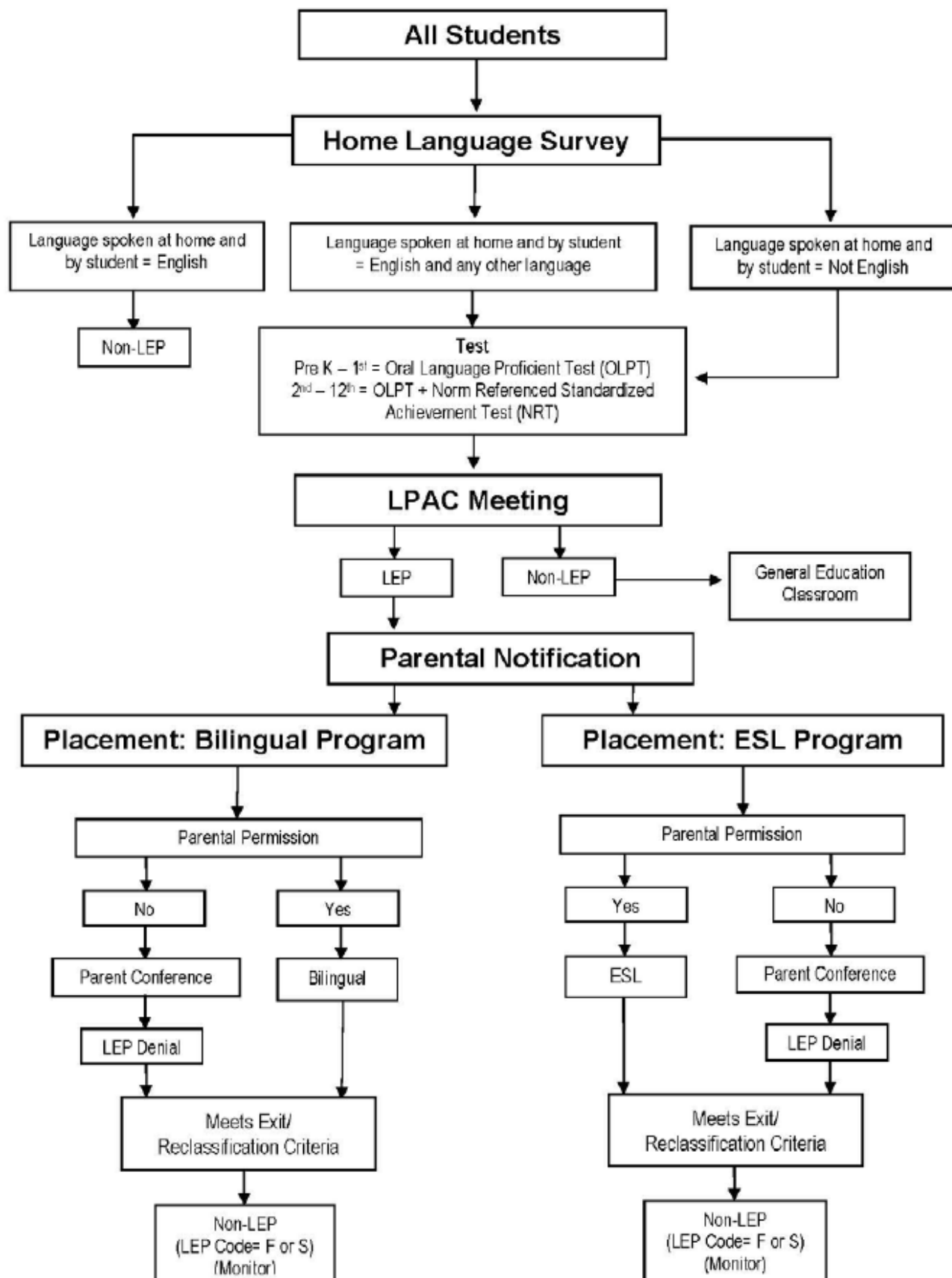
- the parent requests in writing to waive the bilingual or ESL program services and remove his or her child from the program and place the child in a regular English classroom; or
- the student withdraws from the district (not exits from the bilingual/ESL program);
- the student is identified as LEP by the LPAC but no Bilingual or ESL service is provided.

Data Component on TXEIS SMS: Panel – LPAC: LPAC Meeting Log: Latest LPAC/Coding change showing LEP Status/Program Placement code (i.e., I-H, I-M, etc.)

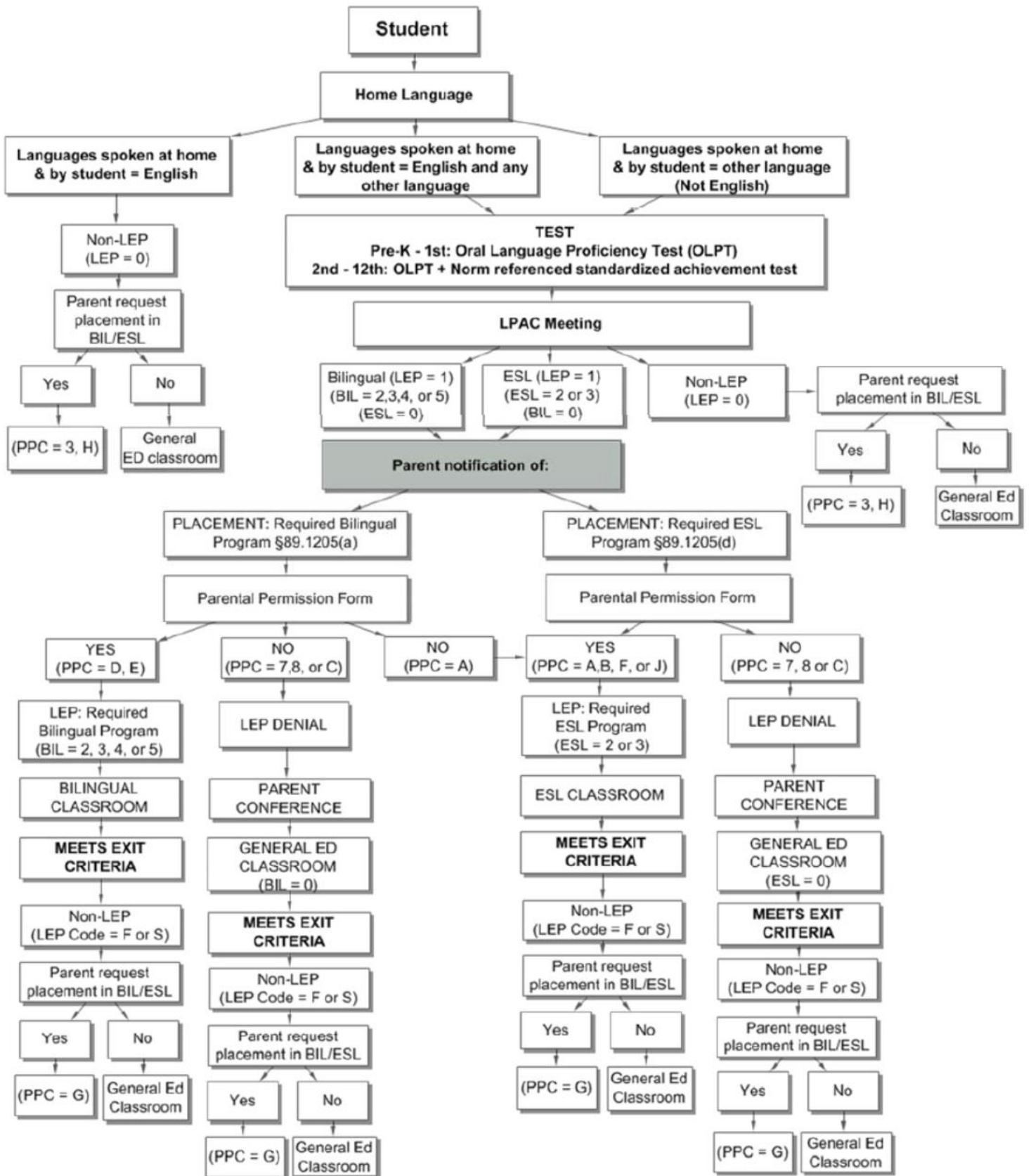
Required Documentation: Evidence of LPAC review, reason in LEP folder

The date a student withdraws from the district or is exited from the bilingual education or ESL program is considered the effective date of change in terms of PEIMS LEP funding on TXEIS SMS. The effective date is recorded in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.

Limited English Proficient Training Flowchart



Limited English Proficient Decisions Chart



BIL = Bilingual Program Code ESL = English as a Second Language Code LEP = Limited English Proficient Code PPC = Parental Permission Code

Documentation Required to Support Coding

In order to claim Bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be in the student's LEP folder (and in the LPAC Documentation binder when applicable) for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. The documentation requirements are as follows:

Home Language Survey-The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible.

Assessment Information- Proof of a qualifying score on an approved OLPT and/or qualifying scores in the English reading and English language arts sections of an approved student assessment instrument. The official scores must be documented in the student's records.

LPAC Recommendation- Written documentation of the recommendation for placement by the LPAC.

Parent Permission- Signed Parent permission letter to place the LEP student in a bilingual education or ESL program. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

Written documentation of the annual review and recommendation of the LPAC.
Proof that a student is:

- served in a full-time bilingual instructional program by staff on permit or certified in bilingual education;
- provided instruction in ESL by staff on permit or certified in ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program;
- provided instruction as recommended by the LPAC; or
- served in a program approved by the Agency under an Exception from Bilingual Education;
- grade books, teacher lesson plans, students' Academic Achievement Records (AAR) and/or class rosters would be acceptable documentation;

The student's permanent record shall contain documentation of all actions impacting the LEP student. This documentation shall include [19 TAC §89.1220(m)]:

- the identification of the student as LEP;
- the designation of the student's level of language proficiency;
- the recommendation of program placement;
- parental approval of entry or placement into the program;
- parental denial, if applicable;
- the dates of entry into, and placement within, the program;
- the dates of exemptions from the criterion-referenced test, criteria used for this determination in accordance with 19 TAC §101 Subchapter AA. Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments, and additional instructional interventions provided to students to ensure adequate yearly progress;
- the date of exit from the program and parent notification; and
- the results of monitoring academic success.

The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

Responsibility: Campus Bilingual/ESL Program Administrator

Principals shall designate a Bilingual/ESL Program Administrator to whom all questions related to LEP, Bilingual, and ESL coding should be directed.

The designee and phone number of the central administrative staff member:

Name: Amanda Wallace, Assistant Superintendent of Instruction and Accountability

Phone Number: 903-873-5100

For additional information regarding Bilingual or ESL programs please see the Bilingual/ESL Program Guideline manual available on the portal on the Multilingual Program website.

www.elltx.org

The Bilingual/ESL Program Administrator should work collaboratively with the LPAC chairperson (if different) in providing SIS and other data entry staff with names and coding information of LEP and monitored students that reflects LEP status, Program Placement, Home Language, Parent Permission Date/Code, and information regarding eligibility (or ineligibility) for PEIMS LEP funding.

In no case should attendance personnel be responsible for determining a student's PEIMS LEP/Bilingual/ESL Indicator code. Written documentation of the indicator codes must be submitted to the attendance/PEIMS personnel in writing.

The Bilingual/ESL Program Administrator is also responsible for ensuring that attendance personnel are aware of changes in student's services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Bilingual/ESL Program Administrator should verify the Student Detail Report for any coding errors.

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information management System (PEIMS) data, are compared to campus reports (including LEP data on TXEIS SMS) and student folder for reasonableness and accuracy.

Data Combinations

The following chart represents the required data elements and reasonable code combinations required for PEIMS program and funding submission:

REASONABLE COMBINATIONS FOR LEP DATA ON TXEIS SMS

In reviewing the PEIMS LEP Funding Panel (or reports) for accuracy, school personnel should:

- 1) verify data on the LPAC Meeting Log Panel first, such as LEP STATUS and PROGRAM PLACEMENT, etc.
- 2) make changes to those fields as necessary.
- 3) verify changes made in the LPAC panel which will be reflected on the PEIMS Panel.

NOTE: In cases where students change from service to non-service or vice-versa, PEIMS LEP Funding panel will reflect same pattern when changes are made through LPAC Meeting Log Panel except in the case of Monitored students...there can be no partial year funding for Monitored students.

Reasonable Combinations for LEP Data on SIS

LPAC MEETING LOG PANEL								PEIMS LEP FUNDING PANEL			
LPAC Date	LEP Status Program Placement	Par. Perm. Date	Parent Denial Date	Home Lang. other than English	Prog. Exit Date	Prog. Exit Reason	Parent Perm. Code	Effect. Date	LEP Indlc.	Bil. Indlc.	ESL Indlc.
Current	Y-B LEP in Traditional Bil. Prog. (TBP)	MUST	N/A	MUST	N/A	N/A	MUST D	MUST	1	5	0
Current	Y-P ** LEP in Pre-Exit Phase of Bil., Eng. Reading	MUST	N/A	MUST	N/A	N/A	MUST D	MUST	1	5	0
Current	Y-D LEP in Develop. Bil. Program	MUST	N/A	MUST	N/A	N/A	MUST D	MUST	1	5	0
Current	Y-T LEP in Two-Way Bil. Program	MUST	N/A	MUST	N/A	N/A	MUST D	MUST	1	4	0
Current	Y-C Cultural Heritage Bilingual Program	MUST	N/A	MUST	N/A	N/A	MUST D	MUST	1	2	0
Current	Y-E LEP Student in ESL Program	MUST	N/A	MUST	N/A	N/A	MUST E = PK-8 F = 9 - 12	MUST	1	0	2
Current	Y-X LEP Student in Pull Out ESL Program	MUST	N/A	MUST	N/A	N/A	MUST E = PK-8 F = 9 - 12	MUST	1	0	3
Current	I-H*** Identified LEP (Not Served)	MUST	N/A	MUST	N/A	N/A	MUST 7 or 8	No \$	1	0	0
Current	I-M*** Identified LEP Special Ed only (Not Served)	MUST	N/A	MUST	N/A	N/A	MUST 7 or 88	No \$	1	0	0
Current	W-H Identified LEP, w/Parent Denial – Waiver	*	Current	MUST	N/A	N/A	MUST C	No \$	1	0	0

* = Must have an entry, but does not need to be current. Whatever was in place at time of change remains valid...do not remove from previous record.

** = Student is receiving English Reading from a teacher in bilingual education. Can be used ONLY for eligible students in grades 4, 5, 6.

*** = Temporary Code Only until student is served.

LPAC MEETING LOG PANEL							PEIMS LEP FUNDING PANEL				
LPAC Date	LEP Status Program Placement	Parent Perm. Date	Parent Denial Date	Home Lang. other than Eng.	Prog. Exit Date	Prog. Exit Reason	Par. Perm. Code	Effective Date	LEP Indic.	BIL Indic.	ESL Indic.
Current	M-H Non-LEP, Monitored TBP or/and ESL Year One	*	N/A	MUST	MUST	MUST	N/A or G ***	No \$	F	0	0
Current	M-D Non-LEP, Monitored/DBP Year One	*	N/A	MUST	MUST	MUST	N/A or G ***	No \$	F	0	0
Current	M-T Non-LEP, Monitored/TWBIP Year One	*	N/A	MUST	MUST	MUST	N/A or G ***	No \$	F	0	0
Current	S-H Non-LEP, Monitored TBP or/and ESL Year Two	*	N/A	MUST	MUST	MUST	N/A or G ***	No \$	S	0	0
Current	S-D Non-LEP, Monitored/DBP Year Two	*	N/A	MUST	MUST	MUST	N/A or G ***	No \$	S	0	0
Current	S-T Non-LEP, Monitored/TWBIP Year Two	*	N/A	MUST	MUST	MUST	No \$	S	0		0
*	F-H Non-LEP Student, Former TBP or/and ESL, 2Years +	*	N/A	MUST	MUST	MUST	N/A	No \$	0	0	0
*	F-D Non-LEP Student, Former DBP, 2 Years +	*	N/A	MUST	MUST	MUST	N/A	No \$	0	0	0
*	F-T Non-LEP Student, Former TWBIP, 2 years +	*	N/A	MUST	MUST	MUST	N/A	No \$	0	0	0
*	T-H ** Non-LEP Tested (did not qualify)	N/A	N/A	MUST	N/A	N/A	N/A	No \$	0	0	0
	N-T Non-LEP TWBIP w/Par Perm						3		0	4	0

* = Must have an entry, but does not need to be current. Whatever was in place at time of change remains valid...do not remove from previous record.

** = This type of student must have OLPT/CAT (when applicable) testing information entered onto the required LEP Identification Assessment Panel.

*** = Parent or guardian has approved placement of recently exited Non-LEP student in a bilingual or ESL special language program.

After ALL eligibility requirements have been met for a LEP student, information then is input into TXEIS through the LPAC Meeting Log Panel. Once this is accomplished, the system will automatically update the PEIMS Coding Panel. The sooner documentation is on file, the sooner funds may be earned for serving the student.

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program; the student will no longer have a LEP indicator code of Y. The effective date of this change should be recorded in the attendance accounting system.

At the beginning of each semester, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that coding is correct.

Students in grades PK through eight who are counted for funding in the bilingual/ESL program must be served by bilingual/ESL certified staff. Students in grades nine through twelve may be counted for funding in a bilingual/ESL program if they are served by staff that is bilingual/ESL certified for their Language Arts subjects. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL endorsed teachers. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception or Waiver. Students who are counted for funding in the bilingual/ESL program must have all documentation on file.

When a student is exited from the bilingual/ESL program, the LEP and Bilingual or ESL indicator code in the attendance accounting system will be removed after the LPAC Meeting Log Panel has been updated. Not entering the correct coding will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avert this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

Districts shall conduct only one home language survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades pre-kindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record. Refer to the TXEIS SMS Handbook or the Bilingual/ESL Program Guidelines for more details on LEP data on TXEIS SMS.

Audit Preparation: Including Problems Experienced with Audits

Timelines for Identification and Placement

Within four weeks of his or her initial enrollment in the district, a student shall be identified as LEP and enrolled into the required bilingual or ESL program. 19 TAC §89.1225(g). However, even though the student may be served in the bilingual/ESL program, LEP information for a student should not be entered into TXEIS unless all the documentation is on file. Funds for bilingual/ESL students cannot be claimed until all documentation is in place. This is audited through LEP student folder and LPAC meeting logs.

Required Program

Each district that is required to offer bilingual education and special language programs shall offer the following for students of limited English proficiency:

- bilingual education in PK through the elementary grades;
- bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in middle school; and
- instruction according to LPAC recommendation.

The student must be placed in a bilingual education or ESL program as soon as the student is identified as LEP (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received. The district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin but **may not claim funding until after parental approval is received (along with home language survey, test scores, and documentation of LPAC recommendation)** 19 TAC §89.1220(k). If a parental denial is received, then the district must discontinue serving the student. This is audited through review of LEP student folder and LPAC meeting logs.

Program Service Issues for Secondary Programs

For LEP students in grades 9-12 that are immigrants, enrollment in English I for Speakers of Other Languages and/or English II for Speakers of Other Languages is appropriate. For all other LEP students in grades 9-12, LPAC documentation must reflect appropriate services to meet the student's needs such as ESL designated English and content courses. Students in grades nine through twelve may be counted for funding in a bilingual/ESL program if they are served by staff that is bilingual/ESL certified for their Language Arts subjects. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL endorsed teachers. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception.

Common Coding Issue for SPED / PPCD LEP Students

Students served only in the Preschool Program for Children with Disabilities (PPCD) cannot generate bilingual/ESL ADA funding. Those students should be coded PE and LEP students who are served in both programs and are 4 years of age as of September 1 are coded PE 

Common Auditing Problems with PEIMS:

- schools want to correct PEIMS errors without examining the important fields on the related LEP screens/panels;
- schools delete important data on related LEP screens/panels in order to be error free on PEIMS;
- misunderstanding regarding valid "warnings" such as those caused by LEP students who are not served (i.e. I-H, I-M) and monitored (i.e. M-H, S-H).

Common Auditing Problems Experienced with PEIMS LEP Funding:

- claiming PEIMS LEP funding with outdated LPAC dates (before May 1 of previous year is too old);

- claiming PEIMS LEP funding beginning on student's first day of enrollment when not all eligibility criteria were in place;
- claiming PEIMS LEP funding for PPCD LEPs participating in bilingual or ESL program...**effective August 2008, they CAN receive PEIMS LEP funding** 
- not adding a record in the LPAC Meeting panel reflecting when changes in eligibility occur.

Common Auditing Problems Experienced with related LEP screens/panels:

- missing or incorrect data on LEP screens/panels;
- parent permission code not matching Program Placement;
- no evidence of parent permission (on related LEP screens/panels);
- students designated as LEP when they have already met exit criteria (i.e. >40% on Total Reading and Total Language on Stanford);
- students identified as LEP with IPT/CAT language proficiency testing indicating non- LEP;
- LEP students not served by bilingual or ESL teacher;
- outdated Parent denial/waivers (before 06-01-09) when applicable;
- outdated LPAC dates (before 05-01-09);
- students with English as a home language (on the Home Language Survey) identified as LEP;
- inappropriate/unreasonable LEP Status/Program Placement codes;
- outdated LPAC dates for LEP students who are also in Special Education.

Common Auditing Problems Experienced w/Documentation in LEP Folder:

- no LEP folder available or LEP folder with no documentation or LEP folder with outdated information;
- too many Home Language Surveys in the LEP folder;
- Documentation on LEP folder not matching related LEP screens/panels:
 - parent permission letters not signed or missing;
 - no evidence of language proficiency testing
 - no exit letter in folder-or exit form
 - LPAC information not completed or completely missing
 - LPAC signatures missing

Student Detail Reports must contain a Bilingual/ESL indicator code for all students who are being served in the bilingual education or ESL program and are eligible for state funding.

Students Tested for Eligibility/Fluent English Speakers Served in LEP Programs

Students in PK through first grade who score at or above the cut-off on the OLPT and students in second through twelfth grade who score at or above the cut-off on the OLPT and at or above the 40th percentile on the reading and language arts sections of a standardized achievement test may be served in the bilingual or ESL program and these students are **not** eligible for bilingual/ESL funds and must **not** have a bilingual/ESL indicator code recorded on the Student Detail Report. WPISD allows bilingual or ESL services for non-LEP students so long as their service does not keep a LEP student from receiving the required services and there is parent permission for such service. Non-LEP students cannot generate LEP funding on TXEIS SMS).

Funding Eligibility Requirements

A student should have a bilingual/ESL indicator automatically recorded in TXEIS SMS as soon ALL eligibility requirements have been met and a new LEP record is entered into the LPAC Meeting Information Panel. All documentation must be on file before a record is added to the LPAC Meeting Log. The sooner documentation is on file, the sooner funds may be earned for serving the student. Refer to the TXEIS SMS Handbook or the Bilingual/ESL Program Guidelines for more details on LEP data on TXEIS SMS.

Reclassification/Non-service Due to Withdrawal

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program, the student no longer have a LEP or Bilingual or ESL indicator code. The effective date of this change should be recorded in the attendance accounting system. At the beginning of each semester, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that coding is correct.

When a student is exited from the bilingual/ESL program changes are made in TXEIS by adding a new record to the LPAC Meeting Log with the correct LEP Status/Program Placement, (M-H, M-D, M-T, S-H, S-D, S-T), etc., and the changes will be reflected in the PEIMS Coding. Not adding this record will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avert this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

Home Language Survey

Districts shall conduct only one home language survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past.

Districts shall require that the survey be signed by the student's parent or guardian for students in grades prekindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

Eligible Days Present

Students who are being served in the bilingual education or ESL program and are eligible for funding, according to *General Rules* and *Eligibility* earlier in this section, will be identified by a bilingual/ESL indicator code of 1 in the attendance accounting system. The total number of eligible bilingual/ESL

days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible bilingual/ESL days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district.

Total Eligible Bilingual/ESL Days Present for each grade level on that campus, Total Eligible Bilingual/ESL Days Present for all grades, and Campus Bilingual/ESL ADA must be included on the Campus Summary Report. At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. The information from all Campus Summary Reports for each track in the district would be added to comprise the District Summary Report for each track.

This report must include Eligible Bilingual/ESL Days Present for each grade level in that district, Total Eligible Bilingual/ESL Days Present for all grades, and District Bilingual/ESL ADA



Forms

Language Proficiency Assessment Committee (LPAC) Parent Membership
Request Letter (English, Spanish)

LPAC Member Roster

LPAC Confidentiality Statement (English, Spanish)

LPAC Meeting Roster Form

LPAC Meeting Minutes Form

Bilingual Education Program Benefits (English, Spanish)

English as a Second Language (ESL) Education Program Benefits (English, Spanish)

English Language Learner (ELL) Student Cumulative Folder Documentation Checklist

LPAC Initial Review

LPAC Review

Parental Report on Student Progress in Bilingual Program (English/Spanish)

Parental Report on Student Progress in ESL Program (English/Spanish)

Process for Considering Special Education Exit Criteria from Bilingual Services

Process for Considering Special Education Exit Criteria from ESL Services

LPAC Monitoring of Exited/Reclassified Students in Bilingual Program

LPAC Monitoring of Exited/Reclassified Students in ESL Program

Parental Notification and Approval for Exit from Bilingual Program (English, Spanish)

Parental Notification and Approval for Exit from ESL Program (English, Spanish)

Bilingual Summer School Program K-1 Initial Parent Survey (English, Spanish)

ESL Summer School Initial Program K-1 Initial Parent Survey (English, Spanish)

Bilingual Summer School Program K-1 (English, Spanish)

ESL Summer School Program K-1 (English, Spanish)

Bilingual Summer School Program K-1 (English, Spanish)

ESL Summer School Program K-1 (English, Spanish)

Student History Chart

LPAC Recommendation – PEIMS Code Table ID

Home Language Survey

Parent Notification

LPAC Parent Membership Request Letter

Date: _____

Dear Parents:

According to state policy, we are required to have a parent of a student who participates in a Bilingual or English as a Second Language program serve on our school's Language Proficiency Assessment Committee (LPAC). The LPAC serves as the students' advocate to make certain they receive the appropriate services.

We are asking for parent volunteers who would be willing to serve as our parent member of the LPAC. You will receive training at the first LPAC meeting and then be asked to assist the team in identifying and placing children in the appropriate program for language development and academic success. In addition, parent volunteers will participate in annual reviews and other meetings as necessary to ensure student progress.

If you would be willing to serve on the LPAC, please fill out the information below and send the form to school with your child. If you have any questions please contact _____ at _____.

Sincerely,

_____, School Principal

Parent Name(s) *Legal Representative*: _____

Phone: _____

Child's Name: _____

School: _____

Grade: _____

Solicitud de Padres Como Miembros del LPAC

Fecha: _____

Estimados Padres:

De acuerdo con la ley estatal tenemos la obligación de que un padre cuyo hijo/a participe en el programa bilingüe o el programa de inglés como segundo idioma (ESL) sea un representante en el Comité de Evaluación del Dominio del Idioma (LPAC) de nuestra escuela. El Comité de Evaluación del Dominio del Idioma (LPAC) representa los intereses de los estudiantes para asegurarse que reciban los servicios educativos apropiados.

Estamos solicitando padres de familia que estén dispuestos a participar como voluntarios en el Comité de Evaluación del Dominio del Idioma (LPAC). Recibirán entrenamiento durante la primera reunión del Comité de Evaluación del Dominio del Idioma (LPAC) y después se les pedirá su ayuda para identificar y recomendar el programa apropiado que asegure el desarrollo del idioma y el éxito académico de los estudiantes. Así mismo si es necesario, los padres voluntarios participarán en juntas adicionales para reevaluar el progreso del estudiante.

Si están dispuestos a participar en el Comité de Evaluación del Dominio del Idioma (LPAC), favor de completar la siguiente información y regrese esta hoja a la escuela con su hijo/a. Si tiene preguntas, favor de comunicarse con _____ al teléfono _____.

Sinceramente,

_____, Director/a de la Escuela

Nombre(s) de Padre(s): _____

Número de teléfono: _____

Nombre del estudiante: _____

Escuela: _____

Grado escolar: _____

LPAC Member Roster School Year _____

Date: _____	
Independent School District/Charter School: _____	
Campus: _____	
Name of LPAC Member	Signature
1. _____, <i>Professional Bilingual Educator</i>	
2. _____, <i>Professional Transitional Language Educator/ESL Teacher</i>	
3. _____, <i>Parent Representative</i>	
4. _____, <i>Campus Administrator</i>	
5. _____, <i>LPAC Representative for ARD Committee (if needed)</i>	
6. _____	
7. _____	
8. _____	

LPAC Confidentiality Statement

_____ Independent School District / Charter School

I, _____, serve as a member of the _____ (school) Language Proficiency Assessment Committee (LPAC) as provided by 19 TAC Chapter 89.1220(f).

I hereby certify that I have been informed that any educational records examined by me in connection with the performance of my duties as a member of the LPAC are confidential records as defined by the Family Educational Rights and Privacy Act and the contents are not to be released except in compliance with the terms of that statute. *20 U.S.C., Section 1232g; 34CFR, Part 99.*

Signature: _____

Date: _____

Yo, el suscrito, _____ actúo como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) de la escuela _____ de acuerdo con el 19 TAC Capítulo 89.1220(f).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine en relación a mis responsabilidades como miembro del Comité de Evaluación del Dominio del Idioma (LPAC) es archivo confidencial, según lo estipula la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no será divulgado excepto en acuerdo con los términos de dicha ley. *20 U.S.C., Sección 1232g; 34CFR, Parte 99.*

Firma: _____

Fecha: _____

LPAC Meeting Minutes Form

Campus: _____

Date: _____

This LPAC meeting will review and address: (check all that apply)

- ☐ Program Placements
- ☐ Instructional Levels
- ☐ Instructional Interventions
- ☐ Participation in state assessments
- ☐ Reclassification of Students
- ☐ 2 Year Follow-up
- ☐ Parental Denials
- ☐ Special Education Students
- ☐ Other, please specify: _____

Summary of LPAC decisions or actions taken:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Circle grade levels reviewed: PK K 1 2 3 4 5 6 7 8 9 10 11 12

The student's permanent record or other record that transfers with the student shall contain all actions impacting the limited English proficient student.

Signature of person completing minutes

Position

For parents denying services and/or to explain program benefits

Bilingual Education Program Benefits

_____ Independent School District/Charter School

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in a bilingual education program. Because your child hears Spanish at home and/or speaks Spanish with other children, he/she would benefit from bilingual instruction. The bilingual education program provides your child with Spanish instruction by a teacher who also speaks Spanish to make sure that he/she understands what the teacher is saying; therefore, the student achieves his/her own potential.

English is clearly an important language for success. Your child will receive daily instruction in English, and as he/she becomes more able to understand and speak English, more of the teacher's instruction will be in English. The concepts and skills learned in Spanish will transfer to English. Knowledge that your child acquires through learning to read and completing assignments in mathematics, science and other subject areas in Spanish transfers to English as he/she learns to understand and speak English. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individual Education Plan (IEP). The Admission, Review and Dismissal (ARD) Committee in conjunction with the Language Proficiency Assessment Committee (LPAC) will determine appropriate instruction.

However, if you **do not** want your child to participate in the Bilingual Education Program, please contact me or your child's teacher to discuss other options for your child to develop English language proficiency.

Thank you,

_____, School Principal

☐ I **do not** want my son/daughter to participate in the Bilingual Education Program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent/ Guardian Signature

Date

Para padres que rechazan los servicios y/o para explicar los beneficios del programa.

Beneficios del programa de educación bilingüe

_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)

Nombre del estudiante: _____

Estimado padre o tutor:

Su hijo/hija puede obtener provecho de ciertos beneficios cuando participe en un programa de educación bilingüe. Porque su niño/niña escucha español en el hogar y porque puede hablar español con otros niños, el/ella se beneficiaría con una instrucción bilingüe. El programa de educación bilingüe ofrece instrucción en español a través de maestros que también hablen español para asegurarse de que su niño/niña entienda lo que el maestro dice; por lo cual el estudiante llega a alcanzar su mayor potencial en el estudio.

Claramente, el inglés es un idioma importante para poder triunfar. Por lo que su niño/niña recibirá diariamente clases en inglés. El maestro aumentará la instrucción en inglés conforme su niño/niña pueda hablar y entender más este idioma. Los conceptos y destrezas que se aprenden en español, se van a transferir al inglés. Todo el conocimiento que su niño/niña adquiere al aprender a leer, y al completar trabajos y tareas de matemáticas, ciencias, y de otras materias en español, se va a transferir al inglés cuando vaya aprendiendo a entender y a hablar en inglés. Si un estudiante también está inscrito en un programa de educación especial, los maestros colaboran para proveer una instrucción de acuerdo al plan individual de educación (IEP) del estudiante. El Comité de Admisión, Revisión, y Retiro (ARD) trabajará en conjunto con el comité del Comité de Evaluación del Dominio del Idioma (LPAC) para determinar la instrucción apropiada.

Si acaso **no desea** que su niño/niña participe en el programa de educación bilingüe, por favor póngase en contacto conmigo o con el maestro/maestra de su hijo/hija para hablar sobre otras opciones que ayuden a su niño/niña a desarrollar proficiencia en el idioma inglés.

Gracias,

_____, Director/a de la escuela

☐ **No deseo** que mi hijo/hija participe en el programa de educación bilingüe. Me gustaría hablar sobre otras opciones que cubran las necesidades académicas y de lenguaje de mi hijo/hija.

Firma del padre/tutor

Fecha

English as a Second Language (ESL) Education Program Benefits _____ Independent School District/Charter School

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the English as a Second Language (ESL) education program is trained on how to teach the English language using special materials, teaching materials, and is sensitive to the individual needs of a student who is learning English. The teacher in an ESL program collaborates with other teachers who may also have your son/daughter in class. This is necessary so that your son/daughter will meet all of the required state standards expected of all students. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individual Education Plan (IEP). The Admission, Review and Dismissal (ARD) Committee in conjunction with the Language Proficiency Assessment Committee (LPAC) will determine appropriate instruction.

However, if you **do not** want your son/daughter to participate in the English as a Second Language (ESL) education program, please contact me or your son/daughter's teacher to discuss other options for the development of English language proficiency.

Thank you,

_____, School Principal

☐ I **do not** want my son/daughter to participate in the ESL education program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent Signature

Relationship to Student

Date

Beneficios del Programa de Educación de Inglés como Segunda Lengua (ESL)

_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)

Nombre del estudiante: _____

Estimado padre o tutor:

Su hijo/hija puede obtener provecho de ciertos beneficios cuando participe en un programa de educación de inglés como una segunda lengua (ESL). Porque su niño/niña escucha otro idioma diferente al inglés en el hogar y porque habla un idioma diferente al inglés con otros niños, el/ella se beneficiaría con una instrucción intensiva en inglés. El maestro de un programa de educación de inglés como segunda lengua (ESL), está entrenado para enseñar el idioma inglés usando materiales especiales de enseñanza, y además está consciente de las necesidades individuales de un estudiante que está aprendiendo inglés.

El programa de educación bilingüe ofrece instrucción en español a través de maestros que también hablen español para asegurarse de que su niño/niña entienda lo que el maestro dice; por lo cual el estudiante llega a alcanzar su mayor potencial en el estudio. El maestro de un programa de ESL colabora con otros maestros que tengan su hijo/hija en su clase. Esto es necesario para que su hijo/hija cumpla con todos los estándares y requisitos educacionales del estado que se esperan de todos los estudiantes. Si un estudiante también está inscrito en un programa de educación especial, los maestros colaboran para proveer una instrucción de acuerdo al plan individual de educación (IEP) del estudiante. El Comité de Admisión, Revisión, y Retiro (ARD) trabajará en conjunto con el Comité de Evaluación del Dominio del Idioma (LPAC) para determinar la instrucción apropiada.

Si acaso **no desea** que su niño/niña participe en el programa de educación de inglés como una segunda lengua (ESL), por favor póngase en contacto conmigo o con el maestro/maestra de su hijo/hija para hablar sobre otras opciones que ayuden a su niño/niña a desarrollar proficiencia en el idioma inglés.

Gracias,

_____, Director/a de la escuela

☐ **No deseo** que mi hijo/hija participe en el programa de ESL. Me gustaría hablar sobre otras opciones que cubran las necesidades académicas y de lenguaje de mi hijo/hija.

Firma del padre/tutor

Relación con el estudiante

Fecha

English Language Learner (ELL) Student Cumulative Folder Documentation Checklist _____ Independent School District/Charter School

Student Name: _____	Date of Birth: _____
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Initial Documentation		
☒	Form	Date
☐	Home Language Survey	
☐	Oral Language Proficiency Test (OLPT) English	
☐	Oral Language Proficiency Test (OLPT) Spanish	
☐	Agency Approved Norm-Referenced Test(s)	
☐	LPAC Initial Placement/Recommendation	
☐	Notification of Placement	
☐	Parent Permission (same date as program placement)	
☐	Parent Denial	

Annual Documentation								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
Oral Language Proficiency Test (OLPT) English								
Oral Language Proficiency Test (OLPT) Primary Language								
Agency Approved Norm-Referenced Test(s)								
State Assessment Results								
TELPAS Individual Student Profile								
Other (district policy)								
Notification of Exit								
Parent Permission								

LPAC Initial Review

_____ Independent School District/Charter School

Student name: _____	Enrollment date: _____
Grade: _____	LPAC date: _____
Academic year: _____	Home Language Survey date: _____

Identification

Oral Language Proficiency Test: English score: _____ Primary language score: _____

Norm-Referenced Standardized Achievement Test: Reading percentile: _____ Language Arts percentile: _____

Academic Progress

Immigrant	New Student History
Immigrant Status According to PEIMS ☐ Yes ☐ No Evidence of insufficient schooling outside U.S. <i>(Please attach documentation)</i> ☐ Periods of absence of schooling outside U.S. ☐ Evidence of inadequate foundation of learning	New Student Transfer from Texas District Original Home Language Survey (HLS) Requested ☐ Requested ☐ Received on (date): _____ Transfer from out of state ☐ Review previous records (when available) Transfer from out of country ☐ Review home country transcripts to grant possible credit

Level of Academic Achievement

Subject	End-of-Year Grade
English/Language Arts	
Math	
Science	
Social Studies	
Other content areas	

LPAC Signatures

Bilingual/ESL Educator: _____

Professional Transitional Educator: _____

Campus Administrator: _____

Parent Representative: _____

ARD Committee Representative (if needed)*: _____

Other (specify title): _____

LPAC Recommendations

- ☐ **English Language Learner (ELL)**
 Parent permission date: _____
 Parent denial date: _____
- ☐ **Non-LEP**
- ☐ **Enter Bilingual program**
☐ Transitional bilingual/early exit
☐ Transitional bilingual/late exit
☐ Dual language immersion/two-way
☐ Dual language immersion/one-way
- ☐ **Enter ESL program**
☐ English as a second language/content-based
☐ English as a second language/pull-out
- ☐ **Served in special program(s) (specify):** _____
- ☐ **Other:** _____

* Changes in coding require PEIMS form to be completed and submitted to PEIMS personnel.

LPAC Review

Maintain in student's record folder.

_____ Independent School District/Charter School

☐ Initial	☐ Annual	☐ Assessment determination	☐ Other: _____
----------------------------------	---------------------------------	---	---------------------------------------

Student name: _____	Enrollment date: _____
Grade: _____	LPAC date: _____
Academic year: _____	Home Language Survey date: _____

Identification

Oral Language Proficiency test: English score: _____	Primary language score: _____
Norm-Referenced Standardized Achievement test: Reading percentile: _____	Language Arts percentile: _____

Academic Progress

State Assessment					TELPAS				
Assessment	Type	Date	Circle One	Score	Listening	☐ Beg.	☐ Int.	☐ Adv.	☐ Adv. High
Reading			Pass Fail		Speaking	☐ Beg.	☐ Int.	☐ Adv.	☐ Adv. High
Writing			Pass Fail		Reading	☐ Beg.	☐ Int.	☐ Adv.	☐ Adv. High
ELA			Pass Fail		Writing	☐ Beg.	☐ Int.	☐ Adv.	☐ Adv. High
Science			Pass Fail		Composite Score	☐ Beg.	☐ Int.	☐ Adv.	☐ Adv. High
Social Studies			Pass Fail		Oral Language Proficiency Level end-of-year: _____ Instructional Linguistic Accommodations: _____ Assessment Linguistic Accommodations: _____ Other (specify): _____				
Math			Pass Fail						
Other Assessments									
TPRI/Tejas Lee level: _____ Norm-Referenced Standardized Achievement date: _____ Test: _____ Reading percentile: _____ Language Arts percentile: _____									

Level of Academic Achievement

Subject	End-of-Year Grade
English/Language Arts	
Math	
Science	
Social Studies	
Other content areas	

LPAC Signatures

Bilingual/ESL Educator: _____
Professional Transitional Educator: _____
Campus Administrator: _____
Parent Representative: _____
ARD Committee Representative (if needed): _____
Other (specify title): _____

LPAC Recommendations

☐ **English Language Learner (ELL)**
Parent permission date: _____
Parent denial date: _____

☐ **Non-LEP**

☐ **Enter/Continue Bilingual Program**
☐ Transitional bilingual/early exit
☐ Transitional bilingual/late exit
☐ Dual language immersion/two-way
☐ Dual language immersion/one-way

☐ **Enter/Continue ESL Program**
☐ English as a second language/content-based
☐ English as a second language/pull-out

☐ **State Assessment Determination**
(see attached documentation)

☐ **Served in Special Program(s)** (specify): _____

☐ Monitor Year 1 / Monitor Year 2 (Non-LEP)
☐ Re-enter ESL program as a result of monitoring
☐ Exit Bilingual/ESL program (met criteria)
☐ Other: _____

Parental Report on Student Progress

Bilingual Program, PL 107-110 §3302 (NCLB Reference)

_____ Independent School District/Charter School

Date: _____

Campus: _____

To the Parents/Guardians of: _____

State and federal law requires that we inform all parents of students identified as an ELL of the progress of their son/daughter in the bilingual program. We have reviewed the following language and academic data to determine the best placement for your son/daughter.

English Oral Language Proficiency Test (Oral Language Proficiency Test (OLPT), PK-12)**			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Spanish Oral Language Proficiency Test (OLPT)*			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Norm-reference Standardized Achievement Test (Grades 2-12)**			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
*Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual unit website: http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720			
Other language/academic test(s) reviewed (optional)			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Texas English Language Proficiency Assessment System (TELPAS)										
Please check (✓) level attained or attach Confidential Student Report.										
B- Beginning I - Intermediate A - Advanced AH – Advanced High										
Listening	☐ B	☐ I	☐ A	☐ AH		Speaking	☐ B	☐ I	☐ A	☐ AH
Writing	☐ B	☐ I	☐ A	☐ AH		Reading	☐ B	☐ I	☐ A	☐ AH

State Assessment					
Assessment	Type	Date	Circle One		Score
Reading		_____	Pass	Fail	_____
Writing		_____	Pass	Fail	_____
ELA		_____	Pass	Fail	_____
Science		_____	Pass	Fail	_____
Social Studies		_____	Pass	Fail	_____
Math		_____	Pass	Fail	_____

Additional comments on student's language acquisition/academic progress (compare to data on previous page): _____

Students can exit the program when they are able to meet the following exit criteria set by the state for bilingual program students:

- 1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- 2) Satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or an English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and
- 3) TEA-approved criterion-referenced written tests when available, other TEA-approved tests when written criterion-referenced test is not available, and the results of a subjective teacher evaluation [TEC 29.056(g)].

Consequently, it has been recommended that your son/daughter:

- ☐ Continue in the bilingual program
- ☐ Re-enter into the bilingual program
- ☐ Exit the bilingual program – exit criteria have been met
- ☐ Continue monitoring for one additional school year – exited student
- ☐ Monitor for two (2) additional school years after exiting to ensure success in school
- ☐ Program denied by parent/guardian; continue monitoring academic progress of student
- ☐ Provide intensive instructional support [TEC 29.0561(c)]

If you have any questions regarding this placement decision, please contact:

(name) _____ at our office at (telephone) _____.

Fecha enviado: _____

Mantener una copia en el expediente del estudiante.

Página 1 de 2

Informe para Padres sobre el Progreso del Estudiante**_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)****Programa Bilingüe, PL 107-110 §3302**

Fecha: _____

Escuela: _____

Para los padres/representantes legales de: _____

Las leyes federales y estatales requieren informar a los padres de estudiantes que son identificados como ELL o estudiantes del idioma inglés de su progreso en el Programa Bilingüe. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académicos de su hijo/a para tomar la mejor decisión sobre la educación futura de su hijo/a.

Prueba oral de dominio del idioma en inglés (OLPT, PK-12) **
Nombre de la prueba: _____ Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
Prueba del dominio del idioma en español (OLPT)*
Nombre de la prueba: _____ Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
Prueba de medición estandarizada (Grados 2-12)**
Nombre de la prueba: _____ Fecha de administración: _____ Resultados: _____
<i>*Requerido para participar en el programa bilingüe **Requerido para colocación en los programas bilingües e inglés como segundo idioma. Las pruebas que se toman para participar o salir de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe. http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720</i>

Pruebas de lenguaje/académicas adicionales que se revisaron (opcional)
Nombre de la prueba: _____ Fecha: _____ Resultados Lectura: _____
Nombre de la prueba: _____ Fecha: _____ Resultados Escritura: _____

Protocolo de observaciones (TELPAS)										
Marque (✓) el nivel obtenido. P - Principiante I - Intermedio A - Avanzado AS - Avanzado Superior										
Habilidad para escuchar	☐ P	☐ I	☐ A	☐ AS		Habilidad para hablar	☐ P	☐ I	☐ A	☐ AS
Habilidad para escribir	☐ P	☐ I	☐ A	☐ AS		Habilidad para leer	☐ P	☐ I	☐ A	☐ AS

Examen del estado					
Examen	Tipo de examen	Fecha	Circule uno		Resultados
Lectura			Aprobó	Reprobó	
Escritura			Aprobó	Reprobó	
Artes del lenguaje en inglés (ELA)			Aprobó	Reprobó	
Ciencia			Aprobó	Reprobó	
Ciencias Sociales			Aprobó	Reprobó	
Matemáticas			Aprobó	Reprobó	

Comentarios adicionales sobre el progreso del idioma o del progreso académico del estudiante: _____

Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos siguientes de salida establecidos por el estado para los estudiantes en el programa bilingüe:

- 1) Exámenes aprobados por la Agencia de Educación de Texas (TEA) que miden el punto que el estudiante ha desarrollado dominio del idioma oral y escrito y habilidades de lenguaje específicas en inglés;
- 2) Desempeño satisfactorio en el instrumento de la evaluación de la lectura bajo la Sección 39.023(a) del Código de Educación de Texas, o un instrumento de evaluación de artes de lenguaje administrado en inglés, o una puntuación de percentil 40 o superior en las ambas secciones de lectura en inglés y de artes del lenguaje en inglés de un instrumento de evaluación de medición aprobada por la Agencia de Educación de Texas (TEA) si el estudiante está matriculado en el primer o segundo grado; y
- 3) Exámenes de escritura de medición de criterios aprobados por la Agencia de Educación de Texas (TEA) cuando sean disponibles, otros exámenes aprobados por la Agencia de Educación de Texas (TEA) cuando exámenes de escritura de medición de criterios no sean disponibles, y los resultados de la evaluación subjetiva del maestro [TEC 29.056(g)].

Por esta razón, se recomienda que su hijo/a:

- ☐ Continúe en el programa bilingüe
- ☐ Se necesita firma para volver a participar en el programa bilingüe
- ☐ Se necesita firma para no participar en el programa bilingüe – el criterio de salida del programa se ha cumplido
- ☐ Supervise al estudiante por un año adicional – el estudiante ya no participa en el programa
- ☐ Supervise al estudiante por el segundo año adicional – después de salir del programa para que tenga éxito en la escuela
- ☐ Programa de instrucción rechazado por el padre/madre/representante legal; continúe supervisando el progreso académico del estudiante
- ☐ Provea apoyo intensivo en instrucción [TEC 29.0561(c)]

Si tienen algunas preguntas sobre esta decisión, llame a (nombre) _____ a nuestra oficina al (teléfono)_____.

Date sent: _____

Maintain a copy in student's record folder.

Page 1 of 2

Parental Report on Student Progress

English as a Second Language (ESL) Program, PL 107-110 §3302

_____ Independent School District/Charter School

Date: _____

Campus Name: _____

To the Parents/Guardians of: _____

State and federal law requires that we inform all parents of students identified as an ELL of the progress of their son/daughter in the ESL program. We have reviewed the following language and academic data to determine the best placement for your son/daughter.

English Oral Language Proficiency Test (Oral Language Proficiency Test (OLPT), PK-12)**			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Spanish Oral Language Proficiency test (OLPT)*			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Norm-reference Standardized Achievement test (Grades 2-12)**			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
*Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual unit website: http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720			
Other language/academic test(s) reviewed (optional)			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Texas English Language Proficiency Assessment System (TELPAS)										
<i>Please check (✓) level attained or attach Confidential Student Report.</i>										
	B- Beginning		I - Intermediate		A - Advanced		AH – Advanced High			
Listening	☐ B	☐ I	☐ A	☐ AH		Speaking	☐ B	☐ I	☐ A	☐ AH
Writing	☐ B	☐ I	☐ A	☐ AH		Reading	☐ B	☐ I	☐ A	☐ AH

State Assessment					
Assessment	Type	Date	Circle One		Score
Reading		_____	Pass	Fail	_____
Writing		_____	Pass	Fail	_____
ELA		_____	Pass	Fail	_____
Science		_____	Pass	Fail	_____
Social Studies		_____	Pass	Fail	_____
Math		_____	Pass	Fail	_____

Additional comments on student's language acquisition/academic progress (compare to data on previous page): _____

Students can exit the program when they are able to meet the following exit criteria set by the state for ESL program students:

- 4) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- 5) Satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or an English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and
- 6) TEA-approved criterion-referenced written tests when available, other TEA-approved tests when written criterion-referenced test is not available, and the results of a subjective teacher evaluation [TEC 29.056(g)]

Consequently, it has been recommended that your son/daughter:

- ☐ Continue in the English as a Second Language (ESL) Program
- ☐ Re-enter into the ESL Program
- ☐ Exit the ESL Program – exit criteria have been met
- ☐ Continue monitoring for one additional school year – exited student
- ☐ Monitor for two (2) additional school years after exiting to ensure success in school
- ☐ Program denied by parent/guardian; continue monitoring academic progress of student
- ☐ Provide intensive instructional support [TEC 29.0561(c)]

If you have any questions regarding this placement decision, please contact:

(name) _____ at our office at (telephone) _____.

Fecha enviado: _____

Mantener una copia en el expediente del estudiante.

Página 1 de 2

Informe para Padres sobre el Progreso del Estudiante

Distrito Escolar Independiente/Escuela Subvencionada (Charter)

Inglés como segundo idioma, PL 107-110 §3302

Fecha: _____

Escuela: _____

Para los padres/representantes legales de: _____

Las leyes federales y estatales requieren informar a los padres de estudiantes que son identificados como ELL o estudiantes del idioma inglés de su progreso en el Programa Bilingüe. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académicos de su hijo/a para tomar la mejor decisión sobre la educación futura de su hijo/a.

Prueba oral de dominio del idioma en inglés (OLPT, PK-12)**			
Nombre de la prueba: _____	Fecha de administración: _____	Resultados: _____	Nivel de dominio del idioma: _____
Prueba del dominio del idioma en español (OLPT)*			
Nombre de la prueba: _____	Fecha de administración: _____	Resultados: _____	Nivel de dominio del idioma: _____
Prueba de medición estandarizada (Grados 2-12)**			
Nombre de la prueba: _____	Fecha de administración: _____	Resultados: _____	
*Requerido para participar en el programa bilingüe **Requerido para colocación en los programas bilingües e inglés como segundo idioma. Las pruebas que se toman para participar o salir de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720			

Pruebas de lenguaje/académicas adicionales que se revisaron (opcional)			
Nombre de la prueba: _____	Fecha: _____	Resultados Lectura: _____	
Nombre de la prueba: _____	Fecha: _____	Resultados Escritura: _____	

Protocolo de observaciones (TELPAS)											
Marque (✓) el nivel obtenido. P - Principiante I - Intermedio A - Avanzado AS - Avanzado Superior											
Habilidad para escuchar	☐ P	☐ I	☐ A	☐ AS		Habilidad para hablar	☐ P	☐ I	☐ A	☐ AS	
Habilidad para escribir	☐ P	☐ I	☐ A	☐ AS		Habilidad para leer	☐ P	☐ I	☐ A	☐ AS	

Examen del estado					
Examen	Tipo de examen	Fecha	Circule uno		Resultados
Lectura		_____	Aprobó	Reprobó	_____
Escritura		_____	Aprobó	Reprobó	_____
Artes del lenguaje en inglés (ELA)		_____	Aprobó	Reprobó	_____
Ciencia		_____	Aprobó	Reprobó	_____
Ciencias Sociales		_____	Aprobó	Reprobó	_____
Matemáticas		_____	Aprobó	Reprobó	_____

Comentarios adicionales sobre el progreso del idioma o del progreso académico del estudiante: _____

Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos siguientes de salida establecidos por el estado para los estudiantes en el programa de inglés como segundo idioma (ESL):

- 1) Exámenes aprobados por la Agencia de Educación de Texas (TEA) que miden el punto que el estudiante ha desarrollado dominio del idioma oral y escrito y habilidades de lenguaje específicas en inglés;
- 2) Desempeño satisfactorio en el instrumento de la evaluación de la lectura bajo la Sección 39.023(a) del Código de Educación de Texas, o un instrumento de evaluación de artes de lenguaje administrado en inglés, o una puntuación de percentil 40 o superior en las ambas secciones de lectura en inglés y de artes del lenguaje en inglés de un instrumento de evaluación de medición aprobada por la Agencia de Educación de Texas (TEA) si el estudiante está matriculado en el primer o segundo grado; y
- 3) Exámenes de escritura de medición de criterios aprobados por la Agencia de Educación de Texas (TEA) cuando sean disponibles, otros exámenes aprobados por la Agencia de Educación de Texas (TEA) cuando exámenes de escritura de medición de criterios no sean disponibles, y los resultados de la evaluación subjetiva del maestro [TEC 29.056(g)]

Por esta razón, se recomienda que su hijo/a:

- ☐ Continúe en el programa de inglés como segundo idioma
- ☐ Se necesita firma para volver a participar en el programa de inglés como segundo idioma
- ☐ Se necesita firma para participar en el programa de inglés como segundo idioma – el criterio de salida del programa se ha cumplido.
- ☐ Supervise al estudiante por un año adicional – el estudiante ya no participa en el programa
- ☐ Supervise al estudiante por el segundo año adicional – después de salir del programa para que tenga éxito en la escuela
- ☐ Programa de instrucción rechazado por el padre/madre/representante legal; continúe supervisando el progreso académico del estudiante
- ☐ Provea apoyo intensivo en instrucción [TEC 29.0561(c)]

Si tiene algunas preguntas sobre esta decisión, llame a (nombre) _____ a nuestra oficina al (teléfono) _____.

Process for Considering Special Education Exit Criteria from Bilingual Services (Fall Semester) _____ Independent School District/Charter School

Prior to completing this form, see the document *Process for Considering Special Education Exit Criteria* found in the LPAC Framework Manual.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies for Exit

A meeting to discuss Special Exit Criteria for *(Student's Name)* _____ was held on
(Date of meeting to discuss exit criteria) _____.

Attending the meeting were:

LPAC Representative: _____ General Ed Representative: _____

Sp. Ed Representative: _____ Other: _____

Administrative Representative: _____

Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria

- Does the student's particular disabling condition warrant the need for Special Exit Criteria?

- What evidence is documented in the IEP that indicates that the student will not be able to attain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains?

- What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic and affective needs? _____
- Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review. _____

Step 3: Specify Assessments and English Language Proficiency Test Standards

Note: Due to cautions advised on exiting students in Grades 1-2, _____ ISD will not consider exiting Special Education/English Language Learners (ELLs) prior to Grade 3.

Academic Content Assessments of Reading and Writing in Grades 3-12

- Discuss the state assessment testing expectations for this student as they are outlined in the IEP.

<i>Check the test the student is expected to take and master.</i>	
State Assessment Reading Expectation	☐ Alternate
State Assessment Writing Expectation	☐ Alternate

- Discuss the TELPAS testing expectations for this student as they are outlined in the IEP.

<i>Check one.</i>				
TELPAS Listening Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Speaking Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Reading Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Writing Expectation	☐ B	☐ I	☐ A	☐ AH

Step 4: Prepare Documentation

- Ensure that all proper steps have taken place and attach documentation supporting the recommendation to exit the student from the bilingual program at the end of the year if all expectations are met.

<i>Documentation attached</i>		
☐ Teacher checklist	☐ Student work	☐ Observation protocol
☐ Informal assessments	☐ State assessment test results	☐ TELPAS test results
☐ Other: _____		

- Schedule a formal ARD Meeting to discuss Special Exit Criteria. This may be on a different date than the first meeting. Continue documentation on this form after the ARD/LPAC meeting. The ARD/LPAC meeting should take place early in the current school year or at the end of the year to be applied to the next school year.***

Step 5: Discuss Recommended Exit Criteria in formal ARD Committee Meeting

The documentation for recommended exit criteria was presented at a formal ARD meeting for (Student's name) _____ ON (Date of ARD meeting) _____.

Process for Considering Special Education Exit Criteria Bilingual Services (Spring Semester)

_____ Independent School District/Charter School

Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria

At the end of the year, the ARD committee with key LPAC members meet to review the assessment results and subjective teacher evaluation to determine if the student has met exit criteria.

Student's name: _____				
End-of-year ARD meeting date: _____				
The assessment results reviewed at the ARD were:				
State Assessment Reading			☐ Alternate	
State Assessment Writing			☐ Alternate	
	Results			
TELPAS Listening	☐ B	☐ I	☐ A	☐ AH
TELPAS Speaking	☐ B	☐ I	☐ A	☐ AH
TELPAS Reading	☐ B	☐ I	☐ A	☐ AH
TELPAS Writing	☐ B	☐ I	☐ A	☐ AH
Summarize subjective teacher evaluation and attach documentation. _____				

End-of-year LPAC date: _____
A decision was made to exit _____ from the Bilingual/ESL program based on the comprehensive review of the ARD/LPAC Committee.
_____ will be reclassified as Non-LEP and will be monitored for two school years.

- ☐ Attach a copy of the documentation to the LPAC minutes.
- ☐ Notify parents of student's reclassification.
- ☐ Document on the student's permanent record folder.

Process for Considering Special Education Exit Criteria from ESL Services (Fall Semester) _____ Independent School District/Charter School

Prior to completing this form, see the document *Process for Considering Special Education Exit Criteria* found in the LPAC Framework Manual section.

Step 1: Schedule Meeting to Evaluate Whether Student Potentially Qualifies for Exit

A meeting to discuss Special Exit Criteria for (Student's Name) _____ was held on
(Date of meeting to discuss exit criteria) _____.

Attending the meeting were:

LPAC Representative: _____

General Ed Representative: _____

Sp. Ed Representative: _____

Other: _____

Administrative Representative: _____

Step 2: Discuss Evidence of Need for Use of §89.1225(k) Exit Criteria

- Does the student's particular disabling condition warrant the need for Special Exit Criteria?

- What evidence is documented in the IEP that indicates that the student will not be able to attain the English Language Proficiency Standards (as measured by TELPAS) in one or more domains?

- What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic and affective needs? _____
- Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review. _____

Step 3: Specify Assessments and English Language Proficiency Test Standards

Note: Due to cautions advised on exiting students in Grades 1-2, _____ ISD will not consider exiting Special Education/English Language Learners (ELLs) prior to Grade 3.

Academic Content Assessments of Reading and Writing in Grades 3-12

- Discuss the state assessment testing expectations for this student as they are outlined in the IEP.

<i>Check the test the student is expected to take and master.</i>	
State Assessment Reading Expectation	☐ Alternate
State Assessment Writing Expectation	☐ Alternate

- Discuss the TELPAS testing expectations for this student as they are outlined in the IEP.

<i>Check one.</i>				
TELPAS Listening Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Speaking Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Reading Expectation	☐ B	☐ I	☐ A	☐ AH
TELPAS Writing Expectation	☐ B	☐ I	☐ A	☐ AH

Step 4: Prepare Documentation

- Ensure that all proper steps have taken place and attach documentation supporting the recommendation to exit the student from the ESL program at the end of the year if all expectations are met.

<i>Documentation attached</i>		
☐ Teacher checklist	☐ Student work	☐ Observation protocol
☐ Informal assessments	☐ State assessment test results	☐ TELPAS test results
☐ Other: _____		

- Schedule a formal ARD Meeting to discuss Special Exit Criteria. This may be on a different date than the first meeting. Continue documentation on this form after the ARD/LPAC meeting. The ARD/LPAC meeting should take place early in the current school year or at the end of the year to be applied to the next school year.***

Step 5: Discuss Recommended Exit Criteria in formal ARD Committee Meeting

The documentation for recommended exit criteria was presented at a formal ARD meeting for (Student's name) _____ ON (Date of ARD meeting) _____.

Process for Considering Special Education Exit Criteria from ESL Services (Spring Semester)

_____ Independent School District/Charter School

Step 6: Determine and Document Whether Student Has Met Modified Exit Criteria

At the end of the year, the ARD committee and key LPAC members meet to review the assessment results and subjective teacher evaluation to determine if the student has met exit criteria.

Student's name: _____				
End-of-year ARD meeting date: _____				
The assessment results reviewed at the ARD were:				
State Assessment Reading			☐ Alternate	
State Assessment Writing			☐ Alternate	
	Results			
TELPAS Listening	☐ B	☐ I	☐ A	☐ AH
TELPAS Speaking	☐ B	☐ I	☐ A	☐ AH
TELPAS Reading	☐ B	☐ I	☐ A	☐ AH
TELPAS Writing	☐ B	☐ I	☐ A	☐ AH
Summarize subjective teacher evaluation and attach documentation. _____				

End-of-year LPAC date: _____
A decision was made to exit _____ from the ESL program based on the comprehensive review of the ARD/LPAC Committee.
_____ will be reclassified as Non-LEP and will be monitored for two school years.

- ☐ Attach a copy of the documentation to the LPAC minutes.
- ☐ Notify parents of student's reclassification.
- ☐ Document on the student's permanent record folder.

LPAC Monitoring of Exited/Reclassified Students in Bilingual Program _____ Independent School District/Charter School

To Be Used in Conjunction with Annual End- of-Year Review Form

☐ First Year Monitor	☐ Second Year Monitor
---	--

Student name: _____	Enrollment date: _____
Exit date: _____	Grade: _____
Total years in bilingual program (if served): _____	Academic year: _____
Served in special program(s): _____	Grading period: _____

Academic Progress					
State Assessment					Other (specify): _____
Assessment	Type	Date	Circle One		
Reading			Pass	Fail	
Writing			Pass	Fail	
ELA			Pass	Fail	
Science			Pass	Fail	
Social Studies			Pass	Fail	
Math			Pass	Fail	

Credits earned towards graduation (9-12): _____

Disciplinary actions taken against the student: _____

Level of Academic Achievement							
Foundation Subject	1 st Grading Period	2 nd Grading Period	3 rd Grading Period	4 th Grading Period	5 th Grading Period	6 th Grading Period	Semester Average
English/LA							
Math							
Science							
Social Studies							
Other Content Areas							

LPAC Signatures
Bilingual Educator: _____
Professional Transitional Educator: _____
Campus Administrator: _____
ARD Committee Representative (if needed): _____
Parent Representative: _____
Other (specify title): _____

LPAC Evaluation
☐ Re-enroll/re-enter Bilingual program as a result of monitoring ☐ Transitional bilingual/early exit ☐ Transitional bilingual/late exit ☐ Dual language immersion/two-way ☐ Dual language immersion/one-way
☐ Re-enroll/re-enter ESL program as a result of monitoring ☐ English as a second language/content-based ☐ English as a second language/pull-out
☐ English Language Learner (ELL) ☐ Parent Permission Date for Re-entry: _____ ☐ Parent Denial Date for Re-entry: _____
☐ Require intensive instructional interventions: (specify) _____

LPAC Monitoring of Exited/Reclassified Students in ESL Program

_____ Independent School District/Charter School

To Be Used in Conjunction with Annual End- of-Year Review Form

☐ First Year Monitor	☐ Second Year Monitor
---	--

Student name: _____	Enrollment date: _____
Exit date: _____	Grade: _____
Total years in ESL program (if served): _____	Academic year: _____
Served in special program(s): _____	Grading period: _____

Academic Progress						
State Assessment					Other (specify): _____	
Assessment	Type	Date	Circle One			Score
Reading			Pass	Fail		
Writing			Pass	Fail		
ELA			Pass	Fail		
Science			Pass	Fail		
Social Studies			Pass	Fail		
Math			Pass	Fail		
Credits earned towards graduation (9-12): _____						
Disciplinary actions taken against the student: _____						

Level of Academic Achievement							
Foundation Subject	1 st Grading Period	2 nd Grading Period	3 rd Grading Period	4 th Grading Period	5 th Grading Period	6 th Grading Period	Semester Average
English/LA							
Math							
Science							
Social Studies							
Other Content Areas							

LPAC Signatures
ESL Educator: _____
Professional Transitional Educator: _____
Campus Administrator: _____
ARD Committee Representative (if needed): _____
Parent Representative: _____
Other (specify title): _____

LPAC Evaluation
☐ Re-enroll/re-enter Bilingual program as a result of monitoring ☐ Transitional bilingual/early exit ☐ Transitional bilingual/late exit ☐ Dual language immersion/two-way ☐ Dual language immersion/one-way
☐ Re-enroll/re-enter ESL program as a result of monitoring ☐ English as a second language/content-based ☐ English as a second language/pull-out
☐ English Language Learner (ELL) ☐ Parent Permission Date for Re-entry: _____ ☐ Parent Denial Date for Re-entry: _____
☐ Require intensive instructional interventions: (specify) _____

Date sent: _____

**Parental Notification and Approval for Exit
from Bilingual Program
_____ Independent School District/Charter School**

Dear _____:

_____ has met the exit criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) Section §89.1225. Please sign and return this letter to approve the placement of _____ in the general education classroom. The student will be monitored for two years based on Texas Education Code §29.063 (c)(4).

Thank you,

District _____

I approve the exit and placement of _____ in the general education classroom.

Parental Signature

Date

*19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) §89.1240 Parental Authority and Responsibility.

(b) The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education classroom or English as a second language program with parental approval but are not eligible for inclusion in the district bilingual education allotment.

**Documentation that the district has attempted to notify parents must be present.

Fecha enviada: _____

Notificación a los Padres y Autorización de la Salida del Programa Bilingüe

_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)

Estimado _____:

_____ ha cumplido con el criterio de salida que se indica en el Título 19 del Código Administrativo de Texas Capítulo 89 Adaptaciones para poblaciones especiales; Subcapítulo BB. Reglas del Comisionado concernientes al plan estatal para la educación de estudiantes del idioma inglés, Sección §89.1225. Por favor, firme y devuelva esta carta para aprobar la colocación de _____ en el salón de clases de educación general. El estudiante deberá ser supervisado durante dos años basado en el Código de Educación de Texas §29.063 (c)(4).

Gracias,

Distrito _____

Apruebo la salida y la colocación de _____ en el salón de clases de educación general.

Firma del padre

Fecha

* Título 19 del Código Administrativo de Texas Capítulo 89 Adaptaciones para Poblaciones Especiales; Subcapítulo BB. Reglas del Comisionado concernientes al plan estatal para la educación de Estudiantes con dominio limitado del inglés, §89. 1240. Autoridad y responsabilidad de los padres.

(b) El Distrito notificará al padre del estudiante de la reclasificación del estudiante como competente en el idioma inglés y su salida del programa de educación bilingüe o inglés como segundo idioma y adquirirá la aprobación como lo exige el Código de Educación de Texas, §29.056(a). Los estudiantes que cumplen con los requisitos de salida pueden continuar en el salón de educación bilingüe o en el programa de inglés como segundo idioma con la aprobación de los padres pero no cumplen con los requisitos para la inclusión en la adjudicación de la educación bilingüe del Distrito.

** Documentación que el distrito ha intentado notificar a los padres debe estar presente.

Date sent: _____

**Parental Notification and Approval for Exit
from ESL Program
_____ Independent School District/Charter School**

Dear _____:

_____ has met the exit criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) Section §89.1225. Please sign and return this letter to approve the placement of _____ in the general education classroom. The student will be monitored for two years based on Texas Education Code §29.063 (c)(4).

Thank you,

District _____

I approve the exit and placement of _____ in the general education classroom.

Parental Signature

Date

*19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) §89.1240 Parental Authority and Responsibility.

(b) The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education classroom or English as a second language program with parental approval but are not eligible for inclusion in the district bilingual education allotment.

**Documentation that the district has attempted to notify parents must be present.

Fecha enviada: _____

**Notificación a los Padres y Autorización de la Salida
del Programa Inglés como Segundo Idioma (ESL)
_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)**

Estimado _____:

_____ ha cumplido con el criterio de salida que se indica en el Título 19 del Código Administrativo de Texas Capítulo 89 Adaptaciones para poblaciones especiales; Subcapítulo BB. Reglas del Comisionado concernientes al plan estatal para la educación de estudiantes del idioma inglés, Sección §89.1225. Por favor, firme y devuelva esta carta para aprobar la colocación de _____ en el salón de clases de educación general. El estudiante deberá ser supervisado durante dos años basado en el Código de Educación de Texas §29.063 (c)(4).

Gracias,

Distrito _____

Apruebo la salida y la colocación de _____ en el salón de clases de educación general.

Firma del padre

Fecha

* Título 19 del Código Administrativo de Texas Capítulo 89 Adaptaciones para Poblaciones Especiales; Subcapítulo BB. Reglas del Comisionado concernientes al plan estatal para la educación de Estudiantes con dominio limitado del inglés, §89. 1240. Autoridad y responsabilidad de los padres.

(b) El Distrito notificará al padre del estudiante de la reclasificación del estudiante como competente en el idioma inglés y su salida del programa de educación bilingüe o inglés como segundo idioma y adquirirá la aprobación como lo exige el Código de Educación de Texas, §29.056(a). Los estudiantes que cumplen con los requisitos de salida pueden continuar en el salón de educación bilingüe o en el programa de inglés como segundo idioma con la aprobación de los padres pero no cumplen con los requisitos para la inclusión en la adjudicación de la educación bilingüe del Distrito.

** Documentación que el distrito ha intentado notificar a los padres debe estar presente.

Bilingual Summer School Program K-1
Initial Parent Survey
_____ Independent School District/Charter School

Summer: _____
Campus: _____
If your child is entering Kindergarten or First Grade in the fall of _____, your child may be eligible to attend the <i>Bilingual Summer School Program K-1</i> .
Please complete the following information so that we can send you information about the summer program.
Student name:
Date of birth:
Parent/guardian:
Address:
Telephone:

Please return this form to the principal at your home school or call the Bilingual Department at _____.

Escuela de Verano del Programa Bilingüe K-1
Encuesta Inicial para Padres de Familia
_____ Distrito Escolar Independiente/Escuela Subvencionada (Charter)

Verano de: _____
Escuela: _____
Si tiene usted un hijo(a) que va a entrar a kindergarten o primer grado en el otoño de _____, el/ella puede ser elegible para participar en el <i>programa bilingüe de verano</i>. Por favor complete los siguientes datos para enviarle información sobre el programa bilingüe de verano.
Nombre de su hijo/a:
Fecha de nacimiento:
Padre/madre/representante legal:
Dirección:
Teléfono:

Por favor devuelva este formulario al director de la escuela de su hijo(a) o llame al departamento bilingüe al _____.

(Muestra para el distrito)

English as a Second Language (ESL)
Summer School Program K-1
Initial Parent Survey
_____ **Independent School District/Charter School**

Summer: _____
Campus: _____
If your child is entering Kindergarten or First Grade in the fall of _____, your child may be eligible to attend the <i>ESL K-1 Summer School Program</i> .
Please complete the following information so that we can send you information about the summer program.
Student name:
Date of birth:
Parent/guardian:
Address:
Telephone:

Please return this form to the principal at your home school or call the ESL Department at _____.

**Escuela de Verano del Programa Inglés como
Segundo Idioma (ESL) K-1
Encuesta Inicial para Padres de Familia
_____ ISD/Escuela Subvencionada (Charter)**

Verano de: _____
Escuela: _____
Si tiene usted un hijo(a) que va a entrar a kindergarten o primer grado en el otoño de _____, el/ella puede ser elegible para participar en el <i>programa ESL de verano</i>. Por favor complete los siguientes datos para enviarle información sobre el programa ESL de verano.
Nombre de su hijo/a:
Fecha de nacimiento:
Padre/madre/representante legal:
Dirección:
Teléfono:

Por favor devuelva este formulario al director de la escuela de su hijo(a) o llame al departamento ESL al _____.

(Muestra para el distrito)

Bilingual Summer School Program K-1 _____ Independent School District/Charter School

Date:

Dear Parent/Guardian:

The district (campus) will be offering a summer program for children of limited English proficiency who will be enrolled in Kindergarten or First Grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.

The program will take place from _____ to _____. Classes will be from _____ to _____. Children attending the summer program will be offered: _____ (mention services such as food, transportation, etc.).

Please fill out the following information needed to place your child on the list of children planning to attend.

Name of child:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in the district during the regular school year, please bring the following documents on the first day of the summer program: (list documents needed for enrollment) _____.

If you have any questions, please call _____ at _____.

Escuela de Verano del Programa Bilingüe K-1 _____ ISD/Escuela Subvencionada (Charter)

Fecha:

Estimado padre/madre/representante legal:

El distrito (escuela) estará ofreciendo un programa de verano para niños que no dominan el idioma inglés y que van a entrar a kindergarten o primer grado en el otoño. Este programa le ayudará a su hijo/a que continúe su desarrollo en destrezas sociales, el alfabeto, y su uso de lenguaje para tener éxito en la escuela. El programa tendrá lugar desde _____ a _____. Las clases serán de _____ a _____. Los niños que vengan al programa de verano recibirán *(mencione servicios)* _____.

Por favor complete la siguiente información que se necesita para poner a su hijo/a en la lista de estudiantes que piensan asistir:

Nombre del niño/a:	Fecha de nacimiento:
Nombre de padre/madre/representante legal:	
Dirección o domicilio:	
Teléfono:	

Por favor mande esta información a _____. Si su niño/a no fue matriculado en el distrito durante el año escolar, traiga los siguientes documentos el primer día del programa de verano: _____ *(lista de documentos)*.

Si tiene alguna pregunta, por favor llame a *(nombre)* _____ al *(teléfono)* _____.

English as a Second Language (ESL)
Summer School Program K-1
 _____ Independent School District/Charter School

Dear Parent/Guardian:

The district (campus) will be offering a summer program for children of limited English proficiency who will be enrolled in Kindergarten or First Grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.

The program will take place from (dates) _____ to _____. Classes will be from (time) _____ to _____. Children attending the summer program will be offered *(mention services such as food, transportation, etc.)*

Please fill out the following information needed to place your child on the list of children planning to attend:

Name of child:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in the district during the regular school year, please bring the following documents on the first day of the summer program: *(list documents needed for enrollment)* _____.

If you have any questions, please call _____ at _____.

Escuela de Verano del Programa Inglés
Como Segundo Idioma (ESL) K-1
_____ ISD/Escuela Subvencionada (Charter)

Fecha:

Estimado padre/madre/representante legal:

El distrito (escuela) estará ofreciendo un programa de verano para niños que no dominan el idioma inglés y que van a entrar a Kindergarten o Primer Grado en el otoño. Este programa le ayudará a su hijo/a a que continúe su desarrollo en destrezas sociales, el alfabeto, y su uso de lenguaje para tener éxito en la escuela. El programa tendrá lugar desde (fechas) _____ a _____. Las clases serán de (horas) _____ a _____. Los niños que vengan al programa de verano recibirán *(mencione servicios)* _____.

Por favor complete la siguiente información que se necesita para poner a su hijo/a en la lista de estudiantes que piensan asistir:

Nombre del niño/a:	Fecha de nacimiento:
Nombre de padre/madre/representante legal:	
Dirección o domicilio:	
Teléfono:	

Por favor mande esta información a _____. Si su niño/a no fue matriculado en el distrito durante el año escolar, traiga los siguientes documentos el primer día del programa de verano: (lista de documentos)

Si tiene alguna pregunta, por favor llame a *(nombre)* _____ al *(teléfono)* _____.

Bilingual Summer School Program K-1

_____ Independent School District/Charter School

Date: _____

_____ Elementary will be offering a summer program for children of limited English proficiency who will be eligible for admission to kindergarten or first grade in the beginning of next school year. This program will help your child to continue in his/her development of English language proficiency, literacy and academic skills needed for success in school.

The summer school program will be held from _____ to _____. Classes will be from _____ to _____.

Students who attend the summer school program will receive:

- _____
- _____
- _____

Please complete the following information to place your child's name on the list of student's planning to attend the summer school program.

Student name:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in school this school year, please bring the following documents on the first day of summer school:

- _____
- _____
- _____

If you have any questions, please call _____ at _____.

Escuela de Verano del Programa Bilingüe K-1 _____ ISD/Escuela Subvencionada (Charter)

Fecha:

La escuela _____ primaria estará ofreciendo un programa de verano para los estudiantes que no dominan el inglés y que van a entrar a kindergarten o primer grado al principio del próximo año. Este programa ayudará a su hijo/a a continuar su desarrollo del inglés y las destrezas académicas necesarias para tener éxito en la escuela.

El programa de verano tendrá lugar desde _____ a _____. Las clases serán de _____ a _____.

Los estudiantes que asistan a la escuela de verano recibirán:

- _____
- _____
- _____

Por favor complete los siguientes datos para poner a su hijo/a en la lista de estudiantes que piensan asistir al programa de verano:

Nombre del estudiante:	Fecha de nacimiento:
Nombre de padre/madre/representante legal:	
Dirección o domicilio:	
Teléfono:	

Por favor regrese esta información a _____. Si su niño/a no estuvo matriculado en el distrito este año escolar, por favor traiga los siguientes documentos el primer día del programa de verano.

- _____
- _____
- _____

Si tiene alguna pregunta, por favor llame a (nombre) _____ al (teléfono) _____.

English as a Second Language (ESL) Summer School Program K-1 _____ Independent School District/Charter School

Date: _____

_____ Elementary will be offering a summer program for children of limited English proficiency who will be eligible for admission to kindergarten or first grade in the beginning of next school year. This program will help your child to continue in his/her development of English language proficiency, literacy and academic skills needed for success in school.

The summer school program will be held from _____ to _____. Classes will be from _____ to _____. Students who attend the summer school program will receive:

- _____
- _____
- _____

Please complete the following information to place your child's name on the list of student's planning to attend the summer school program.

Student name:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in school this school year, please bring the following documents on the first day of summer school.

- _____
- _____
- _____

If you have any questions, please contact _____ at _____.

Programa de Verano

Inglés como Segundo Idioma (ESL) K-1

_____ ISD/Escuela Subvencionada (Charter)

Fecha:

La escuela _____ primaria estará ofreciendo un programa de verano para los estudiantes que no dominan el inglés y que van a entrar a kindergarten o primer grado al principio del próximo año. Este programa ayudará a su hijo/a a continuar su desarrollo del inglés y las destrezas académicas necesarias para tener éxito en la escuela.

El programa de verano tendrá lugar desde _____ a _____. Las clases serán de _____ a _____. Los estudiantes que asistan a la escuela de verano recibirán:

- _____
- _____
- _____

Por favor complete los siguientes datos para poner a su hijo/a en la lista de estudiantes que piensan asistir al programa de verano.

Nombre del estudiante:	Fecha de nacimiento:
Nombre de padre/madre/representante legal:	
Dirección o domicilio:	
Teléfono:	

Por favor regrese esta información a _____. Si su niño/a no estuvo matriculado en el distrito este año escolar, por favor traiga los siguientes documentos el primer día del programa de verano:

- _____
- _____
- _____

Si tiene alguna pregunta, por favor llame a (nombre) _____ al (teléfono) _____ .

ESL Student History

Student Name: _____ Date of birth: _____ Student ID#: _____

US Enroll Date: _____ WP Enroll Date: _____ HLS date: _____ Bi/ESL Enroll Date: _____

Initial OLPT: _____ Date: _____ English Results: _____ Primary Language Results: _____

[illegible]

Language Proficiency Assessment Committee (LPAC)

Student: _____ **Date of Birth:** _____ **Grade:** _____

Home Language Code (C092): ___ 01-Spanish ___ Other _____

LEP Indicator Code (C061): ___ 0 - Not LEP ___ 1 - Identified as limited English proficient (LEP)

___ F - Student exited from LEP status – Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(I) and is not eligible for funding due to the fact that they are not LEP

___ S - Student exited from LEP status – Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(I) and is not eligible for funding due to the fact that they are not LEP

Exit Date: _____ (required for exited student)

Parental Permission Code (C093): Parent Approval/Denial Date: _____

The following PARENTAL-PERMISSION-CODES do not allow a student to generate TOTAL-ELIGBILINGUAL/ESL-ELIGDAYS-PRESENT (E0896)

___ 3 - Parent or Guardian Has Requested Placement of a Non-LEP Student in the Bilingual Program

___ 7 - Parent or Guardian Did Not Respond

___ 8 - Parent or Guardian Was Not Contacted

___ C - Parent or Guardian Has Denied Placement of A LEP Student In Any Special Language Program (Parent Denial)

___ G - Parent or Guardian Has Approved the Placement of A Recently Exited Non-LEP Student in A Bilingual Or English as a Second Language Special Language Program

___ H - Parent or Guardian Has Requested Placement of a Non-LEP Student in the English as a Second Language Program

The following PARENTAL-PERMISSION-CODES do allow a student to generate TOTAL-ELIGBILINGUAL/ESL-ELIGDAYS-PRESENT (E0896)

___ A - Parent or Guardian Has Denied Placement of a LEP Student in the Required Bilingual Program, But Has Approved Placement of A LEP Student in the ESL Program

___ B - Parent or Guardian Has Approved Placement of a Grade PK-8 LEP Student in the Required ESL Program

___ D - Parent or Guardian Has Approved Placement of a LEP Student in the Bilingual Program

___ E - Parent or Guardian Has Approved Placement of a LEP Student in the Bilingual Program, But the District Has or Has Requested an Exception Approved Under 19 TAC §89.1207; Parent Has Therefore Approved Placement of A LEP Student In The ESL Program

___ F - Parent or Guardian of a Grade 9-12 LEP Student Has Approved Services in Accordance with the LPAC Plan. The LPAC plan may include English I for Speakers of Other Languages, English II for Non-Speakers of Other Languages and/or modified (sheltered) courses for LEP students.

___ J - Parent or Guardian Has Approved the Placement of A LEP Student in the ESL Program, but the Program Is An Alternative Language Program Approved By the Texas Education Agency. (See TAC 19.89.1207) Districts that use Parental Permission Code J have or should have submitted a waiver to the TEA ESL program.

Bilingual Program Type Code (C175)

___ 0 - Does not participate in the Bilingual Program

___ 2 - Transitional Bilingual/Early Exit ___ 4 - Dual Language Immersion/Two-Way

___ 3 - Transitional Bilingual/Late Exit ___ 5 - Dual Language Immersion/One-Way

ESL Program Type Code (C176)

___ 0 - Does not participate in the ESL Program

___ 2 - English as a Second Language/Content-Based

___ 3 - English as a Second Language/Pull-Out

Bil/ESL Teacher

Date

_____**INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

HOME LANGUAGE SURVEY-19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's record folder.

NAME OF STUDENT _____ STUDENT ID# _____

ADDRESS _____ TELEPHONE # _____

CAMPUS _____

1. What language is spoken in your home most of the time? _____

2. What language does your child speak most of the time? _____

Signature of Parent/Guardian

Date

Signature of Student if Grades 9-12

Date

Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12): El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE _____ #ID _____

DIRECCION _____ TELEFONO _____

ESCUELA _____

1. ¿Qué idioma se habla en su hogar la mayoría del tiempo? _____

2. ¿Qué idioma habla su hijo/a la mayoría del tiempo? _____

Firma del Padre/Madre/ o Representante Legal

Fecha

Firma del estudiante si está en los grados 9-12

Fecha

_____ Independent School District /Charter School

**Parental Notification –Identification and Placement
Bilingual Program, 19TAC Chapter 89, Subchapter BB § 1220(i) (j); PL §107-110 §3302 (a)**

Campus Name _____ **Date** _____

To the Parents/Guardians of _____ **Grade** _____

Federal and Texas laws require language instruction programs for students who have not attained proficiency in using the English language. We have reviewed your son/daughter's oral language and academic performance in order to make the best instructional decision.

English Oral Language Proficiency Test ** (OLPT, PK-12) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Spanish Oral Language Proficiency Test *(OLPT) Name: _____
Date Administered: _____ Results: _____ Proficiency: _____
Norm-referenced Standardized Achievement Test** (Grades 2-12) Name _____
Results: _____
* Required for placement in the Bilingual program **Required for placement in the Bilingual program Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website at http://www.tea.state.tx.us/index2.aspx?id=4098

Other language/academic tests(s) reviewed (optional):

Name of Placement Test _____ Results: Reading _____

Name of Placement Test _____ Results: Writing _____

Texas English Language Proficiency Assessment System
Beginner; Intermediate; Advanced; (or) Advanced High

Listening _____ Speaking _____ Reading _____ Writing _____

Based on the results reviewed from all of these assessments, the English language proficiency for your son/daughter has been determined to be _____. Therefore, we recommend that your son/daughter be placed in the Bilingual program required in the district (19 TAC Subchapter BB §89.1205).

The following is a description of the Bilingual program that your son/daughter will be placed in. It describes how the program differs from the general program in content, instruction goals, and use of English and native language instruction.

Our district expects all students, including students participating in the Bilingual program, to achieve success in meeting the academic standards set by the state. The district's curriculum is the Texas Essential Knowledge and Skills (TEKS).

Teachers in the Bilingual program are trained on how to plan instruction for children whose first language is not English. Curriculum and instruction in the bilingual program will be accomplished through developmentally appropriate materials and instructional strategies designed to accelerate your child's development of English comprehension, communication and academic skills. Instruction may include the use of the child's primary language. In the case of a child with a disability, close collaboration will be maintained with the special education program by following the student's Individual Educational Plan (IEP).

Students can exit the program when they meet the exit criteria set by the state for the Bilingual program.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in bilingual education) and English, **and** one of the following:
 - A. Meeting the state performance standards for the state assessment in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including state assessment scores in other subject areas, teacher evaluation, and parental evaluation.

Please indicate your approval for your child's participation in the district's Bilingual program by entering your signature in the appropriate space.

_____ Signature of parent/guardian	_____ Date
---------------------------------------	---------------

Note: Please return this notice to your son/daughter's teacher.

If you have any questions, please contact _____ at our office at _____.

_____ Independent School District /Charter School

**Parental Notification –Identification and Placement
English as a Second Language (ESL) Program, 19TAC Chapter 89, Subchapter BB § 1220(i) (j);
PL §107-110 §3302 (a)**

Campus Name _____ **Date** _____

To the Parents/Guardians of _____ **Grade** _____

Federal and Texas laws require language instruction programs for students who have not attained proficiency in using the English language. We have reviewed your son/daughter's oral language and academic performance in order to make the best instructional decision.

English Oral Language Proficiency Test ** (OLPT, PK-12) Name: _____ Date Administered: _____ Results: _____ Proficiency: _____ Spanish Oral Language Proficiency Test *(OLPT) Name: _____ Date Administered: _____ Results: _____ Proficiency: _____ Norm-referenced Standardized Achievement Test** (Grades 2-12) Name _____ Results: _____ * Required for placement in the Bilingual program **Required for placement in the ESL program Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website. http://www.tea.state.tx.us/index2.aspx?id=4098

Other language/academic tests(s) reviewed (optional):

Name of Placement Test _____ Results: Reading _____

Name of Placement Test _____ Results: Writing _____

Texas English Language Proficiency Assessment System
Beginner; Intermediate; Advanced; (or) Advanced High

Listening _____ Speaking _____ Reading _____ Writing _____

Based on the results reviewed from all of these assessments, the English language proficiency for your son/daughter has been determined to be _____. Therefore, we recommend that your son/daughter be placed in the ESL program required in the district (19 TAC Subchapter BB §89.1205):

The following is a description of the ESL program that your son/daughter will be placed in. It describes how the program differs from the general program in content, instruction goals, and use of English and native language instruction.

Our district expects all students, including students participating in the ESL program, to achieve success in meeting the academic standards set by the state. The district's curriculum is the Texas Essential Knowledge and Skills (TEKS).

Teachers in the ESL I program are trained on how to plan instruction for children whose first language is not English. Curriculum and instruction in the ESL program will be accomplished through developmentally appropriate materials and instructional strategies designed to accelerate your child's development of English comprehension, communication and academic skills. Instruction may include the use of the child's primary language. In the case of a child with a disability, close collaboration will be maintained with the special education program by following the student's Individual Educational Plan (IEP).

Students can exit the program when they meet the exit criteria set by the state for ESL program students.

1. This determination is based upon tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language (for students enrolled in ESL education) and English, **and** one of the following:
 - A. Meeting the state performance standards for the state assessment in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
 - B. Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA – approved norm-referenced test.
2. In making this determination, the district will also consider other indications of the student's overall progress, including state assessment scores in other subject areas, teacher evaluation, and parental evaluation.

Please indicate your approval for your child's participation in the district's ESL program by entering your signature in the appropriate space.

Signature of parent/guardian	Date
--	--

Note: Please return this notice to your son/daughter's teacher.

If you have any questions, please contact _____ at our office at _____.

Español

Página 1 de 2

Distrito Escolar Independiente/Escuela Excepcional (Charter) de _____

Notificación para Padres – Identificación y participación en el programa bilingüe

19 TAC Capítulo 89, Subcapítulo BB § 1220(i) (j); PL §107-110 §3302 (a)

Escuela _____ Fecha _____
 Para los padres/representantes legales de _____
 Grado _____

Las leyes federales y estatales requieren programas del lenguaje educacionales para los estudiantes que no han dominado el inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académico de su hijo/a para hacer decisiones sobre la mejor manera de darle instrucción en la escuela.

Prueba oral del dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____		
Fecha de administración: _____	Resultados: _____	Nivel de dominio del idioma: _____
Prueba de dominio del idioma en español (OLPT)* Nombre: _____		
Fecha de administración: _____	Resultados: _____	Nivel de dominio del idioma: _____
Prueba de medición estandarizada en inglés** (Grados 2-12) Nombre: _____		
Resultados de lectura: _____	Resultados de artes de lenguaje: _____	
Prueba de medición estandarizada en español ** (Grados 2-12) Nombre: _____		
Resultados de lectura: _____	Resultados de artes de lenguaje: _____	
* Requerido para participar en el programa bilingüe **Requerido para participar en los programas bilingües Las pruebas que se toman para participar o salida de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe: http://www.tea.state.tx.us/index2.aspx?id=4098		

Pruebas del lenguaje académicas adicionales que se revisaron (opcional):

Nombre de la prueba de ingreso _____ Resultados: Lectura _____

Nombre de la prueba de ingreso _____ Resultados: Escritura _____

Protocolo de observaciones (TELPAS)

Principiante (P) ; Intermedio (I) ; Avanzado (A); (o) Avanzado Superior (AS)

Habilidad para: Escuchar _____ Hablar _____ Leer _____ Escribir _____

Compuesto _____

Basándonos en los resultados de estas pruebas, el nivel de dominio del idioma inglés que se ha determinado para su hijo/a es _____.

Recomendamos que su hijo/a participe en el programa bilingüe requerido por el distrito (19TAC Subcapítulo BB §89.1205):

Español

Página 1 de 2

Distrito Escolar Independiente/Escuela Excepcional (Charter) de _____
Notificación para Padres – Identificación y participación en el programa de inglés como segundo idioma (ESL)
19 TAC Capítulo 89, Subcapítulo BB § 1220(i) (j); PL §107-110 §3302 (a)

Escuela _____ **Fecha** _____
Para los padres/representantes legales de _____
Grado _____

Las leyes federales y estatales requieren programas del lenguaje educacionales para los estudiantes que no han dominado el inglés. Hemos revisado los resultados de las pruebas del dominio oral y de aprovechamiento académico de su hijo/a para hacer decisiones sobre la mejor manera de darle instrucción en la escuela.

Prueba oral del dominio del idioma en inglés ** (OLPT, PK-12) Nombre: _____
 Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
 Prueba de dominio del idioma en español (OLPT)* Nombre: _____
 Fecha de administración: _____ Resultados: _____ Nivel de dominio del idioma: _____
 Prueba de medición estandarizada en inglés** (Grados 2-12) Nombre: _____
 Resultados de lectura: _____ Resultados de artes de lenguaje: _____
 Prueba de medición estandarizada en español ** (Grados 2-12) Nombre: _____
 Resultados de lectura: _____ Resultados de artes de lenguaje: _____

**Requerido para participar en el programa bilingüe. **Requerido para participar en los programas bilingües o inglés como segundo idioma (ESL)
 Las pruebas que se toman para participar o salida de estos programas están en la lista de pruebas aprobadas por el estado y se encuentran en el sitio de internet de TEA del programa bilingüe: <http://www.tea.state.tx.us/index2.aspx?id=4098>*

Pruebas del lenguaje académicas adicionales que se revisaron (opcional):
 Nombre de la prueba de ingreso _____ Resultados: Lectura _____
 Nombre de la prueba de ingreso _____ Resultados: Escritura _____

Protocolo de observaciones (TELPAS)
 Principiante (P) ; Intermedio (I) ; Avanzado (A); (o) Avanzado Superior (AS)

Habilidad para: Escuchar _____ Hablar _____ Leer _____ Escribir _____
 Compuesto _____

Basándonos en los resultados de estas pruebas, el nivel de dominio del idioma inglés que se ha determinado para su hijo/a es _____.

Recomendamos que su hijo/a participe en el programa inglés como segundo idioma (ESI) requerido por el distrito (19TAC Subcapítulo BB §89.1205):

A continuación le damos una descripción del programa en el cual su hijo/a será inscrito. La descripción demuestra como el programa se distingue en contenido, metas de aprendizaje, y el uso del inglés e instrucción en el primer idioma.

Nuestro distrito espera que todos los estudiantes, incluyendo a los estudiantes que participen en el programa de educación bilingüe, logren obtener con éxito los estándares fijados por el estado. El currículo estatal con los conocimientos y destrezas esenciales de Texas (TEKS), es el mismo que se enseña en nuestro distrito. Se espera que todos los estudiantes cumplan con los estándares del estado con éxito.

A los maestros en el programa de inglés como segundo idioma (ESL) se les da entrenamiento sobre cómo desarrollar los planes de instrucción para los niños cuyo primer idioma no es el inglés. El currículo y la instrucción en el programa de inglés como segundo idioma (ESL) serán llevados a cabo usando materiales apropiados de acuerdo al nivel de desarrollo del estudiante y por medio de metodología apropiada diseñada para acelerar el desarrollo de la comprensión, comunicación, y las destrezas académicas en inglés. Esto puede incluir el uso del primer idioma del niño/a. En el caso de un estudiante con alguna discapacidad, el programa de educación especial en colaboración con el comité que evalúa el dominio del lenguaje (LPAC) determinará la instrucción apropiada siguiendo el programa individual de educación (IEP) que se ha elaborado especialmente para el estudiante.

Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos siguientes del programa establecido por el estado para los estudiantes en el programa de inglés como segundo idioma (ESL).

1. Exámenes aprobados por la Agencia de Educación de Tejas (TEA) que miden el punto que el estudiante ha desarrollado dominio del idioma oral y escrito y habilidades de lenguaje específicas en inglés;
2. Desempeño satisfactorio en el instrumento de la evaluación de la lectura bajo la Sección 39.023(a) del Código de Educación de Tejas, o un instrumento de evaluación de artes de lenguaje administrado en inglés, o una puntuación de percentil 40 o superior en las ambas secciones de lectura en inglés y de artes del lenguaje en inglés de un instrumento de evaluación de medición aprobada por la Agencia de Educación de Tejas (TEA) si el estudiante está matriculado en el primer o segundo grado; y
3. Exámenes de escritura de medición de criterios aprobados por la Agencia de Educación de Tejas (TEA) cuando sean disponibles, otros exámenes aprobados por la Agencia de Educación de Tejas (TEA) cuando exámenes de escritura de medición de criterios no sean disponibles, y los resultados de la evaluación subjetiva del maestro [TEC, 29.056(g)].

Favor de indicar su autorización para la participación de su hijo/a en el programa de inglés como segundo idioma (ESL) poniendo su firma en el espacio indicado.

_____ Firma de padre/madre/representante legal	_____ Fecha
---	----------------

Nota: Por favor regrese esta notificación al maestro/a de su hijo/a.

Si tiene preguntas, llame a nuestra oficina y hable con _____, (teléfono) _____.

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