

Bryson Independent School District

Policy and Procedures For English as a Second Language Program



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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.

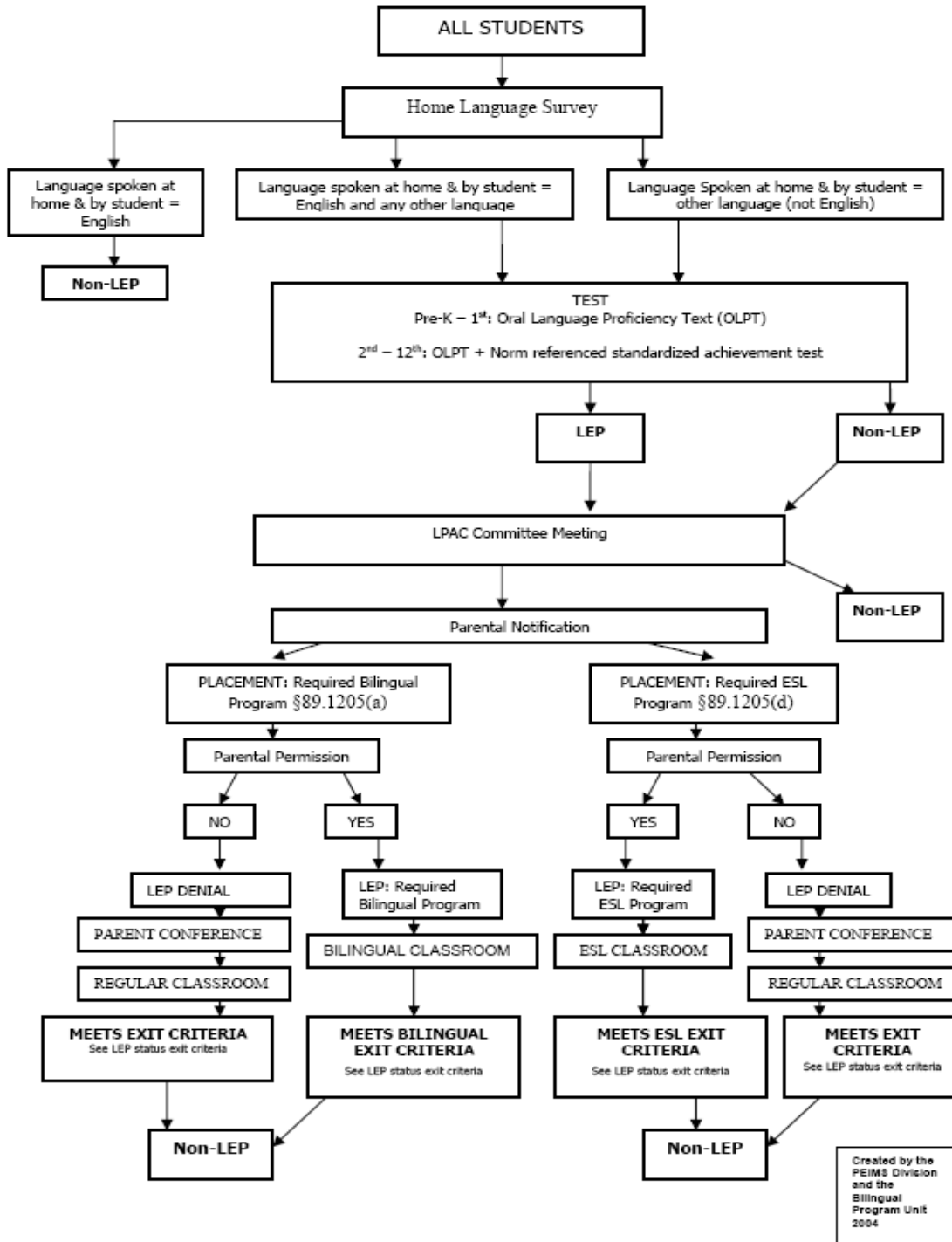
Beginning-of-Year Procedures for LPAC Committee & ESL Teachers

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 Confidentiality 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.) All LEP/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.

Limited English Proficient Decision Chart



Created by the PEIMS Division and the Bilingual Program Unit 2004

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.

**Process for Considering Special Exit Criteria
from Bilingual/English as a Second Language (ESL) Services
Under 19 TAC §89.1225(k)¹**

2013–2014 School Year

Grades 1–12

Under Texas Administrative Code (TAC) §89.1225(h), districts are required to use the exit criteria represented in the chart titled *2013-2014 English Proficiency Exit Criteria Chart* found at <http://www.tea.state.tx.us/index2.aspx?id=4098> to exit English language learners (ELLs) from bilingual/ESL programs. The exit criteria under TAC §89.1225(h) apply to the vast majority of ELLs who receive special education services. In rare cases, an ELL receiving special education services may qualify to be exited using criteria permitted under TAC §89.1225(k), which give special consideration to an ELL for whom assessments and/or standards under TAC §89.1225(h) are not appropriate because of the nature of a student's particular disabling condition.

This document outlines the process to follow when considering whether a student qualifies to exit using the criteria authorized by TAC §89.1225(k).

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

At or near the beginning of the school year, a meeting is to be scheduled between key admission, review, and dismissal (ARD) committee and language proficiency assessment committee (LPAC) members to discuss whether the student qualifies to exit using criteria under §TAC 89.1225(k).

- Through this process, a determination is made about the assessments and/or English language proficiency assessment standards to be used in the exiting process.
- This process applies **ONLY** when one or more assessments and/or English language proficiency assessment standards under TAC §89.1225(h) are not appropriate for the student in a particular language domain for reasons directly associated with the student's disability. In following this process, refer also to the document titled *Guidance Related to ARD Committee and LPAC Collaboration* found at <http://www.tea.state.tx.us/index2.aspx?id=2147496923>.
- This process is to be used to address the needs of an individual student, not groups of students. Very few students qualify to exit using the TAC §89.1225(k) criteria.
- This process must be conducted by key admission, review, and dismissal (ARD) committee members (including a diagnostician when applicable) and key language proficiency assessment committee (LPAC) members who are familiar with the student's current progress and needs, including one or more teachers with in-depth knowledge of the student's second language acquisition and academic achievement.

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

At the meeting, the participants discuss the second language acquisition of the student within the context of the individual student's disability to consider whether the TAC §89.1225(k) exit criteria are warranted.

- Consideration must be IEP-based and must include documented evidence that, because of the nature of the student's disability, the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).
- Evidence must include both historical formal and informal assessment data and direct teacher input. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of a diagnostician may be requested, as necessary, to help determine whether the TAC §89.1225(k) exit criteria are warranted. Direct teacher input should provide further insight into the student's classroom performance and needs, and should include, if applicable, documentation of

¹ Title 19 Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter 8B. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

Step 3: Specify Assessments and English Language Proficiency Test Standards

If, after reviewing the evidence, the meeting participants conclude that the student no longer benefits from second language acquisition support in English (or is expected to reach that point during the school year), the participants review the assessment information in the IEP and make exit criteria recommendations based on the information below.

Caution should be exercised when considering exit of students in Grades 1-2. It may be premature in these grades to consider exit due to developmental factors related to emergent language and literacy. Additionally, in early grades it is often difficult to know the effect of the student's disability on long-term prospects for second language acquisition.

ACADEMIC CONTENT ASSESSMENTS OF READING AND WRITING IN GRADES 1-2

- Norm-referenced standardized achievement tests are not required for students in grades 1-2 eligible under TAC §89.1225(k).

ACADEMIC CONTENT ASSESSMENTS OF READING AND WRITING IN GRADES 3-12

- **Modification of performance standards on academic content assessments not permitted**
The Texas Education Agency has already modified student performance standards through the development of modified and alternate forms of the state's academic content assessments (STAAR Modified or STAAR Alternate) for eligible students receiving special education services. Further modification of performance standards on academic content assessments is not permitted. **State-established standards must be used.**
- **Selection of appropriate academic content assessments**
Students considered for exit criteria under TAC §89.1225(k) should be those designated to take STAAR Modified or STAAR Alternate as determined by the ARD committee in conjunction with the LPAC. If a rare situation occurs in which the general STAAR assessment or the exit level TAKS or TAKS (Accommodated) assessment is considered to be the appropriate academic content assessment for a student who needs modified English language proficiency standards, consult the education service center bilingual/ESL contacts for guidance. **Reminder: State-established standards must be used.**

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS IN GRADES 1-12

- **Modification of English language proficiency assessment standards on a domain-by-domain basis**
Any modified standards must be supported by historical data and evidence that the student is not expected to be able to attain English language proficiency because of factors directly related to the student's disability and that the student no longer appears to benefit from second language acquisition support in English to address second language acquisition cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).
- **Selection of appropriate English language proficiency assessments**
 - **Listening:** TELPAS listening or other OLPT from state-approved list
 - **Speaking:** TELPAS speaking or other OLPT from state-approved list
 - **Reading:** TELPAS reading or other English language reading proficiency test from state-approved list
 - **Writing:** TELPAS writing or other English language writing proficiency test from state-approved list

Step 4: Prepare Documentation

Key members of the ARD committee and LPAC document the evidence, recommendation, assessments, and any modified English language proficiency test standards.

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

Key members of the ARD committee and LPAC present the documentation at a formal ARD committee meeting.

- The meeting should take place as early in the current school year as possible or at the end of the year to be applied the next school year. The meeting must occur prior to the student's participation in the identified assessments.
- Based on discussion at the formal ARD committee meeting, the IEP is updated with documentation of the modified exit criteria if the committee as a whole determines that exit is anticipated.

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, meets to review the assessment results and subjective teacher evaluation required under TAC §89.1225(h) to determine whether the student has met the modified exit criteria.

- The subjective teacher evaluation must reflect the status of the student following the administration of the assessments.
- This meeting is to be held at the end of the school year, as required by TAC Section 89.1220(g). This means that an additional ARD committee meeting is necessary for students whose annual ARD committee meeting is held at a different time.
- If the decision is made to exit the student based on the assessment results and subjective teacher evaluation, the ARD committee finalizes and documents the change in placement or program and delineates instructional services including the monitoring period for exited students. Furthermore, as required under TAC §89.1220(l)(1)(H) relating to exit from bilingual education or ESL services, the LPAC also documents the exit decision in the student's permanent record file.

PROGRAM EVALUATION

The English as a second language program is evaluated at the end of each 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 SCHOOL 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 statute.

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

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 seq.

Firma

Fecha



Purpose: Initial, Assessment, Monitor, EOY
(circle one)

BRYSON INDEPENDENT SCHOOL DISTRICT

LPAC MINUTES

Campus _____ Date _____

Student	ID #	Current Grade	Grade Next Yr.	Recent Immigrant	Years in U.S.	HLS	LIP / NLEP /		Tested Woodcock	DATE	English Woodcock	Spanish Woodcock	Program Placement		STAAR		TELPAS		Writing	ITBS		Exited	TELPAS Composite Score	Recommendations	
							LIP / NLEP	/					This Year	Next Year	R	W	R%	L.A%							

LPAC MEMBERS SIGNATURES

 CAMPUS ADMINISTRATOR

 BIL/ESL TEACHER

 BIL/ESL TEACHER

 LPAC PARENT REPRESENTATIVE

 SPECIAL ED. REPRESENTATIVE

 GENERAL EDUCATION TEACHER



Purpose: Initial, Assessment, Monitor, EOY
(circle one)

**BRYSON INDEPENDENT SCHOOL DISTRICT
INDIVIDUAL LPAC/ARD REVIEW MINUTES**

Campus _____ Date _____

Student ID #	Current Grade		Grade Next Yr.	Recent Immigrant	Years in U.S.	H.S.	LEP / NLEP		DATE Tested Woodcock	English Woodcock	Spanish Woodcock	Program Placement		STAAR		TELPAS Writing	ITBS	Composite Score	Recommendations
	Current	Next					This Year	Next Year				R	W	BI/ESL	BI/ESL				
Comments:																			

ARD/LPAC MEMBERS SIGNATURES

_____ LPAC PARENT REPRESENTATIVE
 _____ SPECIAL ED. REPRESENTATIVE
 _____ OTHER

 _____ LPAC PARENT REPRESENTATIVE
 _____ SPECIAL ED. REPRESENTATIVE
 _____ OTHER

 _____ CAMPUS ADMINISTRATOR
 _____ BI/ESL TEACHER
 _____ TRANSITIONAL TEACHER

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)
<p>ENGLISH LANGUAGE CLASSIFICATION: (Check the appropriate box)</p> <p><input type="checkbox"/> LEP <input type="checkbox"/> Non LEP <input type="checkbox"/> Monitor</p> <hr/> <p>LANGUAGE PROGRAM PLACEMENT:</p> <p><input type="checkbox"/> ESL</p> <p><input type="checkbox"/> Bilingual Program</p> <p><input type="checkbox"/> General English Program</p> <p><input type="checkbox"/> Other: _____</p> <p>PARENT NOTIFICATION FOR LEP PLACEMENT:</p> <p><input type="checkbox"/> Program Description and Benefits to Student</p> <p><input type="checkbox"/> Level of Language and Academic Proficiency</p> <p><input type="checkbox"/> Parent Notification</p> <p>COMMENTS:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>*LPAC Parent Representative</p> <hr/> <p>_____</p> <p>*English as a Second Language Teacher</p> <hr/> <p>_____</p> <p>Transitional Education Teacher</p> <hr/> <p>_____</p> <p>Other</p> <hr/> <p>_____</p> <p>Campus Administrator</p> <hr/> <p>* Indicates required ESL Program LPAC Membership</p>



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: <u>Woodcock-Muñoz Language Survey</u>
CALP: _____ Date Administered: _____ Proficiency: _____
Spanish Oral Language Proficiency Test *(OLPT) Name: <u>Woodcock-Muñoz Language Survey</u>
CALP: _____ Date Administered: _____ Proficiency: _____
Norm-referenced Standardized Achievement Test** (Grades 2-12) Name _____
Results: _____

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) **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 _____. 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)**

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:
 - A. 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**
 - 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 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.

<input type="checkbox"/>	YES	
	_____ Signature of parent/guardian	_____ Date
<input type="checkbox"/>	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 pruebas aprobadas 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): Principiante (P); Intermedio (I); Avanzado (A); (o) Avanzado Superior (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)**

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 y se 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.

<input type="checkbox"/> SI _____ Firma de padre/madre/representante legal	<input type="text"/> Fecha
<input type="checkbox"/> Me gustaría solicitar una conferencia con el maestro/a.	<input type="text"/> 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 connmigo 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

Student History Worksheet

Student Name: _____ Initial Date of Enrollment in U.S. Schools: _____
 Student ID: _____ Date Identified as LEP: _____

School Year	Schooling Outside U.S.			Schooling in U.S.					Test Decision	
	Grade	Where	All or Partial School Year? (A,P)	Total Time Enrolled If Partial (NS = No schooling)	Where	All or Partial School Year? (A,P)	Program Participation	School Year of Enrollment in U.S.* <small>(Designated LPAC member to sign and date each year)</small>		TLPAS Reading Rating

*If first school year of enrollment in U.S., indicate whether enrolled in first or second semester

This form can help

- keep track of a student's LEP status, program participation, years in U.S. schools, and TLPAS reading rating;
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
- summarize a student's test history.

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 Campus Administrator

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 inglés (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

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: _____

2. Grades 3-10: Student passed STAAR /EOC Reading
 Yes No

3. Student passed STAAR Writing when writing test is available or TELPAS Writing is Advanced High if writing test is not available.
 Yes No

4. Grade 11: Student Scored at or above the 40th % in Reading and Language.
 Yes No

5. Student was NOT provided any testing accommodations for reading or ELA tests.
 Yes No

6. 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: _____ Grade: _____ ANNUAL REVIEW / EXIT CRITERIA Woodcock-Muñoz Oral Language Survey Previous English CALP Level: Oral _____ Date: _____ EOY English CALP Level: Oral _____ Date: _____ Spanish CALP Level: Oral _____ Date: _____ Consider overall student performance and participation in special programs when making exit decisions: <input type="checkbox"/> GT <input type="checkbox"/> Migrant <input type="checkbox"/> Title I <input type="checkbox"/> Special Ed. <input type="checkbox"/> At Risk <input type="checkbox"/> Dyslexia <input type="checkbox"/> §504 <input type="checkbox"/> OEYP <input type="checkbox"/> CATE TELPAS Composite Score: _____ Listening: <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Speaking: <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Reading: <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High Writing: <input type="checkbox"/> Beg. <input type="checkbox"/> Int. <input type="checkbox"/> Adv. <input type="checkbox"/> Adv. High	Student ID: _____ Campus: _____ ANNUAL REVIEW / EXIT CRITERIA TELPAS Reading Score: _____ TELPAS Writing Score: _____ Test: <u>STAAR/EOC</u> Date: _____ Indicate Pass / Fail Reading: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Commended Writing: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Commended ELA: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Commended
--	--

LPAC RECOMMENDATIONS English Language Classification: <input type="checkbox"/> LEP <input type="checkbox"/> Exit Program <input type="checkbox"/> Monitor Program Placement: <input type="checkbox"/> ESL <input type="checkbox"/> Bilingual Level of English Language: _____ Summer School: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Parent Progress Report Sent	LEVEL OF ACADEMIC ACHIEVEMENT (Exit Only) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"><i>Subject</i></th> <th style="width: 40%;"><i>End of Year Grade</i></th> </tr> </thead> <tbody> <tr><td>English / Language Arts</td><td></td></tr> <tr><td>Reading</td><td></td></tr> <tr><td>Math</td><td></td></tr> <tr><td>Science</td><td></td></tr> <tr><td>Social Studies</td><td></td></tr> </tbody> </table> <input type="checkbox"/> Complete and update School History Form <input type="checkbox"/> Attach other data as needed	<i>Subject</i>	<i>End of Year Grade</i>	English / Language Arts		Reading		Math		Science		Social Studies	
<i>Subject</i>	<i>End of Year Grade</i>												
English / Language Arts													
Reading													
Math													
Science													
Social Studies													
State Assessment Information: F&P: _____ STAR: _____ MClass needs: _____ Comments:	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												



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 III, Part C, Sect. 3302 (a)(c)(d)

Campus Name: _____

Date: _____

To the Parents/Guardians of _____

State and federal law requires that 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)*			
<u>Woodcock-Munoz</u>	Date administered: _____	CALP: _____	Proficiency: _____
Spanish Oral Language Proficiency test (OLPT)**			
<u>Woodcock-Munoz</u>	Date administered: _____	CALP: _____	Proficiency: _____
Other language/academic test(s) reviewed (optional)			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Language: _____	

Texas English Language Proficiency Assessment System (TELPAS)										
B- Beginning I - Intermediate A - Advanced AH – Advanced High										
Listening	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH		Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
Speaking	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH		Writing	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

State Assessment STAAR/EOC/TAKS			
Language of test	<input type="checkbox"/> English	Date : _____	<input type="checkbox"/> Spanish
			Date : _____
Did the student meet the state standard?	Reading <input type="checkbox"/> Yes <input type="checkbox"/> No	Math <input type="checkbox"/> Yes <input type="checkbox"/> No	Writing <input type="checkbox"/> Yes <input type="checkbox"/> No
	Science <input type="checkbox"/> Yes <input type="checkbox"/> No	Social Studies <input type="checkbox"/> Yes <input type="checkbox"/> No	English LA (ELA) <input type="checkbox"/> Yes <input type="checkbox"/> No
Scale Score:	Reading _____	Writing _____	Social Studies _____
	Mathematics _____	Science _____	English Language Arts (ELA) _____

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

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	<input type="checkbox"/> P	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AS		Habilidad para leer	<input type="checkbox"/> P	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AS
Habilidad para hablar	<input type="checkbox"/> P	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AS		Habilidad para escribir	<input type="checkbox"/> P	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AS

Examen del estado STAAR/EOC/TAKS

Idioma de la prueba	<input type="checkbox"/> Inglés	Fecha: _____	<input type="checkbox"/> Español	Fecha: _____
¿Logró el estudiante el estándar estatal?	Lectura <input type="checkbox"/> Si <input type="checkbox"/> No	Ciencias <input type="checkbox"/> Si <input type="checkbox"/> No		
	Matemáticas <input type="checkbox"/> Si <input type="checkbox"/> No	Estudios Soc. <input type="checkbox"/> Si <input type="checkbox"/> No		
	Escritura <input type="checkbox"/> Si <input type="checkbox"/> No	Artes de lenguaje (ELA) <input type="checkbox"/> Si <input type="checkbox"/> No		
Resultados:	Lectura _____	Escritura _____	Estudios Sociales _____	
	Matemáticas _____	Ciencia _____	Artes del lenguaje en inglés (ELA) _____	

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

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 3-5 años. 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 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
- 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 es para que 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



BRYSON INDEPENDENT SCHOOL DISTRICT
Bilingual/ESL Department

**PARENT NOTIFICATION OF STUDENT ELIGIBILITY FOR EXIT FROM
LEP STATUS**

Student Name _____ Date _____

School Name _____ Grade _____

Dear Parent/Guardian,

Your child was identified as limited English proficient (LEP) on _____ when a home language survey completed by you stated a second language was spoken at home and initiated the assessment of your child's English language proficiency. Due to federal and state laws, your child's educational progress is continuously monitored. Texas Education Agency further mandates limited English proficient students, active in English language learning programs or not, meet exit criteria below before consideration to move student to non-Limited English Proficient (Non-LEP) status.

- English Oral Language Proficiency;
- Advanced High on TELPAS Reading and Writing
- The student meets state performance standards on the reading and writing portions of the Texas State Assessment

A Language Proficiency Assessment Committee (LPAC) has met, reviewed your child's assessment records, and determined your child has met the exit criteria. The LPAC will monitor your child's classroom grades and state assessment scores for the next two years. With your child's continued academic success, the LPAC will complete its monitoring responsibilities at the end of _____ school year at which time your child will be Non-LEP.

As a parent, you have the right to request your student participate in Special Language (Bilingual/ESL) programs or to request those services later should your child begin to have trouble with English as he/she promotes to more demanding grade levels.

Please indicate below as to how you would like the LPAC to proceed; sign, date, and return this form to your child's school.

We wish your child continued success!

Sincerely,

Campus Principal

Campus LPAC Contact

- I agree with the LPAC decision: after a two-year monitoring window and continued academic success, the removal of my child from academic monitoring with the option of enrollment into the Special Language program in the event my child encounters academic difficulty as he/she promotes to instructionally demanding grade levels.
- I do not agree with the LPAC decision: I would like my child to continue in the Bilingual/ESL program.

Parent Signature

Date



DISTRITO ESCOLAR INDEPENDIENTE DE BRYSON
Departamento Bilingüe/ESL

**NOTIFICACION A LOS PADRES SOBRE LA ELIGIBILIDAD PARA LA SALIDA
DEL STATUS LEP**

Nombre del Estudiante _____ Fecha _____
Nombre de la Escuela _____ Grado _____

Estimado Padre/Guardián,
Su niño/a fue identificado con limitaciones en el dominio del idioma Inglés (LEP) en _____ cuando una encuesta completada por usted declaró que un segundo idioma se habla en el hogar y esto inicio la evaluación de su hijo en el idioma Inglés. Debido a las leyes federales y estatales, el progreso académico del niño/a es observado continuamente. La Agencia de Educación de Texas manda que los estudiantes con limitaciones en el dominio del idioma ingles, participando actualmente en programas de aprendizaje del idioma ingles o no, deben cumplir con los requisitos de salida abajo mencionados antes de ser considerados para dar de baja (salida) del status LEP al status sin limitaciones en el dominio del idioma ingles (NLEP).

- Proficiente en el idioma Ingles Oral;
- Una calificación Avanzando Superior en Lectura y Escritura de TELPAS
- El estudiante cumple con los estándares de desempeño dados por el estado

El Comité de Evaluación de Idiomas (LPAC) se ha reunido, revisado los archivos de asesoramiento de su hijo/a y ha determinado que su hijo/a cumple con los requisitos de salida. El Comité observara las calificaciones de la clase de su hijo/a así como las calificaciones del examen estatal por los próximos dos años. Con el éxito académico continuo de su hijo/a, el Comité cumplirá con sus responsabilidades de observación al final del año escolar _____. Es entonces cuando su hijo/a será clasificado sin limitaciones en el dominio del idioma ingles (NLEP).
Como padre, usted tiene el derecho de solicitar (pedir) que su hijo/a participe en programas de Lenguaje Especial (Bilingüe/ESL) o de solicitar esos servicios después si su hijo/a empieza a tener problemas con el Ingles así como vaya avanzando a grados mas difíciles. Por favor indique abajo como le gustaría que prosiguiera el Comité; firme, anote la fecha y devuelva esta forma a la escuela de su hijo/a.
¡Le deseamos a su hijo/a éxito continuo!

Sinceramente,

Director/a de la Escuela

Contacto del Comité en la Escuela

<input type="checkbox"/> Estoy de acuerdo con la decisión tomada por el Comité: después de un periodo de dos años de observación y éxito académico continuo y el retiro de mi hijo/a de la supervisión académica con la opción de inscribirse en el programa Especial del Idioma en el caso que mi hijo/a encuentre dificultades académicas mientras se promueve a enseñanzas difíciles del nivel de grado.	
<input type="checkbox"/> No estoy de acuerdo con la decisión del Comité: me gustaría que mi hijo/a participe ahora en el programa Especial del Idioma hasta mi notificación al comité.	
_____ Firma del Padre	_____ 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
<input type="checkbox"/>	Home Language Survey	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) English	
<input type="checkbox"/>	Oral Language Proficiency Test (OLPT) Spanish	
<input type="checkbox"/>	Agency Approved Norm-Referenced Test(s)	
<input type="checkbox"/>	LPAC Initial Placement/Recommendation	
<input type="checkbox"/>	Notification of Placement	
<input type="checkbox"/>	Parent Permission (same date as program placement)	
<input type="checkbox"/>	Parent Denial	

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

**MONITORING OF EXITED/ FIRST OR SECOND YEAR STUDENTS
ESL Program**

Bryson ISD

Student Name and ID number:	Current Grade Level _____ Teacher: _____
Date of Enrollment in U.S. Schools:	Total Years in BE/ESL Program _____
Original Home Language Survey Date:	Exit Date: _____
Permission Date:	Year of Monitoring: Year 1 _____ Year 2 _____
Denial Date:	Re-enrollment Date: _____
	Credits Earned Toward Graduation (9-12): _____

SUBJECTS	__ Grading Period	__ Grading Period	1 st Sem. Average	__ Grading Period	__ Grading Period	2 nd Sem. Average	Year Avg.
ELA							
Reading							
Math							
Social Studies							
Science							

STAAR Results: Writing _____ Reading/ELA _____ Math _____ Science _____ Social Studies _____

The LPAC has reviewed any disciplinary actions taken against the student. Yes No

Additional Comments	LPAC Signatures: (All members must be trained in LPAC.)

	*LPAC Parent Representative _____
	Bilingual Education Teacher _____
	*English as a Second Language Teacher _____
	Transitional / General Education Teacher of LEP Student _____
	Campus Administrator _____
	Other _____
LPAC Recommendations:	*Indicates required ESL Program LPAC Membership
<input type="checkbox"/> Re-enrollment/Re-entry (occurs when LPAC determines that student's lack of success is due to cognitive academic language)	
<input type="checkbox"/> Continue in regular all English program with additional interventions (cognitive, linguistic, affective):	

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 _____

6 _____

K _____

7 _____

1 _____

8 _____

2 _____

9 _____

3 _____

10 _____

4 _____

11 _____

5 _____

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.