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| Bryson Independent School District |
| Policy and Procedures For English as a Second Language Program |
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| **2014-2015** |

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**Bilingual/ESL Program**

Bryson ISD offers an ESL program in grades PK-12.

In the ESL program (Pre-K - 12) instruction is adapted to meet the needs of students who are not proficient in English. Teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students through the use of the English Language Proficiency Standards (ELPS).

**Establishing the LPAC Committee**

**Chapter 89.1220**

Information**:** It is the responsibility of the campus administrator to establish a Language Proficiency Assessment Committee (LPAC). All committee members including the parent representative must receive training on the LPAC procedures and responsibilities.

Process:It is recommended that these steps be completed within **two weeks** from the first day of school.

* Identify LPAC Chairperson

* Select Committee members
* Recruit parent volunteers to serve on the LPAC
* Complete and submit Membership Form and Confidentiality Form.
* Establish a Campus LPAC Binder with several dividers (tabs) consisting of

the following:

1.      Certificate(s) of all trained personnel (LPAC members and trained WMLS testers.

2.      Membership forms and confidentiality form

3.      LPAC meeting documentation

4.      LPAC LEP student roster

* Ensure that LPAC Chairperson and/or all committee members attend training conducted by district personnel or regional service center.

* Ensure that a professional member of the LPAC (other than the administrator) serves on the admission, review, and dismissal (ARD) committee for LEP students who qualify for services in the special education program. The school counselor may not serve as LPAC chair and ARD representative on an ARD committee.

**Purpose of the LPAC**

1.            Review/Monitor all pertinent information on identified LEP students including, but not limited to, home language survey, language proficiency test, achievement in the content area, achievement test scores, TELPAS ratings, and STAAR scores.

2.            Make recommendations concerning appropriate placement of each student. This includes GT, SPED and RTI placement.

3.           Monitor the progress of first (f) or second (s) year monitor students

4.            Determine the appropriateness of an extended program, i.e. summer school for students entering Kindergarten or the first grade, **depending on the needs of the student.**

5.           Notify parents in writing, of the student’s entry, or exit from the program.

6.            Attend all LEP student ARDS. (There must be at least one LPAC representative in attendance.)

7.            Maintain LPAC records for documentation purposes. (Chapter 89 of Commissioners Rules for Educating LEP Students).

 \*\*Refer to Section III LPAC Responsibilities in **Framework for the Language Proficiency Assessment Committee (LPAC) Process** prepared by the Texas Education Agency.

**Beginning-of-Year Procedures for**

**LPAC Committee & ESL Teachers**

**All Limited English Proficient (LEP) students must be identified, tested and placed *within the first four weeks (20 school days)* of enrollment. This timeline includes sending, obtaining signature and receiving parent permission notification.**

LPAC Representative should make certain that the following are completed:

\_\_\_ 1. LPAC members are trained. Please see the duties, which are outlined in

the LPAC section of the Framework for the Language Proficiency

Assessment Committee Process manual

\_\_\_ 2. Fill out the LPAC Training Document and Oath of Confidentially form.

\_\_\_ 3. All students have a Home Language Survey

a.      If a language other than English is indicated, the following assessments

should be administered:

* **Grades PK-12** an OLPT (listening and speaking) in English

b.     A student will qualify for LEP services on the following scores:

* **Grade PK-12** below a "fluent English Speaking" on the  English OLPT

\_\_\_ 4. Schedule and hold LPAC meetings, document all LPAC minutes on the LPAC minutes form, complete the Initial LPAC form and place it in the students  permanent folder (red folder).

\_\_\_ 5. The parent notification letter **must** be sent home within **10 days** of the LPAC’s recommendation.

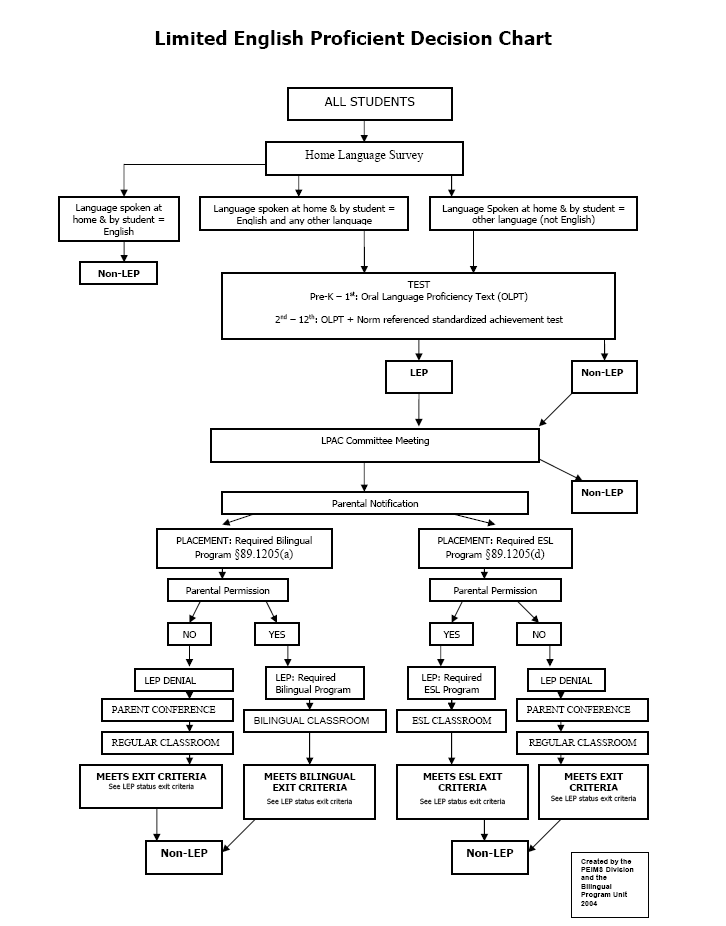
\_\_\_ 6. All qualifying students must have parental permission in order to receive services. Students whose parents approve the special language program (ESL) placement recommended by the LPAC are coded in PEIMS as LEP. The appropriate program (ESL) is also entered in PEIMS.

\_\_\_ 7. Students whose parents deny the special language program services recommended by the LPAC are coded in PEIMS as LEP on denial status *Denied All Special Programs*. (Denial students will still be accountable for taking TELPAS.) AllLEP/Denial students must be monitored. The appropriate program should be reoffered at the end of each school year until the student meets the state exit criteria.

\_\_\_ 7. Notify appropriate instructional staff of LEP student English proficiency

level and provide copy of recommended instructional strategies.

\_\_\_ 8. For students identified as Non-LEP the LPAC Committee recommends the general education program.



**LPAC Annual Review Procedures**

STEP 1: The LPAC must review all pertinent information including:

Woodcock Muñoz Revised Oral Language in English

Woodcock Muñoz Revised Oral Language in Spanish

TELPAS Reading and Writing Scores

LEP students (Grades 3-12) who scored a level of 4 or above on oral language proficiency test (OLPT) and pass STAAR/TAKS Reading /ELA and pass STAAR   
Writing  may be eligible for exiting based on the state exit criteria. For grade levels who don't take STAAR Writing, TELPAS Writing Advanced High may be used.

STEP 2: The LPAC Committee must:

Designate the level of oral English language proficiency

Designate the level of academic achievement

Designate LEP or Non-LEP status

Facilitate participation in other special programs for which the student is eligible

Recommend appropriate program placement

STEP 3: All documentation must be recorded on the **LPAC Review Form** and on **LPAC Minutes** form.

Must be signed by:

Campus administrator

Bilingual/ESL Teacher

LPAC Parent Representative

Special Ed. Representative (if student receives special ed. services)

STEP 4: Complete **Notification of Bilingual for ESL Program Exit,** if applicable. Remember parent must sign and date notification of exit before a student will be coded as Non-LEP under PEIMS.

STEP 5: File original minutes form in campus binder, and copy of dated progress report and individual student form in red student folder. Send copies of all forms to the bilingual office.

**\*\* Note: Annual Reviews are required for all LEP/denials.**

**Annual Reviews are required for all Former-LEP students on Year 1 Monitor and Year 2 Monitor**

**status.**

**Annual Reviews are required for all LEP/Special Ed. Students.**

**Procedures for Exiting a LEP Student from the ESL Program**

**(Grades 3-12)**

**Note: A LEP student may not be exited in PK through Grade 2.**

STEP 1: Student may be exited at the **end of school year** in which the student

would be able to participate equally in a regular, all English, instructional

program based on the :

* Oral language proficiency level in English

(LEP student must score a 4 or above on the English OLPT)

* + - Advanced High on TELPAS Reading and Writing.
    - Academic success in English in all content areas as documented by subjective teacher evaluation.

**Note:** A LEP student served by Special Education has to meet the state exit criteria or special exit criteria as recommended by the ARD/LPAC Committee.

**\*\*The LPAC committee is the only committee authorized to exit a LEP and LEP-Denial from LEP status.**

**\*\*The ARD/LPAC committee is the only committee authorized to exit and reclassify LEP/Special Ed students.**





**Procedures for Monitoring Academic Progress of Exited Students (Former LEP)**

STEP 1: An LPAC designated person shall review the monitored students’ grades after each

grading period. An LPAC meeting should be scheduled if the student is failing any major content area at the end of any grading period to discuss achievement concerns. The committee shall also meet on an annual basis for a minimum of two years at the end of each year.

STEP 2: The LPAC committee shall review the student’s performance and consider:

* The total amount of time the student was enrolled in a bilingual/ESL program
* The student’s grades each grading period in each subject in the foundation curriculum
* The student’s performance on each assessment instrument (STAAR, TELPAS) administered
* The number of credits the student has earned toward high school graduation
* Any disciplinary actions taken against the student

STEP 3: The LPAC committee may require intensive instruction for the student if he/she is

not academically successful.

STEP 4: The LPAC committee may reenroll the student in Bilingual/ESL program, notifies

parents and obtains signature on **Permission for Placement.**

STEP 5: The LPAC committee may recommend to place students not reclassified as

LEP in compensatory and accelerated instruction.

STEP 6: The LPAC committee completes the **Post-Exit Review Form** which must

be signed by:

* Campus Administrator
* Bilingual/ESL Teacher
* LPAC Parent Representative
* General Education Teacher
* Special Ed. Representative (if applicable)

STEP 7: Original copy to be filed in student permanent folder (red folder)

Copy filed in campus LPAC notebook

Copy sent to Bilingual Dept.

**Criteria for Entry into Special Language Program for Students with a Disability**

**Prekindergarten – Grade 12**

STEP 1:

The district’s special language program only addresses the needs of students identified as

LEP in grades PK-12.

* If the HLS of a three year old student indicates a language other

than English, it will be the responsibility of special education to determine the language of assessment.

* At the age of 4 when the child enrolls in general education, the procedures listed below will be followed.

STEP 2:

The state mandated language proficiency testing is administered. The 20 day deadline applies.

* For students whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee.
* The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency.

STEP 3:

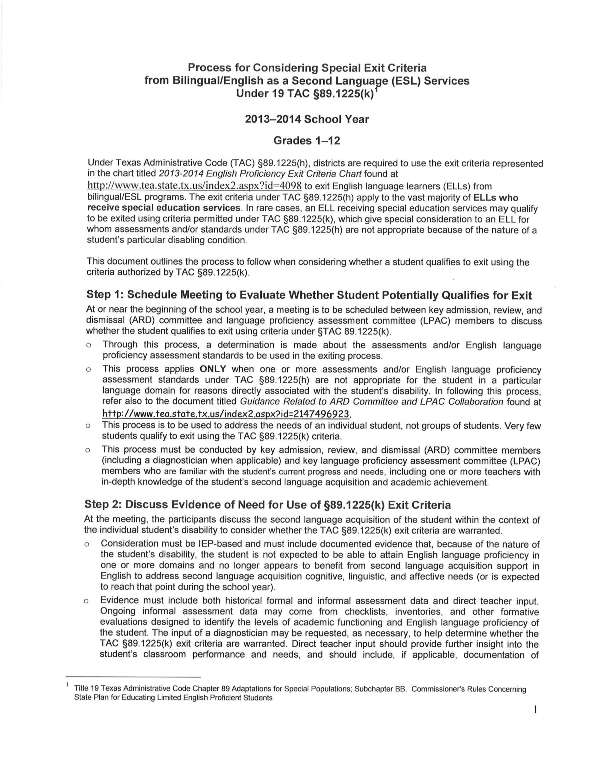
Students for whom testing is appropriate, the LPAC will meet within the 20 days and determine if the student meets the eligibility criteria for LEP and recommends the special language program based on OLPT results.

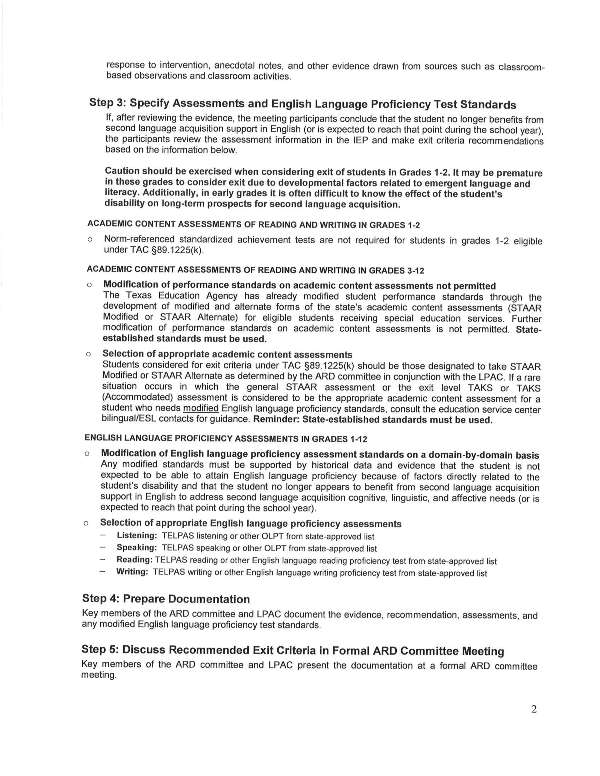
STEP 4:

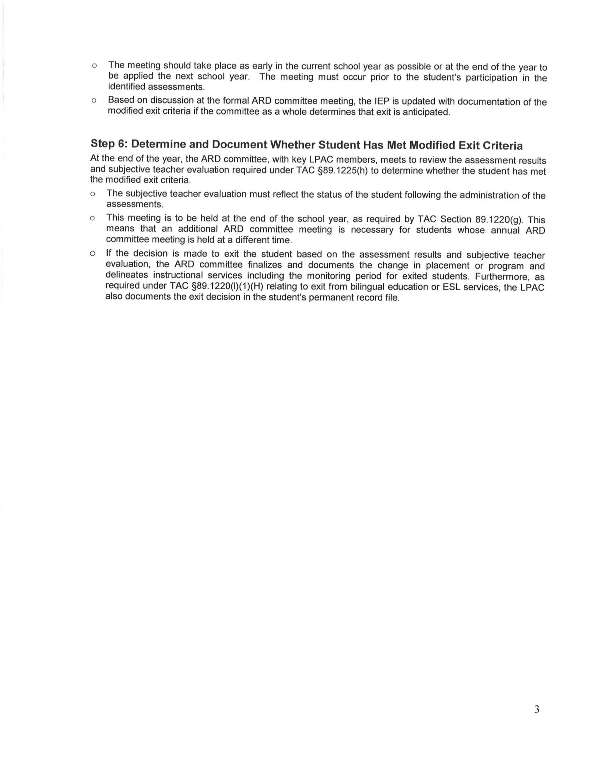
The documentation process will be the same as for a regular LEP student.(ie: parent permission, parent denial, minutes etc.)

STEP 5:

Student will be accountable for all state assessments, including TELPAS, unless exempt from one of more language domains through student’s IEP.







**PROGRAM EVALUATION**

The English as a second language program is evaluated at the end of eavh year through the district site-based decision making committee. This committee includes parents, community and business members, teachers, and administrators. Goals for the year are evaluated for effectiveness, and new goals are set for the coming year.

**LPAC Forms**

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**BRYSON INDEPENDENT SCH0OL DISTRICT**

**HOME LANGUAGE SURVEY**

This form is required of all students who enroll in Bryson ISD for the first time.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SS# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Enrollment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

From to be completed by parent/guardian of students in grades K-8 or by student in grades 9-

12.

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

2. What language does this student speak most of the time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Has the family moved within or into a state within the last 36 months to obtain temporary or

seasonal work in farming or ranching? Yes \_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent, guardian, student (9-12) Date

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Dede de completarse por el padre o guardian del estudiante en los grados K-8 o por el

estudiante en los grados 9-12.

1. ¿Qué idioma se habla en su hogar la mayor parte del tiempo? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ¿Qué idioma habla el estudiante habla la mayor parte del tiempo? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Se ha mudado la familia dentro o en un estado en los últimos 36 meses para obtener trabajo

temporal o estacional en la elaboración o la ganadería? Sí \_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Firma del padre, Guradian, estudiante (9-12) Fecha

**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.

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,

Parent Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Solicitud de Padres Como Miembros del**

**Comité de Evaluación del Dominio del Idioma (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.

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,

Nombre(s) de Padre(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Número de teléfono: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Escuela: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gradoescolar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LPAC Committee Membership Form**

School:

The following staff is appointed members of the LPAC Committee for the scholastic year \_\_\_\_\_\_\_\_. The committee will serve grades \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **Committee Members:** | **Name:** |
| Campus Administrator |  |
| Bilingual/ESL Teacher |  |
| Transitional Education Teacher |  |
| LPAC Parent Representative |  |
| \*Special Ed. Representative |  |
| Alternative |  |

Campus Administrator Signature Date

\* IEP team representative must attend LPAC meeting if LEP student is identified and served by a Special Ed. Program.

**LPAC COMMITTEE MEMBER**

**CONFIDENTIALITY FORM**

I, , agree to serve as a member of the School District Language Proficiency Assessment Committee (LPAC) as provided by Texas Education Code Ann. S 21.462(b).

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 statue.

20 U.S.C.,S 1231g; 45 CFR, S 99.11 et seg.

Signature

Date

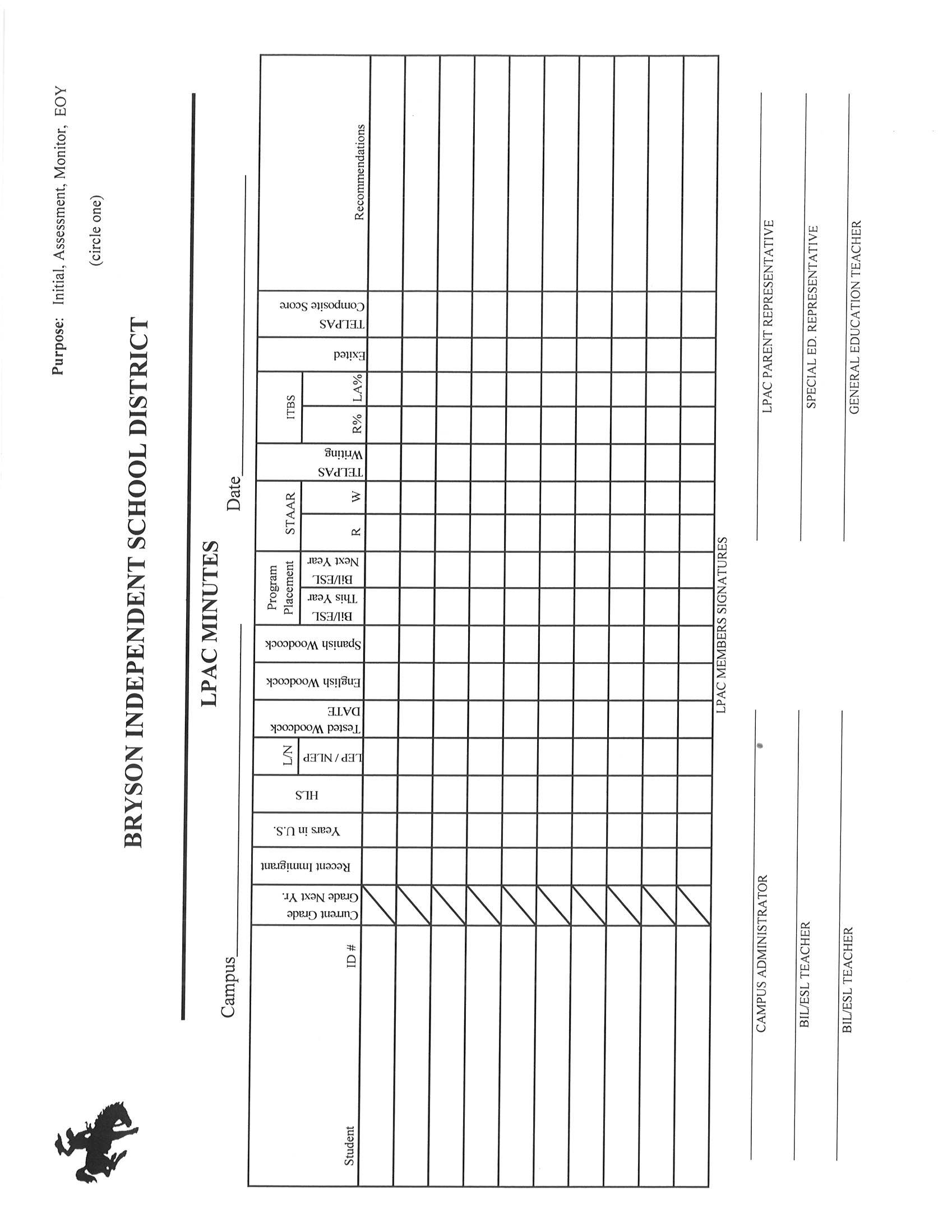
Yo, , estoy de acuerdo en actuar como miembro del Comité de Evaluación de Idiomas (LPAC) en el Distrito Escolar conforme al Código de Educación de Texas, Ann. S 21.462(b).

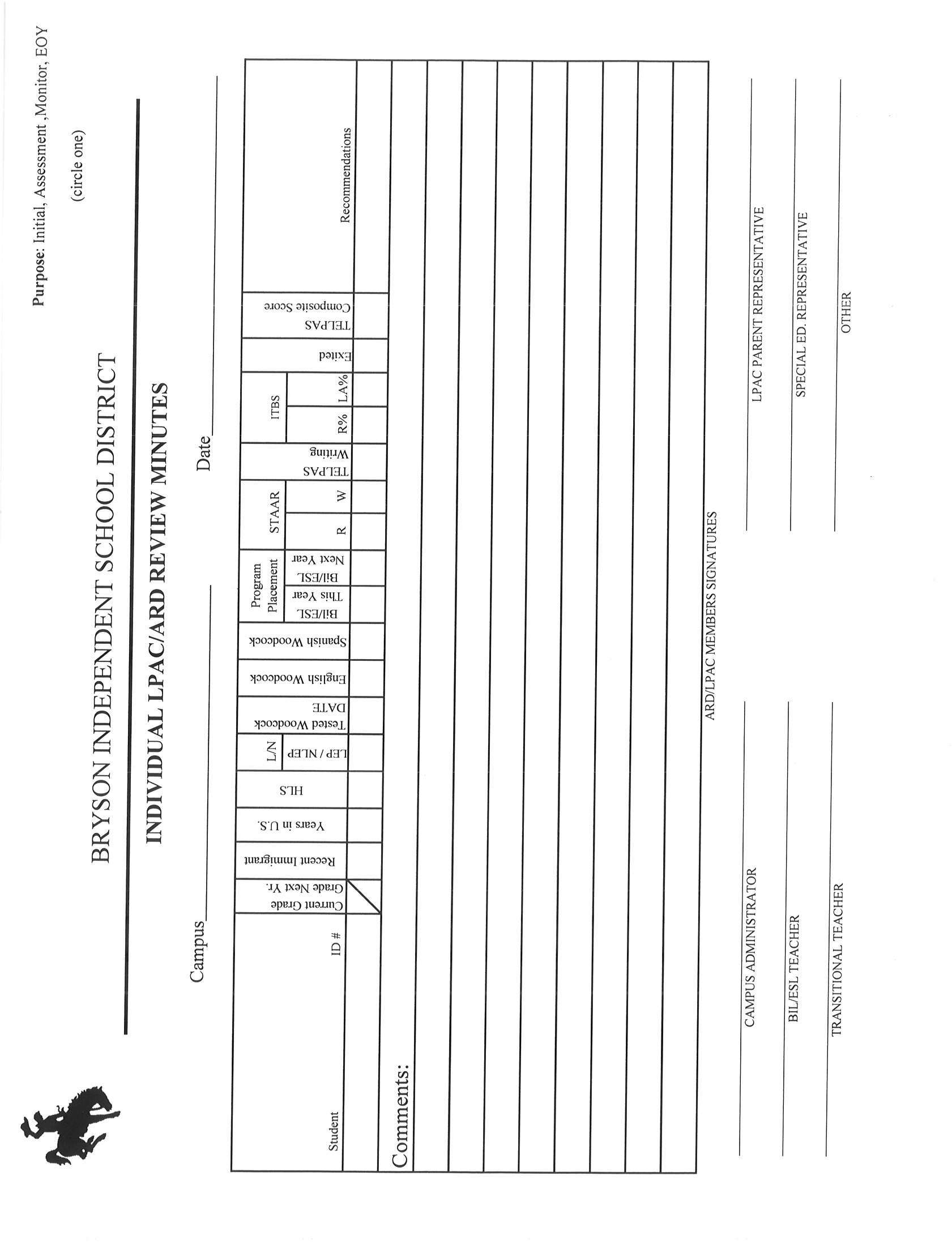
Por el presente certifico que entiendo que cualquier archivo educativo que examine relacionado a las responsabilidades de mi membresía en este Comité, es información confidencial según lo estipulado por la ley de Privacidad y Derechos Educativos de familia. Esta información no será divulgada excepto de acuerdo con los términos de dicha ley. 20 U.S.C., S 1231g; 45 CFR, S 99.11 et seg.

Firma

Fecha

Revised 5/2008





|  |  |  |
| --- | --- | --- |
| HLS Date: \_\_\_\_\_\_\_\_\_\_\_\_ | **INITIAL REVIEW**  **ESL Program**  **Bryson ISD PK-12**  **Academic Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Parent Permission Date: \_\_\_\_\_\_\_\_\_\_\_ |
| Enrollment Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Parent Denial Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| LPAC Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Placement Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| DOB:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Age:\_\_\_\_\_\_\_\_ | Grade: \_\_\_\_\_\_\_\_ |  | Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student is:  Recent Immigrant/Country:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | Transfer/District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**INITIAL ASSESSMENT SCORES:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Oral Language Proficiency Test*: Woodcock-Muñoz Language Survey (PK-12 is oral language score) | | | | | | |
|  | | | | | | |
| English CALP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ | | \*Spanish CALP: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| *Norm- Referenced Standardized Achievement Test (grades 2 – 12)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | *Date: \_\_\_\_\_\_\_\_\_\_\_\_\_* | |
|  | Reading: \_\_\_\_\_\_%ile Language Arts: \_\_\_\_\_\_%ile | |  | | | |
| *Other academic information:* | | | |  | | |
| TELPAS Reading: Beginning Intermediate Advance Adv High Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  STAAR Score Reading/ELA:\_\_\_\_\_\_\_\_\_\_ Writing:\_\_\_\_\_\_\_\_\_\_ | | | | | |  |
|  | | | | | | |

|  |  |
| --- | --- |
| **LPAC RECOMMENDATIONS** | **LPAC SIGNATURES (**all members must be LPAC trained) |
| ENGLISH LANGUAGE CLASSIFICATION:  (Check the appropriate box)  LEP  Non LEP  Monitor  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  LANGUAGE PROGRAM PLACEMENT:  ESL  Bilingual Program  General English Program  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PARENT NOTIFICATION FOR LEP PLACEMENT:  Program Description and Benefits to Student  Level of Language and Academic Proficiency  Parent Notification  COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*LPAC Parent Representative    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*English as a Second Language Teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transitional Education Teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Campus Administrator  **\* Indicates required ESL Program LPAC Membership** |

**Bryson Independent School District**

**Parental Notification –Identification and Placement**

**ESL Program, 19TAC Chapter 89, Subchapter BB § 1220(j) (k); PL §107-110 §3302 (a)**

**Campus Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To the Parents/Guardians of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_ ID \_\_\_\_\_\_\_\_\_\_\_\_\_**

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: Woodcock-Muñoz Language Survey

CALP: \_\_\_\_\_\_\_\_\_\_\_\_Date Administered:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Proficiency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spanish Oral Language Proficiency Test \*(OLPT) Name:Woodcock-Muñoz Language Survey\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CALP: \_\_\_\_\_\_\_\_\_\_\_\_Date Administered:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Proficiency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Norm-referenced Standardized Achievement Test\*\* (Grades 2-12)Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\**required for placement in the Bilingual program \*\*required for placement in the Bilingual and the ESL programs*

*Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website.*

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 (TELPAS)**B**eginner; **I**ntermediate; **A**dvanced; (or) **A**dvanced **H**igh

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.Consequently, we recommend that your son/daughter be placed in the following program required in the district(19 TAC Subchapter BB §89.1205):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_English as a Second Language (ESL)**

**Page 2 of 2**

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

Our district expects all students, including students participating in the English as a second language (ESL) programs, 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 programs 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). Your son/daughter is expected to graduate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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 and English, **and** one of the following:
   1. Meeting the state performance standards for STAAR in English reading and writing (when available) as required in the Texas Education Code (TEC), §39.023, at grade level; **or**
   2. 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 STAAR 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.

\_\_\_\_\_**YES** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/guardian Date

\_\_\_\_\_ **I would like to request a parent/teacher conference. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date

\* \***Note**: **Please return this notice to your son/daughter’s teacher.\* \***

*If you have any questions, please contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at our office at \_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Distrito Escolar Independiente de Bryson**

**Notificación para Padres – Identificación y participación en el programa ESL**

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

**Escuela \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Para los padres/representantes legales de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grado \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Escolar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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: Woodcock-Muñoz LanguageSurvey

Resultados: \_\_\_\_\_\_\_\_\_\_\_\_Fecha de Administración: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nivel de dominio del idioma: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prueba de dominio del idioma en español (OLPT)\* Nombre: Woodcock-Muñoz LanguageSurvey

Resultados: \_\_\_\_\_\_\_\_\_\_\_\_Fecha de Administración:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nivel de dominio del idioma: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prueba de medición estandarizada\*\* (Grados 2-12) Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resultados: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\**requerido para participar en el programa bilingüe \*\*requerido para participar en los programas bilingües o de inglés como segundo idioma*

*Las pruebas que se toman para participaro salida de estos programas están en la lista de pruebasaprobadas por el estado y se encuentran en el sitio de Internet de TEA del programa bilingüe.*

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) 2007, (agreguen el reporte confidencial del estudiante): **P**rincipiante (**P**); **I**ntermedio (**I**); **A**vanzado (**A**); (o) **A**vanzado **S**uperior (**AS**)

Habilidad para: Escuchar \_\_\_\_\_\_\_\_\_\_\_ Hablar \_\_\_\_\_\_\_\_\_\_\_ Leer \_\_\_\_\_\_\_\_\_\_\_\_ Escribir \_\_\_\_\_\_\_\_\_\_\_

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

Por consiguiente, recomendamos que su hijo/a participe en el siguiente programa requerido por el distrito

(19TAC Subcapítulo BB §89.1205):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inglés como segundo idioma (ESL)**

**Pagina 2 de 2**

Adjunto se encuentra un boletín con 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 los programas de inglés como segundo idioma, logren obtener con éxito los estándares fijados por el estado. El currículo estatal son 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 los programas de inglés como segundo idioma se les da entrenamiento sobre como desarrollar los planes de instrucción para los niños cuyo primer idioma no es el inglés. El currículo y la instrucción en el programa ESL serán llevados acabo 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, se mantendrá una colaboración con el programa de educación especial yse seguirá el programa individual de educación (IEP) que se ha elaborado especialmente para el estudiante. Se espera que su hijo/a se gradúeen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

1. Esta decisión debe basarse en los logros académicos obtenidos en las pruebas que miden el dominio del idioma en las áreas de lectura, escritura, expresión oral y comprensión, como en inglés, y también uno de los siguientes criterios:

A. El logro de los estándares estatales para STAAR en lectura y escritura en inglés (cuando estén disponibles)como lo requiere el Código de Educación de Texas (TEC), §39.023, al nivel escolar que les corresponda; **o**

B**.** Una puntuación de percentil 40 o superior en las secciones de lectura y de artes del lenguaje de la prueba de medición estandarizada aprobada por la Agencia de Educación de Texas (TEA).

2. Al tomar la decisión, los distritos también pueden tomar en consideración otros indicadores del progreso del estudiante, incluyendo puntajes en los resultados de medición de las pruebas de STAAR, la evaluación subjetiva del maestro y la evaluación de los padres.

Favor de indicar su autorización para la participación de su hijo/a en el programa bilingüe o el programa de

inglés como segundo idioma (ESL) poniendo su firma en el espacio indicado.

\_\_\_\_\_**SI** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Firma de padre/madre/representante legal Fecha

\_\_\_\_\_ Me gustaría solicitar una conferencia con el maestro/a. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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)*

**Language (ESL) Education Program Benefits**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in an 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).

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.

Sign below only if you have read the information above and do not want your son/daughter in the English as a Second Language (ESL) program.

Thank you,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Principal

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Relationship to Student Date



**Distrito Escolar Independiente de Bryson**

**Beneficios del Programa Educativo Inglés Como Segundo Idioma (ESL)**

Nombre del Estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID escolar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimado Padre o Guardián:

Hay beneficios que su hijo/a ganara cuando participe en un programa educativo de Inglés como Segundo Idioma (ESL). Porque su hijo/a escucha otro idioma en casa aparte del Inglés y/o habla otro idioma con sus compañeros, el/ella se beneficiaria al recibir instrucción intensiva en inglés. Un maestro/a en el programa educativo Inglés como Segundo Idioma (ESL) esta entrenado/a para enseñar el idioma inglés usando materiales especiales, materiales de enseñanza, y es sensible a las necesidades individuales de un estudiante que esta aprendiendo inglés. Esto es necesario para que su hijo/a cumpla con todos los estándares requeridos de todos los estudiantes por elestado. Si un estudiante también esta inscrito en un programa de educación especial, los maestros colaboran para que la instrucciónea proveída de acuerdo con el Plan Educativo Individual del estudiante (IEP).

Sin embargo, si usted no desea que su hijo/a participe en el programa educativo Inglés como Segundo Idioma (ESL), por favor póngase en contacto conmigo o con el maestro/a de su hijo/a para discutir otras opciones de desarrollo para dominar el idioma inglés.

Firme abajo solamente si ha leído la información y no desea que su hijo(a) este en el programa Inglés como Segundo Idioma (ESL).

Gracias,

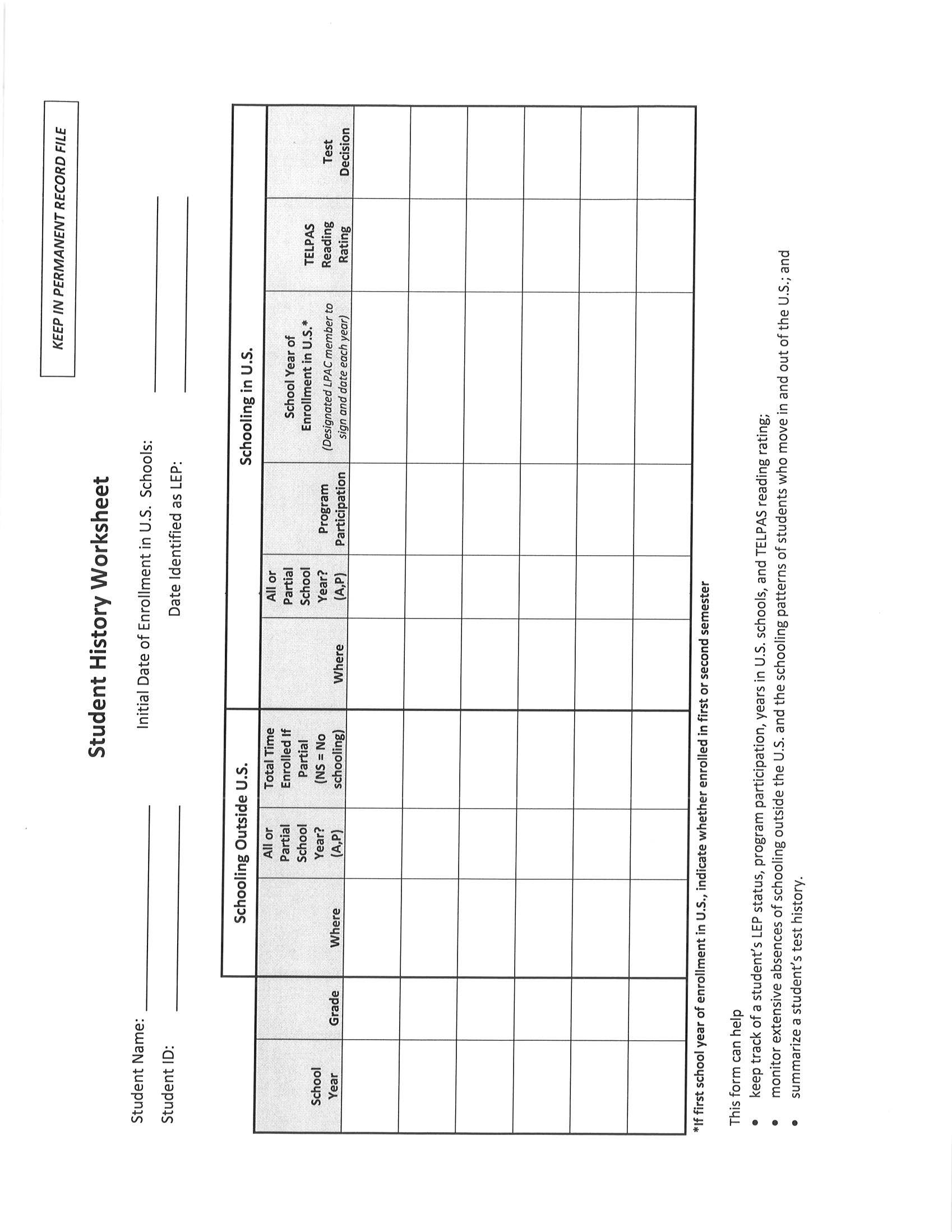
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director (a) de la Escuela

**□** No deseo que mi hijo/a participe en el programa Inglés como Segundo Idioma (ESL). Me gustaría hablar de otras opciones que aborden las necesidades en idioma/académicas de mi hijo/a.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Firma del Padre o Guardián Relación al Estudiante Fecha



**Notice of LPAC Committee Meeting**

As a member of the LPAC committee, your presence is requested:

DATE: \_\_\_\_\_\_\_

TIME: \_\_\_\_\_\_\_

PLACE: \_\_\_\_\_\_\_

PURPOSE: \_

The LPAC is responsible for identifying, placing, and monitoring all students identified as limited English proficient (LEP).

At the beginning of each school year, we identify and place all new students. During the school year we make decisions on which STAAR test to give, and which accommodations to provide for students. At the end of the school year, we review each of our LEP students to ensure that they are properly placed and that they are getting the help they need to succeed in school.

Thank you for your help with these decisions.

LPAC CampusAdministrator

**Aviso de Junta para el Comité LPAC**

Como miembro del comité LPAC, se requiere su presencia:

FECHA:

HORA:

SITIO:

PROPOSITO:

El comité LPAC es responsable de la identificación, colocación, y observación de todos los estudiantes identificados como limitados en el idioma ingles (LEP).

Al inicio del año escolar, identificamos y colocamos a todos los estudiantes nuevos. Durante el año escolar, tomamos decisiones sobre que examen STAAR administrar y cuales acomodaciones son necesarias para los estudiantes. Al final del año escolar, revisamos cada uno de los estudiantes identificados LEP para asegurar que sean correctamente colocados y reciban la ayuda que necesiten para tener éxito en la escuela.

Gracias por su ayuda con estas decisiones.

Administrador(a) del Comité LPAC

**Bryson ISD ESL Program**

**Exit Checklist**

**Student Profile**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: 🞎 Bilingual🞎ESL

1. Student has scored 4 or above on the **English** Woodcock-Muñoz

Oral Language Proficiency Test. (All grades use oral language score.)

Student’s WMLS oral score: \_\_\_\_\_\_\_

1. Grades 3-10: Student passed STAAR /EOC Reading

🞎 Yes 🞎 No

1. Student passed STAAR Writing when writing test is available or TELPAS Writing is Advanced High if writing test is not available.

🞎 Yes 🞎 No

1. Grade 11: Student Scored at or above the 40th % in Reading and Language.

🞎 Yes 🞎 No

1. Student was NOT provided any testing accommodations for reading or ELA tests.

🞎 Yes 🞎 No

1. Student is demonstrating on-level performance in English in all content areas:

🞎 Reading 🞎 Language Arts 🞎 Math 🞎 Science 🞎 Soc. Stu.

LPAC recommendation for exit: 🞎 Yes 🞎 No

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LPAC Committee Members Initials: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| LPAC Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Bryson ISD**  ***Annual End- of- Year Review***  **Bilingual Education / ESL Program**  ***Academic Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Grades PK-12*** | Parent Permission Date: \_\_\_\_\_\_\_\_  (for Exit) |
|  | Denial Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Grade: \_\_\_\_\_\_\_\_\_\_\_\_ | |  | Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **ANNUAL REVIEW / EXIT CRITERIA**  Woodcock-Muñoz Oral Language Survey |  | | | **ANNUAL REVIEW / EXIT CRITERIA**  TELPAS Reading Score: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Previous English CALP Level:  Oral \_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_  EOY English CALP Level:  Oral \_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_  Spanish CALP Level:  Oral \_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ | TELPAS Writing Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Test: STAAR/EOC Date: \_\_\_\_\_\_\_\_\_\_Indicate Pass / Fail |
| Consider overall student performance and participation in special programs when making exit decisions:  GT  Migrant Title I Special Ed.  At Risk  Dyslexia §504 OEYP CATE  TELPAS Composite Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Listening: Beg. Int. Adv. Adv. High  Speaking: Beg. Int. Adv. Adv. High  Reading: Beg. Int. Adv. Adv. High  Writing: Beg. Int. Adv. Adv. High | Reading: □ Pass □ Fail □ Commended  Writing: □ Pass □ Fail □ Commended  ELA: □Pass □ Fail □ Commended |

|  |  |  |
| --- | --- | --- |
| **LPAC RECOMMENDATIONS** | **LEVEL OF ACADEMIC ACHIEVEMENT (Exit Only)** | |
| English Language Classification:  LEP Exit Program  Monitor  Program Placement: ESL  Bilingual  Level of English Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summer School: Yes No  Parent Progress Report Sent | *Subject* | *End of Year Grade* |
| English / Language Arts |  |
| Reading |  |
| Math |  |
| Science |  |
| Social Studies |  |
| Complete and update School History Form  Attach other data as needed | |
| State Assessment Information: | **LPAC SIGNATURES: (all members must be LPAC trained)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  \*LPAC Parent Representative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*Bilingual/ESL Teacher  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Bilingual/ESL Teacher  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_*\_\_*  Other  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transitional / Regular Education Teacher of LEP Student  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \* Campus Administrator | |
| F&P: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  STAR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  MClass needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Comments: |

**Bryson Independent School District**

Parental Report on Student Progress

**Bilingual/ESL Program, 19 TAC Chpt. 89, sub chpt. BB, § 89.1260, and PL 107-110 §3302; Title lll, Part C, Sect. 3302 (a)(c)(d)**

**Campus Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To the Parents/Guardians of      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

State and federal law requiresthat we inform you of the progress of your son/daughter in the Bilingual or 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 \* (OLPT, PK-12)\*** | | | | | |
| **Woodcock-Munoz** | Date administered:      \_\_ | | CALP: \_\_\_\_\_ | Proficiency:      \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Spanish Oral Language Proficiency test (OLPT)\*\*** | | | | | |
| **Woodcock-Munoz** | Date administered:      \_\_ | | CALP: | Proficiency:      \_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Other language/academic test(s) reviewed (optional)** | | | | | |
| Name of test:      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date:      \_\_\_\_\_\_\_\_\_\_ | | | Results Reading:      \_\_\_\_\_ |
| Name of test:      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date:      \_\_\_\_\_\_\_\_\_\_ | | | ResultsLanguage:      \_\_\_\_\_\_ |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Texas English Language Proficiency Assessment System (TELPAS)** **B- Beginning I - Intermediate A - Advanced AH – Advanced High** | | | | | | | | | | |
| **Listening** | B | I | A | AH |  | **Reading** | B | I | A | AH |
| **Speaking** | B | I | A | AH |  | **Writing** | B | I | A | AH |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **State Assessment STAAR/EOC/TAKS** | | | | |
| **Language of test** | English | Date :      ­­­­­\_\_\_\_\_\_ | Spanish | Date :      \_\_\_\_\_\_ |
| **Did the student meet the state standard?** | | ReadingYesNo  MathYesNo  WritingYesNo | ScienceYesNo  Social Studies YesNo  English LA (ELA) YesNo | |
| **Scale Score:** | Reading  Mathematics | Writing  Science | Social Studies  English Language Arts (ELA) | |

**Additional comments on student’s language acquisition/academic progress (compare to   
data on previous page):**     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For students who have not reached Advanced High English proficiency level, the transition from primary language to English will take approximately 3-5 years. Students can exit the program when they are able to meet the following exit criteria set by the state for bilingual and ESL 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

Continue in the English as a Second Language (ESL) Program

Re-enter into the Bilingual Program

Re-enter into the ESL Program

Exit the Bilingual Program – Exit criteria have been met

Exit the ESL Program – Exit criteria have been met

Continue monitoring for one additional school year – exited student   
Monitor for 2 additional school years after exiting to ensure success in school

Two yr. monitor complete.

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#)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Distrito Escolar Independiente De Bryson**

Informe para padres sobre el progreso del estudiante

**Programa Bilingüe / Inglés como segundo idioma, 19 TAC Capítulo 89, Subcapítulo BB, §89.1260, y PL 107-110 §3302; Título III, Parte C, Sec. 3302 (a)(c)(d)**

**Escuela:****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Para los padres/representantes legales de** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Las leyes federales y estatales requieren programas educacionales para los estudiantes que no han dominado el uso del inglés. 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)** | | | | | | | | | | | | | | | | | |
| **Woodcock-Muñoz** | | | Fecha de administración:      \_\_ | | | | | | Resultados: | | | Nivel de dominio del idioma:      \_\_\_\_\_\_\_\_ | | | | | |
| **Prueba oral de dominio del idioma en español (OLPT)\*** | | | | | | | | | | | | | | | | | |
| **Woodcock-Muñoz** | | | Fecha de administración:      \_\_ | | | | | | Resultados: | | | Nivel de dominio del idioma:      \_\_\_\_\_\_\_ | | | | | |
| **Pruebas de lenguaje/académicas adicionales que se revisaron (opcional)** | | | | | | | | | | | | | | | | | |
| Nombre de la prueba:      \_\_\_\_ | | | | | Fecha:      \_\_\_\_\_\_\_\_ | | | | | | Resultados Lectura:      \_\_\_\_\_ | | | | | | |
| Nombre de la prueba:      \_\_\_\_ | | | | | Fecha:      \_\_\_\_\_\_\_\_ | | | | | | Resultados Lenguaje:      \_\_\_\_\_ | | | | | | |
| **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 **leer** | | | P | | I | A | AS |
| Habilidad para **hablar** | | | P | | I | A | AS |  | Habilidad para **escribir** | | | P | | I | A | AS |
| **Examen del estado STAAR/EOC/TAKS** | | | | | | | | | | | | | | | | | |
| **Idioma de la prueba** | | | Inglés | | | | Fecha:      ­­­­­\_\_\_\_\_ | | | | Español | | | Fecha:      \_\_\_\_\_\_\_\_\_ | | | |
| **¿Logró el estudiante el estándar estatal?** | | | | | | | Lectura Si No  Matemáticas Si No  Escritura Si No | | | | Ciencias Si No  Estudios Soc. Si No  Artes de lenguaje (ELA)Si No | | | | | | |
| **Resultados:** | | Lectura  Matemáticas | | | | | Escritura  Ciencia | | | | Estudios Sociales  Artes del lenguaje en inglés (ELA) | | | | | | |

**Comentarios adicionalessobre el progreso del idioma o del progreso académico del estudiante:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Para los estudiantes que no han logrado el nivel Avanzado Superior en el dominio del inglés, la transición del primer idioma al inglés se llevará a cabo dentro de 3-5años. Los estudiantes pueden salir del programa cuando hayan cumplido con los requisitos siguientes de salida establecidos por el estado para los estudiantes en los programas bilingües y 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 elestudiante 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

Continúe en el programa de inglés como segundo idioma

Se necesita firma para volver a participar en el programa bilingüe

Se necesita firma para volver a participar en el programa de inglés como segundo idioma

Se necesita firma para no participar en el programa bilingüe – el criterio de salida del   
programa se ha cumplido.

Se necesita firma para no 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 dos años adicional esparaque tenga éxito en la escuela- el estudiante ya no participa en el programa.

Se cumplieron los dos años de supervisión.

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)]

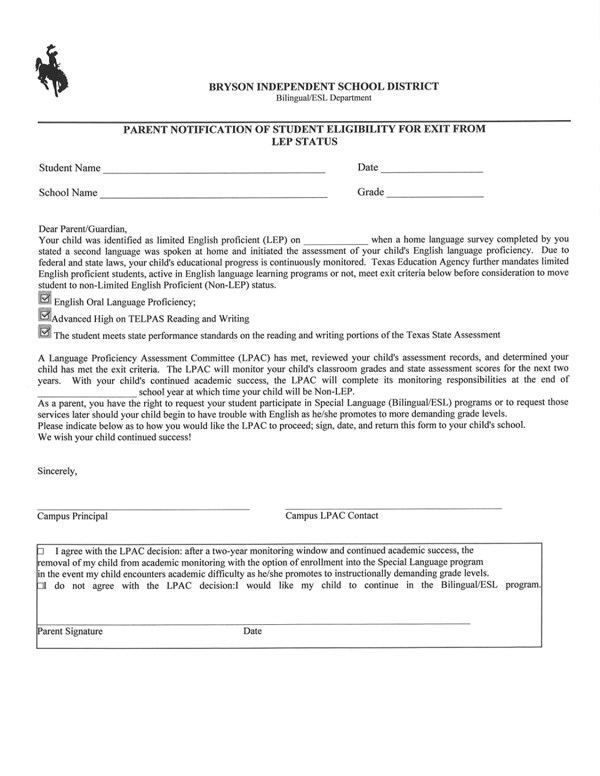
*Si tiene algunas preguntas sobre esta decisión, llame a:*

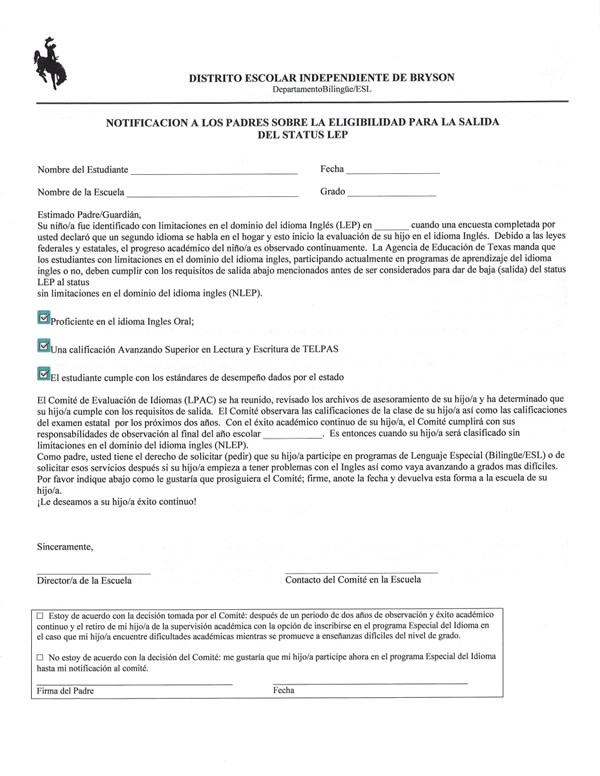
*(Nombre) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a nuestra oficina al \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

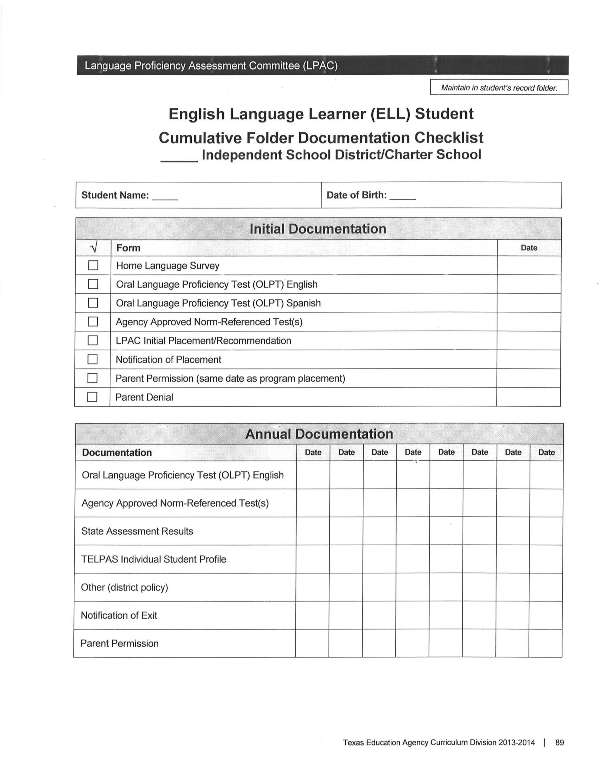
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has met all exit criteria set by the state and the district. Additionally, because of his/her performance on state and local assessments , exhibiting consistent academic success in the classroom setting, and showing no problem with second language proficiency skills, I recommend that he/she be exited from the bilingual/ESL program and enter monitor status.

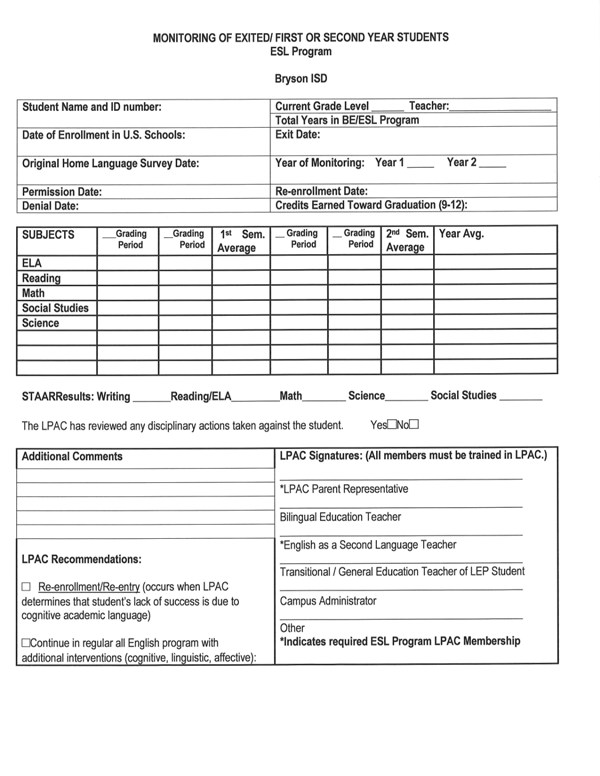
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Date









**Documentation for Entry or Exit of Limited English Proficient (LEP) Students Receiving Special Education Services from Bilingual/ESL Programs**

DATE OF LPAC/ARD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Special Education Eligibility:

**ENTRY DOCUMENTATION**

Does this student have a disability that significantly impacts the acquisition of English listening, speaking, reading, and writing? (For PK, K & 1, listening & speaking only) YES \_\_\_ NO \_\_\_

If yes, explain how the disability is affecting appropriate language acquisition:

Is there a need to modify the Texas ELL Entry Criteria? YES \_\_\_ NO \_\_\_

If yes, explain why there is a need to alter the criteria:

What is the LEP entry criterion for this student? (Discuss all domains required)

Reading:

Speaking:

Writing:

Listening:

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF LPAC/ARD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Special Education Eligibility:

**SETTING THE LEP EXIT CRITERIA**

Is there a need to modify the Texas LEP Exit Criteria? YES \_\_\_ NO \_\_\_

If yes, explain why there is a need to alter the criteria.

What will be the ELL exit criteria for this student? Name assessment instrument & performance standards:

ASSESSMENT INSTRUMENT PERFORMANCE STANDARD

Date: \_\_\_\_\_\_\_\_\_

Reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaking: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Listening\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXIT DOCUMENTATION (Documentation to ensure the appropriate exiting of a student):

Total number of years that the student has been provided special language services: \_\_\_\_ (minimum of three) List Grade and number of years served in that grade.

PK \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF LPAC/ARD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Special Education Eligibility:

**Determining if LEP Student met the EXIT CRITERIA**

Does the ARD/LPAC team determine that the student’s linguistic needs as an ELL have been met?

YES NO Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASSESSMENT INSTRUMENT PERFORMANCE STANDARD DATE ADMINISTERED

Reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaking: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Listening: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If no, what additional measures should be taken?

\* This student will be monitored for academic and behavioral success for two years after dismissal by both the ARD committee and the LPAC committee.