

# **PEARSALL INDEPENDENT SCHOOL DISTRICT**



## **BILINGUAL/ESL PROCEDURE MANUAL 2020-2021**

## Table of Contents

District and Campus contacts_____	3
Procedures_____	4-14
Forms_____	15-31

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# **PROGRAM MODEL AND FEATURES**

## **Elementary Model: Bilingual Transitional Early Exit**

### **General Description**

- Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

### **Certifications**

- Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1) for the assigned grade level and content area.

### **Goal**

- The goal of early-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.

### **Instructional Approach**

- This model provides instruction in literacy and academic content through the medium of the students' primary language, along with instruction in English that targets second language development through academic content.

## **Secondary Model: ESL Pull Out Based (Pushing In)**

### **General Description**

- An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction

### **Certifications**

- provided by an appropriately certified ESL teacher under the TEC, §29.061 (c) through English language arts and reading.

### **Goal**

- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school.

### **Instructional Approach**

- This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pullout or inclusionary delivery model.

**Critical Features all program models should incorporate include:**

1. Effective Teachers
2. Professional Development
3. Program Features in the Campus Improvement
4. Administrative Support
5. Parental Involvement and Training Sessions
6. Environment Promotes Bilingualism and Cultural Diversity
7. Print Rich
8. Goals of the Program
9. Flexible to Change

# **PROCEDURES**

## **Enrollment Procedures for All New Students:**

Have parent/guardian complete and sign all necessary enrollment forms which will include:

**1. Home Language Survey (HLS)** form is included. (Form must be completed in its entirety, refer to Chapter 89.1215 of the Commissioners Rules for Bilingual/ESL.)

- a. The home language survey shall contain the following questions [19TAC§89.1215(b)]:
  - i. “What language is spoken in your home most of the time?”
  - ii. “What language does your child (do you) speak most of the time?”
- b. This form is completed by parent/guardian in either English or Spanish.
- c. Absolutely NO changes should be made to the original HLS by staff.
- d. \*\* Part A will be used when coding in PEIMS; Part B will help us to identify immigrant status.

**2. A Student History Worksheet** must be completed while parent is registering. (If HLS indicates language other than English.)

- a. The Student History Worksheet will be used for all LEP students to determine:
  - i. Title III Immigrant status
  - ii. STAAR Immigrant status

**3. Oral Language Proficiency Test (OLPT):** If the HLS of the student is other than English, the campus shall determine the student’s level of English proficiency using the (Pre-LAS or LAS Links). If the HLS of the students is Spanish, the campus shall administer both the Spanish (elementary only) and English version of the TEA approved OLPT (Pre-LAS, LAS Links) (Refer to the Limited English Proficient Decision Chart)

- a. The student is considered to be LEP if the student tests below the cut- off scores:
  - English Pre-LAS –below Level 4
  - LAS links –below Level 4
  - a. 1 –Beginner
  - b. 2 –Early Intermediate
  - c. 3 –Intermediate
  - d. 4 –Proficient
  - e. 5 –Above Proficient

**4. Hold LPAC (Language Proficiency Assessment Committee):** See LPAC Procedure

## **ENROLLMENT PROCEDURES FOR LIMITED ENGLISH PROFICIENT STUDENTS (LEP):**

- Once a student is considered LEP, all records including initial testing should be placed in a YELLOW folder. On the left side of the yellow folder should be the Original HLS, then the parent permission/denial. On the right side of the folder documents should be placed in chronological order starting with the oral language proficiency tests, testing documentation, LPAC records, etc. (Initial/Administrator; Bilingual/ESL teacher)
- If language other than English, best practice is to place student in Bilingual/ESL classroom.
- As soon as the student is identified LEP (through the HLS, OLPT, and the LPAC has recommended such placement, regardless if parental approval has been received), the district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin, but may not count the student for bilingual education funding until parental approval is received (i.e. enter into PEIMS until the date the parent signs the permission form).
- Parent approval must be received in order to receive funding in the Bilingual/ESL program.
- If parental denial is received, then the district must discontinue servicing the student. (***However, LEP coding in PEIMS will remain.***)
- Bilingual/ESL teachers and Administrators should meet with the parents who have denied the Bilingual/ESL program **each year** to discuss program benefits as determined by the LPAC recommendation. Documentation should be maintained each year.

### **LEP Entry/Exit Data Form:**

- LPAC Administrators should provide the attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served. ***In NO case should attendance personnel be responsible for determining a student's Bilingual/ESL code.*** LEP data entry form should be completed and signed by an administrator and given to attendance clerk for entry into PEIMS.
  - Attendance clerk should enter information into PEIMS and return LEP Data form signed and dated to the administrator: (*Should be kept in a binder for BE/ESL campus documentation.*)

▪ Campus	* Entry Date	* Exit Date
▪ Reason	* Bilingual Indicator	*ESL Indicator
▪ LEP Indicator	*Parent Permission Code	*HLS
▪ Monitor LEP	*Years in U.S. schools	

## ENROLLMENT PROCEDURES FOR TRANSFERRING STUDENTS:

- If a Bilingual/ESL student transfers between school districts (within the state), the receiving district should immediately enroll the student in the Bilingual/ESL program, pending receipt of documentation (LPAC records and assessment information) from the sending district.
- The attendance clerk must acquire the necessary documents from the incoming district as determined for all new students registering into the district. If this documentation is not received **within four weeks of transfer**, the receiving campus must go through the standard identification and assessment procedures in order for the student to be coded LEP, ESL, and/or Bilingual.
- Student records should be requested daily. Attendance clerk should inquire **verbally** upon student enrollment whether student was served in special programs (i.e. special education, Bilingual, ESL, GT) **in addition to** faxing/sending formal request for student records. Record requests should include but not limited to:
  - Original Home Language Survey
  - LPAC records including OLPT (Las Links) scores
  - Official Transcripts
  - Texas English Language Proficiency Assessment system (TELPAS)
  - EOC/STAAR scores or other state tests and labels
  - Withdrawal form and Grades
  - Most recent report cards
  - Social Security Card and Birth Certificate
  - Health records
  - Grading Scale if out of state school
- If a Bilingual/ESL student transfers from another state, the **receiving campus must go through the standard identification and assessment procedures in order for the student to be coded as LEP.**
- **ALL** incoming *Permanent Record Card documentation* must be reviewed for program participation (**before** information is filed).

### **LEP DENIALS**

When parents deny services, you should meet with them to discuss the program benefits and have them sign for denying services. You still must meet annually to monitor those students.

The following procedures should be used for these meetings:

- LPAC Parent/Student for meeting (not mandatory to have student)
- Introductions/Welcome
- Statement of Confidentiality-(use the one from 504/Spec. Ed. mtgs)
- Purpose of Meeting
  - Monitor form
  - LPAC roster form
  - Minutes form
- Review & Discuss

- Student History worksheet
- STAAR Participation/Linguistic Accommodation form (all testing information)  
*Document Parent Denial (Take regular STAAR)*
- NO LINGUISTIC ACCOMMODATIONS
- Special Considerations if any
- Discuss if Services or programs student receives are:
  - 504/Dyslexia
  - GT
- Discuss Schedule if changing
- LPAC recommendation Form (to recap all decisions)
- Signatures on documents
- PEIMS sheet for Registrar with correct coding

### **LPAC (Language Proficiency Assessment Committee) PROCEDURES:**

- The Language Proficiency Assessment Committee serves as the foundation for the LPAC process. At the time a student with a language other than English enters the school system, the committee responsibilities are set in motion.
- The activity is triggered by the Home Language Survey which is completed by a parent or guardian for the students in grades Pre-K through 8, or by the student in grades 9-12.
- It is important for the school to be ready to perform its responsibilities as required by law in the 19 TAC, Chapter 89, Subchapter BB, Commissioner's Rules concerning State Plan for Educating Limited English Proficient Students, Section 89.1220.

#### **Membership:**

- Bilingual LPAC committee membership:
  - A campus administrator
  - A professional bilingual educator
  - A professional transitional language educator (a bilingual teacher, ESL teacher or general education teacher if student is a parental denial or monitor)
  - A parent of a limited English proficient (LEP) student **participating** in the program (No parent serving on the committee shall be an employee of the school district.)
- ESL LPAC committee membership:
  - A campus administrator
  - One or more professional personnel, **including** and ESL Teacher
  - A parent of a limited English proficient (LEP) student **participating** in the program (No parent serving on the committee shall be an employee of the school district.)
- Hold LPAC for students tested with Las Links/PreLas **within (20 days) of student enrollment.**
  - Determine program placement for students.
  - Fill out necessary documentation fully and with as many descriptive notes as possible.
  - Parental permission must be acquired within the 30 day period.
- The responsibility of the LPAC include:
  - Identification , Assessment, and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment,

## Linguistic Accommodations for Linguistic Accommodated Testing (LAT), and Parental Approval

### 1. LPAC Recommendation Form

- a. Complete all sections of form and document decisions made as completely as possible to avoid any confusion or questions about placement, instruction, or interventions.
- b. Used at **every** LPAC conducted. (initial, monitoring, assessment, end of year and exit)
- c. This form must be kept on campus in the LPAC Binder with other end of year documentation.

### 2. LPAC Minutes of Official Meeting

- a. Complete all sections
- b. Used at **every** LPAC conducted. (initial, monitoring, assessment, end of year and exit)
- c. Original must be kept in a campus LPAC Binder.

### 3. Notification of Program Placement

- a. Parent must be notified and approval must be received (**within 30-days**) before student can be coded. Once written parental permission is obtained, the appropriate PEIMS code can be entered to reflect LEP status, program placement, and parent permission. The parent approval or denial date is the date used for the PEIMS code data.
- b. Document is kept in students Yellow LPAC folder on left- hand side. c. For students that are continuing in the program, notification must be sent home to the parent **within 4 weeks** of school beginning. A copy is kept in the LPAC folder until/if original is obtained.
- c. If parental denial is made, campus **must** have a parent conference explaining the benefits. Needs to be documented and kept in the LPAC folder.

### 4. LPAC Binder Must Haves

- a. LPAC committee documented membership
- b. Documented LPAC training at BOY or as needed if new members are needing it
- c. LPAC recommendation form
- d. LPAC minutes of official meetings
- e. PEIMS data entry sheet (optional)
- f. Other forms as needed

### **LPAC FOR THE MIDDLE OF THE YEAR:**

- Parents/Student for meeting
- Introductions/Welcome
- Statement of Confidentiality-(use the one from 504/Spec. Ed. mtgs)
- Purpose of Meeting
  - Annual
  - LPAC roster form
  - Minutes form
- Review & Discuss
  - Student History worksheet
  - STAAR Participation/Linguistic Accommodation form (all testing information)
  - ELL Instructional Accommodations form
- Special Considerations if any

- *If you have linguistic accommodations for a student, they will not be eligible for Exit at the end of year, even if they do not use the accommodations.*
- *Any Parent Denials or LEP students on Monitor you should use: Bilingual/ESL education worksheet for Annual review of Exited/Denial students*
- Goals or objectives for the student
  - Enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English
- Discuss if Services or programs student receives are:
  - 504/Dyslexia
  - GT
- Discuss Schedule if changing
- LPAC recommendation Form (to recap all decisions)
- Signatures on documents
- PEIMS sheet for Registrar with correct coding

### **LPAC FOR MONITORING PURPOSES:**

- LPACs should be held as many times as necessary to address the needs of the student.
- Students who earn a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is exited from a bilingual or ESL program will be reevaluated to determine whether the student should be reenrolled in a bilingual education or special language program.
- Consideration should be given to:
  - The total amount of time the student was enrolled in a bilingual or ESL program.
  - The student's grades each grading period in each subject in the foundation curriculum.
  - The student's performance on each assessment instrument
  - The number of credits the student has earned toward high school graduation, if applicable and,
  - Any disciplinary actions taken against the student under Subchapter A, Chapter 37.
- The LPAC may require intensive instruction for the student or reenroll the student in a bilingual or ESL program.

### **MONITORING OF EXITED OR RECLASSIFIED STUDENTS GUIDELINES:**

Any student who has been exited from the Bilingual/ESL Program within the last two years, or reclassified must now be monitored each grading period to review their progress. So any student who is a recent exit, or monitored year one, two must be monitored each grading period. So what does this mean to us?

- *The LPAC must identify exited or reclassified students at the beginning of the school year to be able to accurately monitor their progress. Teachers must be informed of the status of these students to make sure that they are closely monitoring these students and their progress throughout the school year. · If a teacher reports to the LPAC that an exited student or reclassified student is failing before the end of the grading period the LPAC may convene to discuss options to help that student out before the period ends.*
- *The LPAC must convene at the end of each grading period to review students who qualify*

*in this area (recently exited M1/M2/3 & 4 students) Years 3 & 4 monitoring is a Federal Requirement.*

- *The LPAC must keep formal documentation of the meeting and do so for every grading period in accordance with the district schedule.*
- *During the meeting the LPAC must make decisions for the students regarding their progress. So if a student failed a class, the LPAC must make a recommendation for intensive instruction or some other type of academic intervention to assist the student.*
- *Depending on the situation for each student the LPAC can also recommend that the student be reenrolled or reentered into the Bilingual/ESL Program.*
- *If a student is deemed to need to be reenrolled then the parents must be notified of this action for the process to be complete.*
- *Only students who have been recently exited or are in their first or second year of monitoring qualify for any of these interventions, students who have been out of the program for more than two years cannot be reenrolled.*

It will be the responsibility of the campus LPAC committee to closely monitor the progress of these students. The intent of the new legislation is to not let the students who exit the program fall back into an at risk situation. We want to monitor their progress to ensure that the decisions made by the LPAC were the correct ones for the students. Students who exit the program are often not monitored as closely as those in the program and this legislation will help us keep better track of the progress of these students. These additional LPAC meetings are in addition to any that the LPAC already regularly holds to make decisions about new students, etc.

### **DECISION MAKING FOR ASSESSMENT PURPOSES:**

- Section 101.1003 of the Commissioner's Rules concerning the Participation of Limited English Proficient Students in State Assessments requires LPACs to make assessment decisions on individual student basis and in accordance with administrative procedures established by TEA
- With regard to exemptions, this manual focuses the LPAC's deliberations on whether a LEP student is having academic or linguistic difficulties that stem from school experiences outside the U.S. Inadequacies in instruction provided in U.S. schools must not enter into the exemption decision.
- In order for the LPAC to implement the testing requirements, committee members must:
  - Monitor student progress and determine appropriate instructional interventions,
  - Make assessment decisions on an individual student basis,
  - Function as a committee to make assessment decisions, and
  - Document assessment decisions, instructional interventions for exempted students, and the reason for each exemption in the student's permanent record file.
- LPAC's are responsible for deciding whether a nonexempt Spanish- speaking LEP student in grades 3-5 should be assessed with STAAR in English or STAAR in Spanish. This decision is based on the following:
  - The language of instruction and the language in which the student is **best** able to demonstrate his or her academic skills.
  - Whether the student has already taken the Spanish-version state assessment for

- three years.
- Whether the student's years of LEP exemptions combined with administrations of the Spanish-version state assessment already total three years.
- STAAR in English is generally the appropriate assessment for nonexempt LEP students in ESL programs because academic instruction in these programs is usually delivered in English.
- Students, who are also receiving Special Education services and are being considered for exit at the end of year, must have exit criteria set and documented. Key members of the ARD and LPAC should identify appropriate oral language, reading, and writing assessments and performance standards to verify that the student no longer needs second language acquisition In English to address learning needs.
- Due to the requirements of the Family Educational Rights and Privacy Act (FERPA), care should be taken to ensure that student confidentiality is protected while discussing special education and LEP issues.
- The school district can train the parent of the student receiving special education services as the LPAC parent representative, thereby avoiding the issue of student confidentiality.
- **LPAC Minutes of EOC/STAAR Decisions for Spring**
  - All sections complete
  - List students and assessment decisions made, make sure proper testing for each content area is checked off.

### **END OF YEAR LPACs:**

- LPAC must meet to review and discuss services for every student to include all current BIL/ESL, parent denials, and both First and Second year monitored students):
  - Continuation of services (document considerations/decisions for language of instruction, testing and other pertinent information needed for the following year.)
  - If student is being considered for exit make sure ALL exit criteria has been met and documented.

### **1. English Proficiency Exit Criteria Chart**

- a. This chart must be used to determine if student meets exit criteria. (for students in the program and denials)
- b. For Oral Listening & Speaking the district will use the TELPAS and student must obtain Advanced High
- c. We cannot use Math, Science, or Social Studies EOC/STAAR as indicators for meeting the criteria in passing EOC/STAAR; it must be the Reading STAAR/ELA EOC/STAAR.
- d. Students must score advanced high on the Writing section of the TELPAS, we are not looking at their composite score, just the TELPAS Writing section to make this decision. (*If there is a Writing TAKS test as in the case of grades, 4, 7, and 10, then this supersedes the TELPAS Writing*)

### **2. Flowchart for Exiting LEP Students Receiving Special Education Services**

- a. Students who are receiving Special Education services who no longer need the support of a bilingual/second language program, use flowchart to determine exit criteria. (Decisions/criteria must have been set at the assessment LPACs in order to consider exit at

- end of year.)
- b. Key members of the ARD committee and key members of the LPAC committee should identify that the appropriate oral language, reading, and writing assessments and performance standards were met to verify that the student no longer needs second language acquisition support to address learning needs.

**3. Parent Notification of Exit From Program**

- a. If the student is being reclassified into LEP status make sure documentation is complete.
- b. Forms for exit from bilingual and/or ESL program need to be sent home to notify parents and for signature to be obtained.
- c. Keep a copy of the form in the LPAC folder for documentation. (Replace form when original comes back with signature.)

**PEARSALL INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL**

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

**(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)**

**TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12):** The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. Once your child is assessed, changes to the Home Language Survey responses are not permissible.

**This survey shall be kept in each student's permanent record folder.**

**NAME OF STUDENT:** \_\_\_\_\_ **STUDENT ID#:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_ **TELEPHONE #:** \_\_\_\_\_

**CAMPUS:** \_\_\_\_\_

**NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.**

1. What language is spoken in the child's home **most of the time**? \_\_\_\_\_

2. What language does the child speak **most of the time**? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian \_\_\_\_\_ Date

\_\_\_\_\_  
Signature of Student if Grades 9-12 \_\_\_\_\_ Date

If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

## PEARSALL INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

### Cuestionario sobre el idioma que se habla en el hogar 19 TAC Chapter 89, Subchapter BB §89.1215

**DEBE DE COMPLETARSE POR EL PADRE O TUTOR ESTUDIANTES QUE CURSEN DESDE PREKINDER HASTA EL OCTAVO GRADO: (O POR EL ESTUDIANTE SI CURSA GRADOS DEL 9-12):** El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Es la responsabilidad del padre o tutor, no de la escuela, proporcionar la información del idioma requerida por las siguientes preguntas.

Querido padre o guardián:

Para determinar si su hijo(a) se beneficiara de los servicios de los programas bilingües y/o de inglés como segundo idioma, por favor responda las dos preguntas siguientes.

Si cualquiera de sus respuestas indica el uso de un idioma que no sea inglés, entonces el distrito escolar debe realizar una evaluación para determinar que tanto se comunica su hijo(a) en inglés. Esta información de evaluación se usará para determinar si los servicios de programas bilingües y/o de inglés como segundo idioma son apropiados e informarán las recomendaciones en cuanto a la instrucción y la asignación del programa. Una vez completada la evaluación de su hijo(a), no se permitirán cambios a las respuestas en el cuestionario.

**Este cuestionario se archivará en el expediente del estudiante.**

**NOMBRE DEL ESTUDIANTE:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**DIRECCIÓN:** \_\_\_\_\_ **TELÉFONO:** \_\_\_\_\_

**ESCUELA:** \_\_\_\_\_

**Nota: Indique sólo un idioma por respuesta.**

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

2. ¿Qué idioma habla su hijo(a) la mayoría del tiempo? \_\_\_\_\_

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del estudiante si esta en los grados 9-12

\_\_\_\_\_  
Fecha

Si tiene preguntas sobre el propósito y el uso del cuestionario sobre el idioma que se habla en el hogar, o si necesita ayuda para completar el cuestionario, por favor comuníquese con el personal del distrito escolar.

**IMMIGRANT DATA COLLECTION FORM**

**STUDENT NAME:** \_\_\_\_\_ **ID #:** \_\_\_\_\_ **SCHOOL YR:** \_\_\_\_\_

**DEFINITION OF IMMIGRANT** - a student who is an identified immigrant under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (See P.L. 107-110 Title III, Part C, § 3301(6).)

**SPECIAL INSTRUCTIONS** - Immigrant status under the Title III – Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2001, should not be confused with immigrant status for the Immigrant and Naturalization Service (INS). Districts should not assume responsibility for determining the extent to which students are legal or illegal immigrants under INS regulations. Definition of immigrant should not be confused with definition used for state assessment purposes or definition used for student eligibility to English I for Speakers of Other Languages or English II for Speakers of Other Languages taught in high school.

Texas is required to use the federal definition under Title III of NCLB in order to determine immigrant student counts for funding and for coding in PEIMS.

Children born to military personnel (U.S. citizens) outside of the “States” are not immigrant.

**For indicating student as IMMIGRANT per Title III definition, complete the following – (Grades PK-12, refer to Student History Worksheet:**

Years in US Schools per Title III: PK K 1 2 3 4 5 6 7 8 9 10 11 12

(circle grades in US schools)

IMMIGRANT:  YES

(CIRCLE Immigrant Year)                      Year 1                      Year 2                      Year 3

*Attach a copy of the Student History Worksheet completed by and administrator. Include PK/K years when counting years to determine if student is immigrant per Title III.*

**For student who is no longer IMMIGRANT per Title III definition, complete the following**

REMOVE IMMIGRANT INDICATOR:

\_\_\_\_\_  
LPAC ADMINISTRATOR                      DATE

\_\_\_\_\_  
ENTERED BY                      DATE

**Complete one form per school year per immigrant student to add or remove status. Keep original on file at campus.**

**LPAC Confidentiality Statement**  
**PEARSALL Independent School District**

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

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

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

.....

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

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

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_



**Bilingual Education Program Benefits**  
**PEARSALL Independent School District/Charter School**

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

Dear Parent or Guardian:

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

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

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

Thank you,

\_\_\_\_\_, School Principal

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

\_\_\_\_\_  
Parent/ Guardian Signature Date

.....  
For school use:

\_\_\_\_\_  
Date received by campus

# Beneficios del Programa de Educación Bilingüe

## PEARSALL Distrito Escolar Independiente/Escuela Subvencionada (Charter)

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

Estimado padre o tutor:

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

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

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

Gracias,

\_\_\_\_\_, Director(a) de la escuela

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

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Fecha

.....  
For school use:

\_\_\_\_\_  
Date received by campus

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

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

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the 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 Individualized Education Program (IEP). The Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review and Dismissal (ARD) Committee will determine appropriate instruction.

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

Thank you,

\_\_\_\_\_, School Principal

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

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Date

.....  
For school use:

\_\_\_\_\_  
Date received by campus

**Beneficios del Programa de Educación de  
Inglés como Segunda Idioma (ESL)**  
**PEARSALL Distrito Escolar Independiente/Escuela Subvencionada  
(Charter)**

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

Estimado padre o tutor:

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

El programa de educación bilingüe ofrece instrucción en español a través de maestros que también hablen español para asegurarse de que su niño/niña entienda lo que el maestro dice; por lo cual el estudiante llega a alcanzar su mayor potencial en el estudio. El maestro de un programa de ESL colabora con otros maestros que tengan su hijo/hija en su clase. Esto es necesario para que su hijo/hija cumpla con todos los estándares y requisitos educacionales del estado que se esperan de todos los estudiantes.

Si un estudiante también está inscrito en un programa de educación especial, los maestros colaboran para proveer una instrucción de acuerdo al plan individual de educación (IEP, por sus siglas en inglés) del estudiante. El comité de evaluación de la competencia lingüística trabajará en conjunto con comité de admisión, revisión, y retiro (ARD, por sus siglas en inglés) para determinar la instrucción apropiada.

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

Gracias,

\_\_\_\_\_, Director(a) de la escuela

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

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Relación con el estudiante

\_\_\_\_\_  
Fecha

.....  
For school use:

\_\_\_\_\_  
Date received by campus

# English Learner Cumulative Folder Documentation Checklist

## PEARSALL Independent School District/Charter School

Student Name:	Date of Birth:
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Initial Documentation		
<input checked="" type="checkbox"/>	Form	Date
	Home Language Survey	
	TEA-Approved Oral Language Proficiency Test (OLPT) English	
	TEA-Approved Oral Language Proficiency Test (OLPT) Spanish	
	TEA-Approved Norm-Referenced Standardized Achievement Instrument	
	LPAC Initial Placement/Recommendation	
	Notification of Placement	
	Parent Approval-Identification & Placement TEC 29.056(same date as program placement)	
	Parent Denial	

Annual Documentation								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
TEA-Approved Oral Language Proficiency Test (OLPT) English								
TEA-Approved Oral Language Proficiency Test (OLPT) Primary Language								
TEA-Approved Norm-Referenced Standardized Achievement Instrument								
State Assessment Results								
TELPAS Individual Student Profile								
Other (District Policy)								
Parent Notification and Approval of Reclassification								
Parent Approval – Identification & Placement								

# English Learner Transfer Request Documentation Form

The following documents are needed to conduct the LPAC meeting and to determine English learner’s eligibility or continuation of services. The LPAC has within four weeks of initial enrollment to gather documentation, conduct LPAC meeting, place student, and receive parent permission. It is critical to receive information prior to the LPAC meeting to make the best decision possible. NOTE: Number of attempts is not limited to three times. All attempts must be made with previous districts to receive required documents.

<b>Student Name:</b>	<b>Enrollment Date:</b>
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Transfer Request Document	Document attempts & gather information –			
	Name of District staff, time & date			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Additional
Home Language Survey (HLS)				
TEA-Approved Oral Language Proficiency Test (OLPT)				
TEA-Approved Norm-Referenced Standardized Achievement Instrument				
LPAC Initial Review				
LPAC				
Parent Permission				
Reclassification Form				
Monitoring Form				

- **Home Language Survey (HLS)**—original or copy of the student’s first HLS from when they first enrolled into school. ▪ **TEA-Approved Oral Language Proficiency Test (OLPT)**—copy of the OLPT from when student started school. If student was in a bilingual program, request should be made for the English and Spanish test. Required for all grade levels.
- **TEA-Approved Norm-Referenced Standardized Achievement Instrument**—the test is required for an English learner who entered Texas at Grade 2 and above, in addition to the OLPT.
- **LPAC Initial Review**—the initial review form will contain information related to LPAC initial recommendations and eligibility as an English learner. It may also have information related to the OLPT.
- **LPAC**—Most recent LPAC documentation prior to transfer.
- **Parent Permission**—the parent permission form provides permission for services in the Bilingual or ESL program. ▪ **Denial Form**—the denial form denies services for the Bilingual or ESL program.
- **Reclassification Form**—the reclassification form provides the student’s reclassification information. If English learner is participating in Bilingual or ESL program, they will not have reclassification information. Student will be monitored for after being reclassified.
- **Monitoring**—the monitoring form provides the student’s monitoring status. PEIMS coding is as follows: F—1<sup>st</sup> year (previously—M1), S—2<sup>nd</sup> year (previously—M2), 3—3<sup>rd</sup> Year (federal requirement), and 4—4<sup>th</sup> Year (federal requirement).
- **Assessment**—Current TELPAS and state assessment information

**Bilingual Summer School Program K-1**  
**Initial Parent Survey**  
**PEARSALL Independent School District**

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

**Please return this form to the principal at your home school or call the Bilingual Department at: (830)\_\_\_\_\_**

# Escuela de Verano del Programa Bilingüe K-1

## Encuesta Inicial para Padres de Familia

### Pearsall Distrito Escolar Independiente

Verano de:

Escuela:

Si tiene usted un hijo(a) que va a entrar a kindergarten o primer grado en el otoño de \_\_\_\_\_, el/ella puede ser elegible para participar en el *programa bilingüe de verano*.

Por favor complete los siguientes datos para enviarle información sobre el programa bilingüe de verano.

Nombre de su hijo/a:

Fecha de Nacimiento:

Padre/madre/representante legal:

Dirección:

Teléfono:

Por favor devuelva este formulario al director de la escuela de su hijo(a) o llame al departamento bilingüe al (830)\_\_\_\_\_.

# Bilingual Summer School Program K-1

## PEARSALL Independent School District

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

Dear Parent/Guardian:

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

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

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

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

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

If you have any questions, please call \_\_\_\_\_ at \_\_\_\_\_ .

# Escuela de Verano del Programa Bilingüe K-1

## PEARSALL ISD

Fecha:

Estimado padre/madre/representante legal:

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

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

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

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

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

# Bilingual Summer School Program K-1

## PEARSALL Independent School District

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

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If you have any questions, please call \_\_\_\_\_ at \_\_\_\_\_.

# Escuela de Verano del Programa Bilingüe K-1

## PEARSALL ISD

Fecha: \_\_\_\_\_

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Si tiene alguna pregunta, por favor llame a \_\_\_\_\_ (nombre) al \_\_\_\_\_ (teléfono)