

LPAC



LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Framework Manual
Placement



Placement



§89.1240. Parental Authority and Responsibility.

- (a) The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1225(i) of this title (relating to Testing and Classification of Students) or §89.1226(i) of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020), the student graduates from high school, or a change occurs in program placement.



§ 89.1203. Definitions.

- (1) Bilingual education allotment--An adjusted basic funding allotment provided for each school district based on student average daily attendance in a bilingual education or special language program in accordance with Texas Education Code (TEC), §42.153.



§89. 1220. Language Proficiency Assessment Committee.

- (h) The language proficiency assessment committee shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.
- (m) A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:
- (1) the student is 18 years of age or has had the disabilities of minority removed;
 - (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
 - (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.
- (j) Pending parent approval of an English learner's entry into the bilingual education or ESL program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment.



§89.1205. Required Bilingual Education and English as a Second Language Programs.

- (a) Each school district that has an enrollment of 20 or more English learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the English learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.
- (c) All English learners for whom a school district is not required to offer a bilingual education program shall be provided an English as a second language (ESL) program as described in subsection (d) of this section, regardless of the students' grade levels and primary language, and regardless of the number of such students, except in cases where a district exercises the option described in subsection (g) of this section.
- (f) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program even if they have an enrollment of fewer than 20 English learners in any language classification in the same grade level district-wide and are not required to do so under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §§89.1210, 89.1227, 89.1228, and 89.1229 of this title.
- (g) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §§89.1210, 89.1227, 89.1228, and 89.1229 of this title.



§89.1233. Participation of English Proficient Students.

- (b) School districts may enroll students who are not English learners in the bilingual education program or the English as a second language program in accordance with TEC, §29.058.
-

**___ Independent School District/Charter School
Parent Approval – Identification and Placement
Bilingual Program, TEC §29.056**

Campus Name: _____	Date: _____
To the Parents/Guardians of _____	Grade: _____

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

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12**			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
Spanish TEA-Approved Oral Language Proficiency Test (OLPT)*			
Name of test: _____	Date administered: _____	Results: _____	Proficiency: _____
TEA-Approved Approved Norm-Referenced Standardized Achievement Instrument (Grades 2-12)**			
Name of test: _____	Date administered: _____	Results in Reading and Language Arts: _____	
<small>*Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/.</small>			
Other language/academic test(s) reviewed (optional)			
Name of test: _____	Date: _____	Results Reading: _____	
Name of test: _____	Date: _____	Results Writing: _____	

Texas English Language Proficiency Assessment System (TELPAS)										
<small>Please check (✓) level attained or attach Confidential Student Report.</small>										
	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		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		Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

Based on the results reviewed from all assessments, the English language proficiency for your son/daughter has been determined to be _____.

Therefore, we recommend that your son/daughter be placed in the Bilingual program required in the district (19 TAC Subchapter, BB §89.1205).

There are benefits that will be gained by your son/daughter when he/she participates in a bilingual education program. 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. As your child becomes more able to understand and speak English, more of the teacher’s instruction will be in English. The concepts and skills learned in Spanish will transfer to English. Knowledge that your child acquires through learning to read and completing assignments in mathematics, science and other subject areas in Spanish transfers to English as he/she learns to understand and speak English. For more information on the bilingual program, a brochure is available at <http://elltx.org/parents.html>.

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

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

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

- (1) English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state's approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test and the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

I **do** want my son/daughter to participate in the bilingual education program.

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.

Signature of parent/guardian

Date

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

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

For school use:

Date received by campus

_____ Independent School District/Charter School
Parent Approval – Identification and Placement
English as a Second Language (ESL), TEC §29.056

Campus Name: _____	Date: _____
To the Parents/Guardians of _____	Grade: _____

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

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Writing	<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

Based on the results reviewed from all assessments, the English language proficiency for your son/daughter has been determined to be _____.

Therefore, we recommend that your son/daughter be placed in the Bilingual program required in the district (19 TAC Subchapter, BB §89.1205).

There are benefits that will be gained by your son/daughter when he/she participates in the 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 to meet the individual needs of a student who is learning English. The ESL teacher also collaborates with other teachers who may also have your son/daughter in class. For more information on the ESL program, a brochure is available at <http://elltx.org/parents.html>.

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

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

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

- (1) English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state's approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test and the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

- I **do** want my son/daughter to participate in the ESL education program.
- 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.

Signature of parent/guardian

Date

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

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

For school use:

Date received by campus

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

Student Name: _____

Dear Parent or Guardian:

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

English is clearly an important language for success. Your child will receive daily instruction in 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

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

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the 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

_____ **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. 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.

For more information on the process that must be followed, please visit the following website:
https://projects.esc20.net/upload/page/0084/docs/EL%20Identification_ReclassificationFlowchart%202018.pdf

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

NOTE: If you believe you made an error when completing this Home Language Survey, you may request a correction, in writing, only if: 1) your child has not yet been assessed for English proficiency; and 2) your written correction request is made within two calendar weeks of your child's enrollment date.

LPAC Review

_____ Independent School District/Charter School

<input type="checkbox"/> Initial	<input type="checkbox"/> Annual	<input type="checkbox"/> Assessment determination	<input type="checkbox"/> Other: _____
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Student name: _____	Enrollment date: _____
Grade: _____	LPAC date: _____
Academic year: _____	Home Language Survey date: _____ Date received by district/charter school: _____

Identification	
TEA-Approved Test: Oral: _____ Written: _____	Primary language score: _____
TEA-Approved Norm-Referenced Instrument: Reading percentile: _____	Language Arts percentile: _____

Academic Progress										
State Assessment					TELPAS					
Assessment	Type	Date	Circle One		Score	Listening	<input type="checkbox"/> Beg.	<input type="checkbox"/> Int.	<input type="checkbox"/> Adv.	<input type="checkbox"/> Adv. High
Reading			Pass	Fail		Speaking	<input type="checkbox"/> Beg.	<input type="checkbox"/> Int.	<input type="checkbox"/> Adv.	<input type="checkbox"/> Adv. High
Writing			Pass	Fail		Reading	<input type="checkbox"/> Beg.	<input type="checkbox"/> Int.	<input type="checkbox"/> Adv.	<input type="checkbox"/> Adv. High
ELA			Pass	Fail		Writing	<input type="checkbox"/> Beg.	<input type="checkbox"/> Int.	<input type="checkbox"/> Adv.	<input type="checkbox"/> Adv. High
Science			Pass	Fail		Composite Score	<input type="checkbox"/> Beg.	<input type="checkbox"/> Int.	<input type="checkbox"/> Adv.	<input type="checkbox"/> Adv. High
Social Studies			Pass	Fail		Oral Language Proficiency Level (end-of-year): _____ Instructional Linguistic Accommodations: _____ Assessment Designated Supports: _____ Other (specify): _____ Notes: _____				
Math			Pass	Fail						
Other Assessments										
Reading Instrument Name: _____ Score: _____ TEA-Approved Norm-Referenced Instrument: Date: _____ Reading Percentile: _____ Language Arts Percentile: _____										

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

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

LPAC Recommendations
<input type="checkbox"/> English Learner Parent permission date: _____ Parent denial date: _____
<input type="checkbox"/> English Proficient
<input type="checkbox"/> Enter/Continue Bilingual Program <input type="checkbox"/> <i>Transitional bilingual/early exit</i> <input type="checkbox"/> <i>Transitional bilingual/late exit</i> <input type="checkbox"/> <i>Dual language immersion/two-way</i> <input type="checkbox"/> <i>Dual language immersion/one-way</i>
<input type="checkbox"/> Enter/Continue ESL Program <input type="checkbox"/> <i>English as a second language/content-based</i> <input type="checkbox"/> <i>English as a second language/pull-out</i>
<input type="checkbox"/> State Assessment Determination (see attached documentation)
<input type="checkbox"/> Served in Special Program(s) (specify): _____ <input type="checkbox"/> 1 st Year–F <input type="checkbox"/> 2 nd Year–S <input type="checkbox"/> 3 rd Year–3 <input type="checkbox"/> 4 th Year–4 <input type="checkbox"/> Re-enter program as a result of monitoring <input type="checkbox"/> Reclassification Bilingual or ESL program (met criteria) <input type="checkbox"/> Other: _____

LPAC Meeting Minutes Form

Campus: _____

Date: _____

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

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

Summary of LPAC decisions or actions taken:

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

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

Signature of person completing minutes

Position

**____ Independent School District/Charter School
Parent Approval – Identification and Placement
Bilingual Program, TEC §29.056**

Campus Name: _____	Date: _____
To the Parents/Guardians of _____	Grade: _____

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

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Name of test: _____	Date: _____	Results Reading: _____	
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<i>Please check (✓) level attained or attach Confidential Student Report.</i>										
	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		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		Reading	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

Based on the results reviewed from all assessments, the English language proficiency for your son/daughter has been determined to be _____.

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- (3) English proficiency on a TEA-approved criterion-referenced written test and the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

I **do** want my son/daughter to participate in the bilingual education program.

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.

Signature of parent/guardian

Date

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

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

For school use:

Date received by campus

_____ Independent School District/Charter School
Parent Approval – Identification and Placement
English as a Second Language (ESL), TEC §29.056

Campus Name: _____	Date: _____
To the Parents/Guardians of _____	Grade: _____

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Writing	<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

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

There are benefits that will be gained by your son/daughter when he/she participates in the 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 to meet the individual needs of a student who is learning English. The ESL teacher also collaborates with other teachers who may also have your son/daughter in class. For more information on the ESL program, a brochure is available at <http://elltx.org/parents.html>.

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

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

For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

- (1) English proficiency on the state's approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state's approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test and the results of a subjective teacher evaluation using the state's standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter's teacher.

I **do** want my son/daughter to participate in the ESL education program.

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.

Signature of parent/guardian

Date

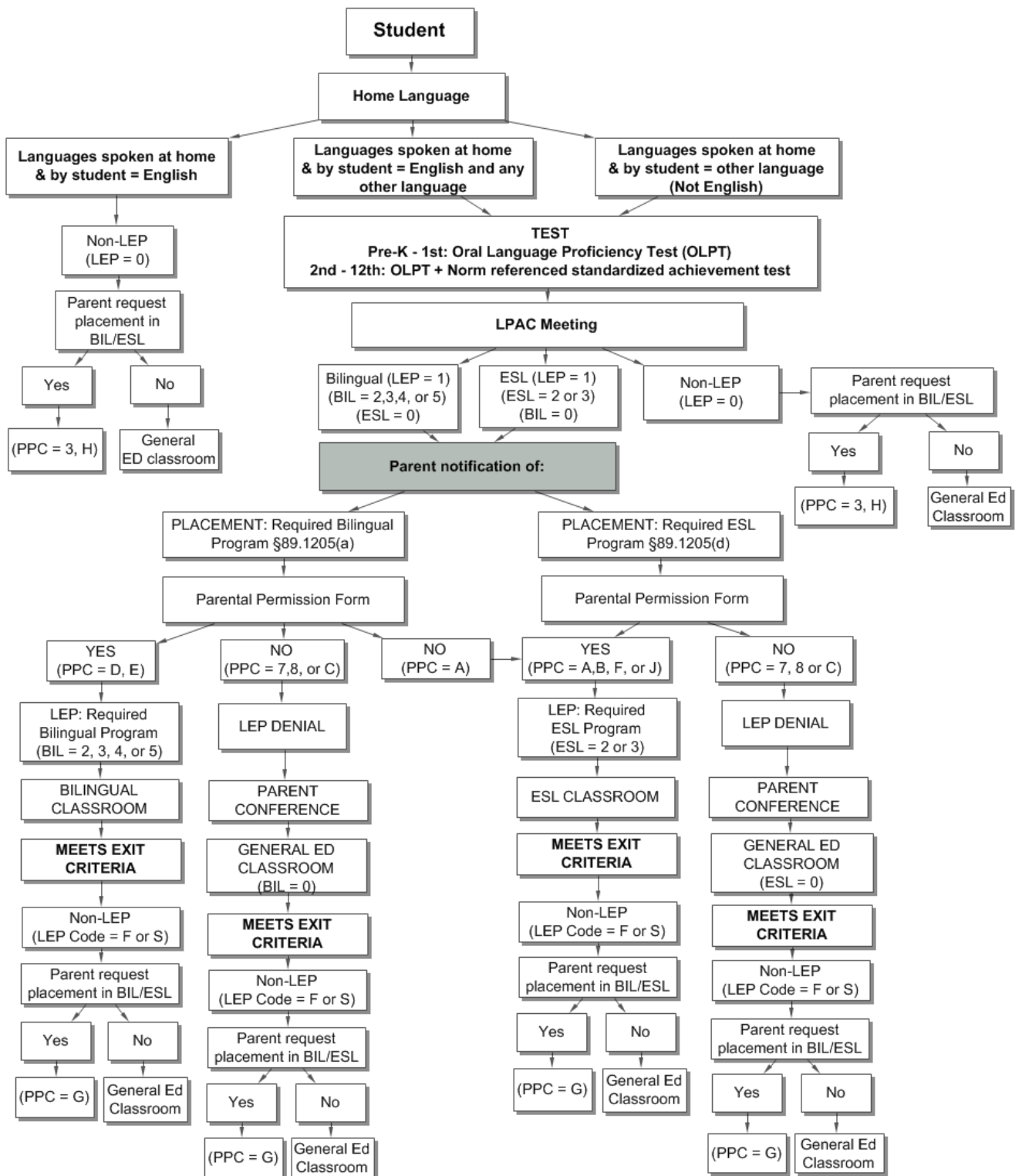
If you have any questions regarding this placement decision, please contact:

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

For school use:

Date received by campus

Limited English Proficient Decision Chart



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