BEGINNING OF THE YEAR LPAC UPDATE SESSION

August 12th ELEMENTARY and SECONDARY

Campus LPAC ADMINISTRATORS

BILINGUAL/ESL EDUCATION
GOOSE CREEK CISD

Goals

- Review or learn about the Bilingual/ESL Program Models and the LPAC Processes in Goose Creek CISD.
- Review or learn about eStar screen needed to complete during the LPAC processes.

NOTE: TEA will be releasing the LPAC framework self-paced webinars for school administrators to watch. We will place those webinars on our website for you to watch as soon as they become available.

AGENDA

- Welcome
- District LPAC Audit
- Pending Exit Student Testing
- PK Testing
- 2020-2021 LPAC Calendar
- 2020-2021 LPAC Operating Guidelines Highlights/Updates
- LPAC Meetings/ Events throughout the Year/Directions:
  - -4 weeks Identification and Placement
  - -Linguistic Accommodations
  - -Monitor LPACs
  - -Special Exit Criteria
  - -Campus LEP Verification Reports (Years in US Schools)

Bilingual Department Contact Information		
Director of Bilingual/ESL	Dr. Pilar Moreno – Recio	281-707-3641
District LPAC Administrator	Joseph Rodriguez	281-707-3508
Elementary Bilingual/ESL Instructional Specialists	Araceli Garcia Belinda Morales Zamira (Sam) Torres-Banda	281-707-3850 281-425-4670 281-707-3642
Secondary ESL Instructional Specialists	Danyelle Morris Sheila Chabera	281-707-3717 281-707-3324
Bilingual/ESL Department PEIMS Clerk	Elizabeth Perez	281-707-3673
Bilingual/ESL Department Administrative Assistant	Teresita Torres	281-707-3372

Bilingual/ESL Instructional Specialists 2020 -2021

Specialist	Schools or Grades				
	Elementary				
*Sam Banda	kinder, 4th, and PK Sterling feeder)				
*Belinda Morales	1st, 3rd , and PK Lee feeder)				
*Araceli Garcia	2nd, 5th, and PK GMC feeder)				
	Secondary				
Danyelle Morris	Sterling	Gentry JS	Cedar Bayou	Highlands JS	Stuart IMPACT
Sheila Chabera	Lee	GCM	Baytown	Horace Mann	POINT PEH

*Specialists will continue with their support to the priority schools and/or grade levels we had already identified as priority for services in the 2019-20 school year. Focus will be to support new teachers.

Empowering English Learners with Language

ELEMENTARY BILINGUAL TRANSITIONAL / EARLY EXIT MODEL

-LINGUISTIC SEQUENCE-

Grade	Percentage of Instructional Time in English	Percentage of Instructional Time in Spanish	Total Hours
Pre-K	30%	70%	2 ½ hours
Kindergarten	40%	60%	5 ½ hours
1st	50%	50%	5 ½ hours
2nd	60%	40%	5 ½ hours
3rd	70%	30%	5 ½ hours
4th	80%	20%	5 ½ hours
5th	90%	10%	5 ½ hours

BILINGUAL/ ESL ELEMENTARY SCHOOLS

PK-5th

Alamo * (Alamo also offers Bilingual/ESL (Spanish) newcomer Program (grades 3rd-5th Spanish speakers)

Ashbel Smith

Austin

Bañuelos

Bowie

Carver

Crockett

De Zavala

Harlem

Highlands Elem.

Hopper

Lamar

San Jacinto

Travis

Victoria Walker

Clark – ESL School

Dual Two- Way Language ELEMENTARY

KG

Carver

Harlem

ESL-PULL-OUT SCHOOLS

Pre-K – 5th

End of the year LPAC decisions will determine what campuses will serve ESL students in the ESL Pull-Out model in the current school year based upon services recommended and ESL certified teachers.

6th-8th

Baytown Junior

Cedar Bayou Junior

Gentry Junior

Highlands Junior

Horace Mann Junior

9th-12th

Goose Creek Memorial HS

Peter Hyland Center

Robert E. Lee HS

Ross S. Sterling

Stuart Career Tech High

IMPACT Early College

Peter E. Hyland Center

ELEMENTARY NEWCOMER ACADEMY

The Newcomer Academy is offered at Alamo Elementary in grades 2nd -5th. A bilingual certified team of teachers instruct students to meet the cognitive, linguistic and affective needs of the students.

SECONDARY NEWCOMER ACADEMY

The Newcomer Academy is offered in the secondary schools in grades 6th-12th. ESL certified teachers instruct students in ELAR and NELD (Newcomer English language development) to meet the cognitive, linguistic and affective needs of the students. For more information see section XI of these operating guidelines.

ENGLISH LANGUAGE LEARNERS SECONDARY COURSES

	QUALIFICATION CRITERIA FOR NEWCOMER ACADEMY (ALL Secondary Schools): *1st year in U.S. schools *Oral IPT score: NES *Terra Nova score: below 10th% *TELPAS composite score (if applicable): Beginner	ELLs (Non-Newcomer courses on all campuses) *2+ years in U.S. schools *Oral IPT score: LES *TELPAS composite score: Intermediate/Advanced/Advanced High	
Junior School 6th-8th Grade English Learners' Courses			
	ELAR	**Math**	**Science**	**Social Studies**
6th Grade		**Content Area Courses - All Campuses**		
1 Newcomer Academy	NA Reading 6 J00500 NA Language Arts 6 J00600 NA NELD 6 J00700	SI Math 6 J06304SI	SI Science 6 J06404SI	SI Social Studies 6 J06204SI
All Campuses 2+	SI Language Arts 6 J06114SI ESL Reading 1 6 - J04604 ESL Reading 2 6 - J04603			
7th Grade		**Content Area Courses - All Campuses**		
1 Newcomer Academy	NA Reading 7 J00500 NA Language Arts 7 J00600 NA NELD 7 J00700	SI Math 7 J07304SI	SI Science 7 J07404SI	SI Texas History 7 J07204SI
All Campuses 2+	SI Reading J07115SI & SI Writing J07118SI ESL Reading 1 7 - J04703 ESL Reading 2 7 - J04709			
8th Grade		**Content Area Courses - All Campuses**		
1 Newcomer Academy	NA Reading 8 J00500 NA Language Arts 8 J0600 NA NELD 8 J00700	SI Math 8 J08304SI	SI Science 8 J08404SI	SI U.S. History 8 J08204SI
All Campuses 2+	SI Language Arts 8 J08114SI ESL Reading 1 8 - J04804 ESL Reading 2 8 - J08403			
High School 9th-12th Grade ELL Courses				
		Content Area Courses - All Campuses		
1 Newcomer Academy	ESOL I 08243 NA NELD 08245 NA Reading 04491	SI Algebra I 05109	SI BIO 08529	SI Word Geography 03709
9th -12th Grades – All Campuses				
All Campuses 2 NC	ESOL I 08243 Or ESOL II 08253 ESL Reading I 07789 or ESL Practical Writing 04320 & 04321	SI Geometry 05609 or Alg I EOC Prep	SI Chemistry 08619 or SI IPC 08429	SI World History 03709 (Late arrivals: SI Economics (1 sem) 03809)
All Campuses 3+	SI English I, II, III, or IV (04129, 04229, 04329, 04429) ESL Reading I 07789 or ESL Reading II 07790, or SI Research and Technical Writing 04538 & 04539 ESL Reading III 07791	SI Algebra II 05369	SI Physics 08729	SI U.S. History 03209
		SI Pre-Calculus 05759		SI Economics (1 sem) 03809 SI Government (1 sem) 03409

NA: ESL course for newcomers only. ELA teacher must be ESL certified.
NELD: Newcomer English Language Development Course for students in their first year 1 in US schools.
ESOL: English Language Arts course for newcomer students in year 1. ELA teacher must be ESL certified and SI trained.
ESL Classes: Teacher must be ESL certified and SI trained.
ESL Language Arts: Homogeneous class of newcomers if campus numbers allow.
ESL Reading I: For ELLs at Beginner proficiency level according to TELPAS or IPT and if campus has a teachers to do ESL Reading elective.
ESL Reading II: For ELLs at Intermediate proficiency level according to TELPAS or IPT. ESL Practical Writing: For ELLS at the advanced or advanced high level of TELPAS reading level.
SI: Sheltered instruction course with mixed ELLs and non-ELLs. Teacher must be SI trained. (ESL certification preferred but not required.) If campus has a teacher to do ESL reading elective.
Newcomer students in their year 1 in US school attend 1 year of accelerated Language Arts instruction int the Newcomer Academy block at all secondary campuses. Students receive core content instruction in Math, Science, Social Studies and electives with sheltered instruction teams at their zoned campus. Newcomers in year 2 attend their zone campus and received Language Arts instruction with an ESL certified teacher and core content instruction in Math, Science and Social Studies with a sheltered instruction trained teacher team.

Revised 5/3/19

Secondary Newcomer Academy Teacher and Student Synchronous COVID-19 Schedule
2020-2021 *(Teacher Hours: 7 hours and 45 minutes-Schedule Subject to Change)*

Teacher # 1 (Hix) Follows HS times	Teacher # 2 (Jernigan) Follows HS times	Teacher # 3 (Magby HS/Morales JS) Follows HS times	Teacher # 4 (TBD) Follows JS times
Sterling High School **7:10-11:10 a.m.** Period 1: ***ESOL I with Hix**, Math, Science, or Social Studies Period 2: ***ESOL I with Hix**, Math, Science or Social Studies Period 3: ***ESOL I with Hix**, Math, or Social Studies Period 4: Students- in Math, Science, or Social Studies Teacher-Conference 11:15-12:15: Lunch 12:15-1:00: Travel/Set up **Baytown JS** NA Teacher: 1:00-4:00 pm. Students: 1:00-5:00 p.m. Period 5: **NA 6th ELAR with Hix**, Math, Science, or Social Studies Period 6: **NA 7th ELAR with Hix,** Math, Science, or Social Studies Period 7: **NA 8th ELAR with Hix,** Math, Science or Social Studies Period 8: Students-Students Math, Science, or Social Studies	**GC Memorial HS** **7:10-11:10 a.m.** Period 1: ***ESOL I with Jernigan**, Math, Science, or Social Studies Period 2: ***ESOL I with Jernigan**, Math, Science or Social Studies Period 3: ***ESOL I with Jernigan**, Math, or Social Studies Period 4: Students- in Math, Science, or Social Studies Teacher- Conference 11:15-12:15: Lunch 12:15-1:00: Travel/Set up **Highlands JS** NA Teacher: 1:00-4:00 pm. Students: 1:00-5:00 p.m. Period 5: **NA 6th ELAR with Jernigan**, Math, Science, or Social Studies Period 6: **NA 7th ELAR with Jernigan,** Math, Science, or Social Studies Period 7: **NA 8th ELAR with Jernigan,** Math, Science or Social Studies Period 8: Students-Math, Science, or Social Studies	**Lee High School** **7:10-11:10 a.m.** Period 1: ***ESOL I with Magby**, Math, Science, or Social Studies Period 2: ***ESOL I with Magby**, Math, Science or Social Studies Period 3: ***ESOL I with Magby**, Math, or Social Studies Period 4: Students- in Math, Science, or Social Studies Teacher-Conference --- Morales Lee H.S. a.m. hours: 7:10- -11:10 in Special Education Unit Lunch: 11:15-12:15 p.m. Travel/Set up at HMJ: 12:15-1:00 p.m. **Horace Mann JS** NA Teacher: 1:00-4:00 pm. Students: 1:00-5:00 p.m. Period 5: **NA 6th ELAR with Morales**, Math, Science, or Social Studies Period 6: **NA 7th ELAR with Morales,** Math, Science, or Social Studies Period 7: **NA 8th ELAR with Morales,** Math, Science or Social Studies Period 8: Students-Math, Science, or Social Studies	**Gentry** (Teacher reports at 8:45) **9:00 a.m.-12:00 p.m.** Period 1: **NA 6th ELAR with Black**, Math, Science, or Social Studies Period 2: **NA 7th ELAR with Black**, Math, Science, or Social Studies Period 3: **NA 8th ELAR with Black**, Math, Science, or Social Studies Period 4: Students- in Math, Science, or Social Studies Teacher12:00-12:30 Lunch 12:30-1:00 Travel and Setup at CBJ **Cedar Bayou JS** NA Teacher and Students: 1:00-5:00 p.m. Period 5:**NA 6th ELAR with Black**, Math, Science, or Social Studies Period 6: **NA 7th ELAR with Black**, Math, Science, or Social Studies Period 7: **NA 8th ELAR with Black**, Math, Science, or Social Studies Period 8: Students- Math, Science or Social Studies Period 8: Teacher- Conference

Newcomer Academy students will be scheduled with the **English language Arts/ESL certified newcomer academy teacher** and **sheltered instruction** trained or ESL certified teachers for the rest of the core areas. Please use the sheltered instruction course codes below to schedule newcomer students in the rest of the core areas (Math, Science, and Social Studies). *High schools newcomer students who may have completed part A of their core areas in the previous 2020 spring semester because they came late in the year to USA schools could be scheduled as a group by themselves in ESOL part B of the newcomer academy teacher's sections. Campus schedulers/counselors can adjust the schedule above based upon students' credit needs and graduation requirements.

Bilingual & ESL Stipend Verification Forms Due to HR

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Bilingual Teacher Stipend Verification Form

2020 – 2021 Academic Year

Employee Name: _____ Employee ID: _____

Campus: _____ Grade & Subject Area(s): _____

Submission (Due to your Principal or designee by June 15th, 2020) to qualify for the **2020-2021 bilingual stipend**

To be eligible for the bilingual stipend you must meet the criteria below. Please initial by each criterion to verify that you have met eligibility. Proof of staff development hours should be attached to this form.

1. Hold full bilingual teaching certification _____
2. Teach bilingual students in an identified bilingual classroom _____
3. Complete 18 hours of required professional development* _____

A copy of your Professional Development Portfolio from Eduphoria is sufficient evidence of the completion of hours. Actual attendance certificates do not have to be submitted. Professional development that meets the language needs of ELs.* ***Required 18 credit hours will come from attendance to the Instructional Leader EL virtual May Academy.* *A copy of your Professional Development Portfolio from Euphoria provided to your principal is sufficient evidence of the completion of hours.*

The portion below is to be filled out and verified by the campus principal or designed. Once the principal verifies stipend eligibility, the principal submits the names of *non-qualifying teachers* to Human Resources. Principal or designee keeps this document for her/his records.

Please check the appropriate box below:

_____ Teacher meets eligibility and submitted proof of required training.

_____ Teacher does not meet eligibility and/or did not submit proof of required training.

_____ _____

Principal Signature Date

Note: Bilingual elementary stipends and ESL secondary stipends are offered to teachers as per district policy. For further information contact the Bilingual/ESL department at Teresita.torres@gccisd.net

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

ESL Secondary Teacher Stipend Verification Form

2020 – 2021 Academic Year

Employee Name: _____ Employee ID: _____

Campus: _____ Grade & Subject Area(s): _____

Spring Submission (Due to your Principal by **June 15th, 2020**)

To be eligible for the ESL stipend you must meet the criteria below. Please initial by each criterion to verify that you have met eligibility. Proof of staff development hours should be attached to this form.

1. Hold full content and ESL teaching certifications _____
2. Teach ESL students in an identified ESL classroom _____
3. Complete required professional development* outside contracted hours (18 hours) _____
4. Be assigned member of the campus sheltered instruction team by campus principal _____

* Professional development that meets the language needs of ELs. For the 2020-21 school year stipend teachers will attend the required 18 hours of the *Instructional Leader EL Academy* (May).

A copy of your Professional Development Portfolio from Eduphoria is sufficient evidence of the completion of hours. Actual attendance certificates do not have to be submitted. Professional development that meets the language needs of ELs.* ***Required 18 credit hours will come from attendance to the Instructional Leader EL Summer Academy (**3 e-courses, one of those e-courses can count for one of the exchange days). A copy of your Professional Development Portfolio from Euphoria provided to your principal is sufficient evidence of the completion of hours.*

The portion below is to be filled out by the campus principal. Principal will notify HR certification officer, Marisol Treviño, of the teachers who will need to get the ESL stipend. Principal or designee keeps this documentation for his/her records.

Please check the appropriate box below:

_____ Teacher meets eligibility and submitted proof of required training.

_____ Teacher does not meet eligibility and/or did not submit proof of required training.

_____ _____

Principal Signature Date

Note: Bilingual elementary stipends and ESL secondary stipends are offered to teachers as per district policy. For further information contact the Bilingual/ESL department at Teresita.torres@gccisd.net

Campus Bilingual/ESL- Sheltered Instruction Teams INFO Needed

Elementary Sheltered Instruction (Bilingual and ESL certified) Teams of Teachers 2020-2021

HARLEM			HIGHLANDS			HOPPER			LAMAR			SAN JACINTO			ASHBEL SMITH			TRAVIS			V. WALKER		
PK			PK			PK			PK			PK			PK			PK			PK		
Core Area	ESL Teacher	Bil. Teacher	Core Area	Teacher Name	Bil. Teacher	Area	ESL Teacher	Bil. Teacher	Core Area	Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bi
Self-contained		M. Chavez															N. Guerra						
							M. Gonzalez	J. Turpen		Y.Vargas	J.Santos												
							Cormier			T.LeBlanc													
KG			KG			KG			KG														
Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Area	ESL Teacher	Bil. Teacher	Core Area	Teacher	Bil. Teacher												
Self-Contained	D. George	Avena & Dominguez				ALL	A. Buckner Tanton Paige	S. Cole		Fuentes	N. Garcia												
	Williams							Maria Garza			N. Garcia												
	Thiel										N. Garcia												
1ST			1ST			1ST			1ST														
Core Area	ESL Teacher	Bil. Teacher	Core Area	Teacher Name	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher												
Self-contained	Pabst	Paredes & Rivera- Self Contained				Reading	Mayorga	S. Medellin	Reading	Anderson	Barahona												
	Ramirez					Writing		M. Diaz	Writing	Hays	D. Villaloro												
						Math			Math														
						Science			Science														
						Soc. Stu.			Soc. Stu.														
2ND			2ND			2ND			2ND														
Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher	Core Area	ESL Teacher	Bil. Teacher												

3rd-5th Teachers | PK-2nd Teachers

2020-21 High School Sheltered Instructon Team

ESL Certified

***Receives Stipend**

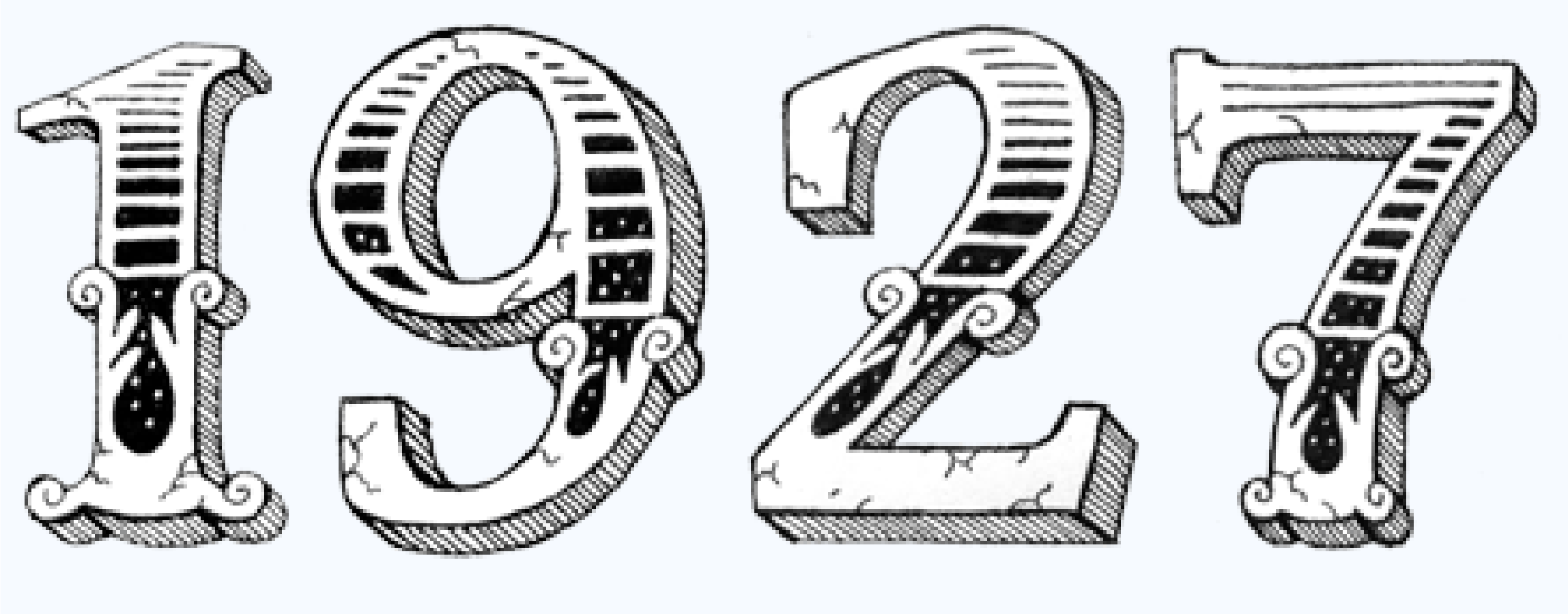
GCM HS			
Course Name	Teacher's Name	Teacher's Name	Teacher's Name
ESOL	*Jernigan*		
Reading NA	*Jernigan*		
NELD	*Jernigan*		
ESOL I	L. Kreft		
ESOL II	L. Kreft		
SI English I	C. Huebner	K. Schenk	
SI English II	D. Lacy		
SI English III	L. Kreft		
SI English IV	L. Kreft		
SI Research			
SI Technical Writing			
SI Practical Writing			
ESL Reading I			
ESL Reading II			
ESL Reading III			
SI Algebra I	K. Riley	J. Johnson	
SI Algebra II	J. Mayer		
SI Geometry	M.Garcia		
SI Pre-Calculus			

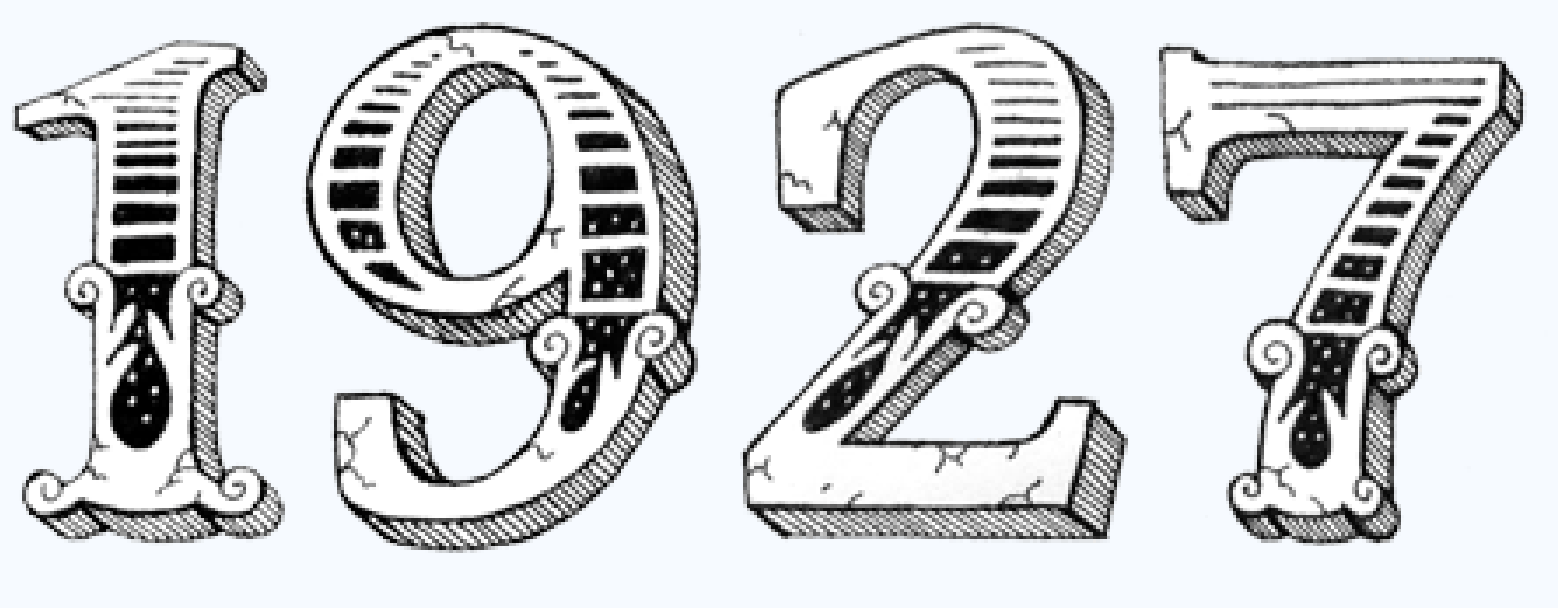
LEE HS			
Course Name	Teacher's Name	Teacher's Name	Teacher's Name
ESOL			
Reading NA			
NELD			
ESOL I	Maria Garcia		
ESOL II	Maria Garcia		
SI English I	Amy Magby	Lauren Hoyt	
SI English II	Kimberly Coleman	Laura Henderson	
SI English III	Lindy Simmons	Joshua Wade	Tracy Krebs
SI English IV	Kayla Logan		
SI Research			
SI Technical Writing			
SI Practical Writing			
ESL Reading I	Maria Garcia		
ESL Reading II	Maria Garcia		
ESL Reading III	Maria Garcia		
SI Algebra I	Kassi Hopper	Callie Yarbrough	
SI Algebra II	Joshua Pulliam		
SI Geometry	Katie Ward	Trent Padget	David Schmit
SI Pre-Calculus			

STERLING HS			
Course Name	Teacher's Name	Teacher's Name	Teacher's Name
ESOL	*Dayna Hix*		
Reading NA	*Dayna Hix*		
NELD	*Dayna Hix*		
ESOL I			
ESOL II			
SI English I	C. Lasater K. Hardway	M. Lasater D. Curryward	Vivian Green
SI English II	A. Holmelin	H. Irby	H. Manning
SI English III	M. London		
SI English IV	K. Fontenot		
SI Research			
SI Technical Writing			
SI Practical Writing			
ESL Reading I	C. Lasater K. Hardway		
ESL Reading II	A. Holmelin		
ESL Reading III	M. London		
SI Algebra I	T. Montieth	D. Warner	
SI Algebra II	S. Schut		
SI Geometry	Brenda Fess	Caro Norris	
SI Pre-Calculus	T. Fielder		

High School | Junior High

What do you think this number represents ?





NUMBER OF ESTAR DISCREPANCIES/MISSING INFORMATION FOUND SO FAR DURING SUMMER DISTRICT LPAC AUDIT

Compliance Issues Trends

- Parent Signatures Missing
- Recommendation Date (Date of the LPAC)
- Effective Date (Date when they student starts school in GCCISD)
- Program Status
- Program Code
- Reclassification Date

What to DO:

- Prepare your LPACs ahead of time ensuring you have all documentation ready. New administrators, ensure you have the different LPAC windows on your Microsoft outlook calendar. Contact Joseph Rodriguez
- Upon completion of each LPAC, review your LPAC information and data input at the end of each LPAC meeting. Joseph can assist you pulling reports for you upon request.
- Ensure your follow-up on missing information asap. (i.e.: parent signatures)
- Communicate with both Elizabeth Perez and Joseph Rodriguez upon completion of LPACs or when you upload any parent permissions or documentation that needs coding in TEAMS by our department.

CAMPUS LPAC POINTS OF CONTACT

NEXT DISTRICT ONLINE LPAC PARENT TRAINING: SEPTEMBER 9th

ACTION ITEM: SUBMIT PARENT NAMES, PHONES, AND EMAIL ADDRESSES TO TERESITA TORRES & JOSEPH RODRIGUEZ. OUR DEPARTMENT WILL SEND LINK TO PARENTS TO CONNECT.

	LPAC ADMINISTRATOR	Bilingual / ESL LEAD TEACHER	LPAC PARENT REPRESENTATIVE
ELEMENTARY			
ALAMO	Vicki Sorenson	Lizzette Austin	Maria Parra
ASHBEL SMITH	Jessica Sanchez	Luis Gracia	Araceli Galvez
AUSTIN	Kody Griffin	Maria Borrego	Sandra Huerta
BAÑUELOS	Monica Perez	Jessica Arellano	Dubelsa Salinas
BOWIE	Brittany Griffith	Claudia Ovalle	Monica Salazar
CARVER	Elma Villanueva	Sandra Santos	Claudia Fuentes
CLARK	Erica Smith	Dana Baker	Ivette Quintanilla
CROCKETT	Christina Castillo	Zoila Disney	Nidia Velazquez
DE ZAVALA	Lacee Gordon	Maria Cienfuegos	Valeria Salinas
HARLEM	Nawase Sherman	Fabiola Avena	Deyanira Ibarra
HIGHLANDS	James Husband	Mercedes Zepeda Gonzalez	Guadalupe Saavedra
HOPPER	Maria Rosas	Maria Diaz	Linda Ayala
LAMAR	Mark Gorena	Patricia Santoyo	Maria Torres
SAN JACINTO	Rachel Vaughan	Lilia Crow	Sandra Izaguirre
TRAVIS	Melissa May	Diana Ronquillo	Wendy Martinez
WALKER	Martha Gonzalez	Sandra Cardenas	Aracely Martinez
JUNIOR HIGH			
BAYTOWN JR.	Gerardo Cruz	Sheryl Ferguson	Miriam Azmitia
CEDAR BAYOU	Deborah Vanderhoef	Emily Makosa	Monica Salazar
GENTRY	David Yepez	Tara Fountain	Lourdes Andrade
HIGHLANDS JR.	Leslie Ashby	Kristen Benavides	Reyna Bustos
HORACE MANN	Luis Munoz	Amy Woodard	Yesika Teraza
HIGH SCHOOL			
GC MEMORIAL	Charlotte Harris	Kody Robertson Donny Lacy	
IMPACT Early College	Richard Smith	Monica O'Brian	Elda Rivas
LEE	Lori Yarbrough	Maria Garcia	Yesika Teresa
STERLING	Brandy Smith	Heather Manning	Cynthia Lago
STUART CAREER	Cap Roder	Deborah King	Yesika Teraza
PETER HYLAND CENTER	James Purifoy	Jerry Shafer	Elda Rivas

Happening Now…in AUGUST

- Testing of PK Students
- Testing of English learners pending reclassification

  (Grades 1st-12th)

DEADLINE: AUGUST 28th

PK Students

- Make sure results from the Pre-LAS are entered in eStar.
- LPAC is conducted.
- Parent permission is collected after the LPAC has been conducted. You can obtain approval information collected via 2-way communication over phone and/or email.
- Parent permission has been uploaded to the archive manager in eStar.
- Provide qualification information to your attendance clerk.

REMINDERS....

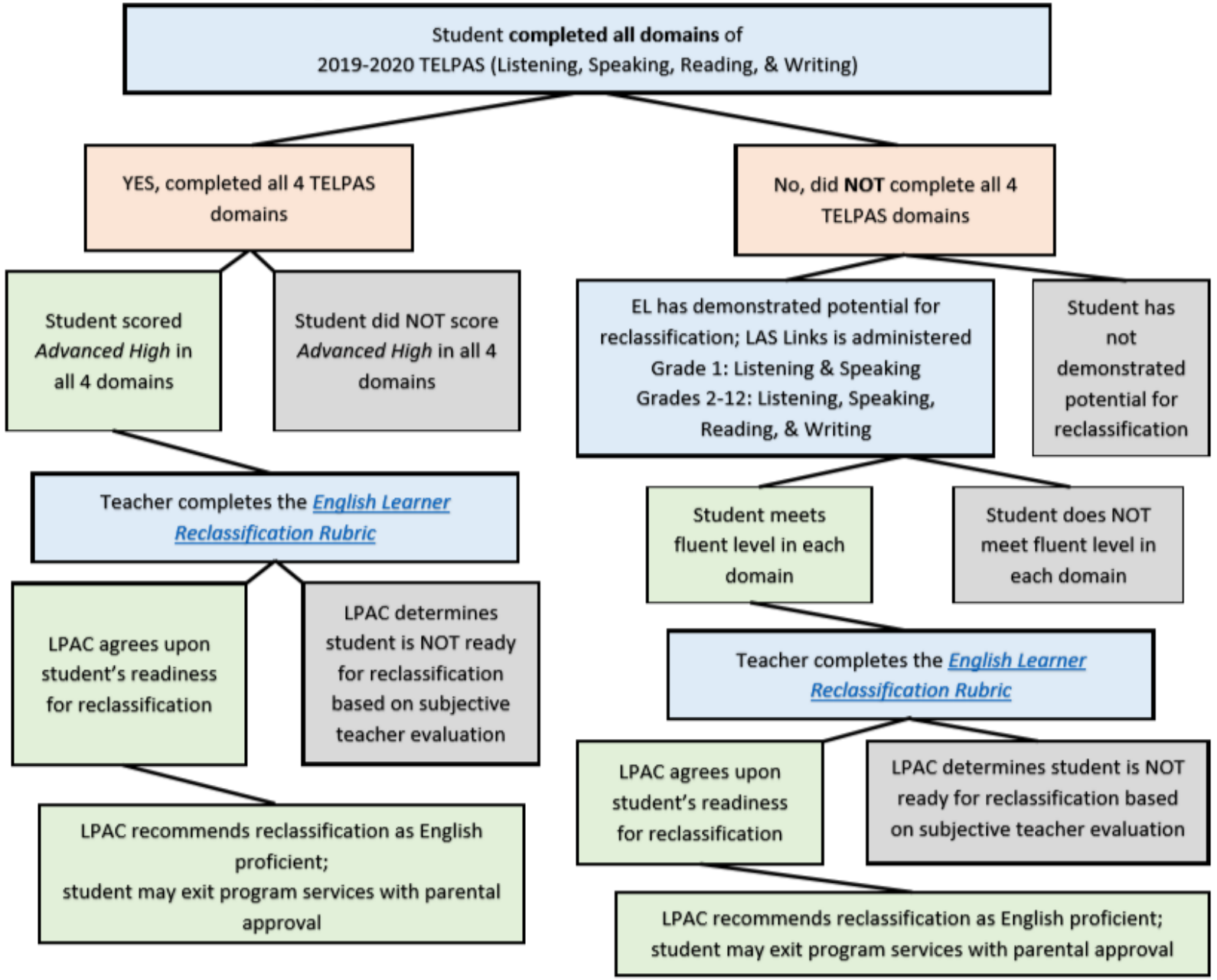
REVISED
2019-2020 English Learner Reclassification Criteria

2019–2020 English Learner Reclassification Criteria Chart (Revised)	
At the end of the school year, an LEA may reclassify an English learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment options below and the results of a subjective teacher evaluation using the State's *English Learner Reclassification Rubric*.	
	1st through 12th Grades
English Language Proficiency Assessment	**OPTION 1**: 2019-2020 TELPAS **Advanced High** in each domain of Listening, Speaking, Reading and Writing (extended assessment window through May 29th)
	OPTION 2: LAS Links Assessment **Fluent level** Grade 1: in both Listening and Speaking Grades 2-12: in each domain of Listening, Speaking, Reading and Writing (extended assessment timeline through the first 30 calendar days of the 2020-2021 school year)
State Standardized Reading Assessment	*STAAR requirements (for grades 3-10) waived by the State;* *Norm-Referenced Standardized Achievement Test requirement (for grades 1, 2, 11, and 12) waived*
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric

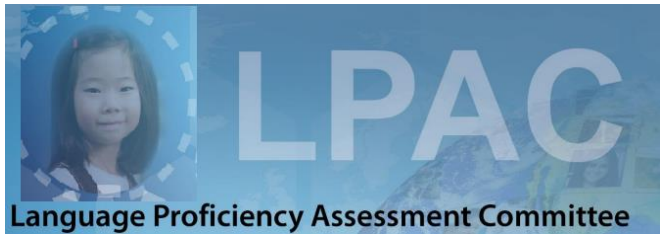
REMINDERS....

2019-2020 School Year (Revised) Individualized Reclassification Process for an English Learner with a Significant Cognitive Disability TAC §89.1226 (m)			
Grade Level(s)	**English Language Proficiency Assessment**	**Academic Content Assessment**	**Subjective Teacher Evaluation**
Grade 1	TELPAS (Holistic)	(not required)	(NEW) English Learner Reclassification Rubric - ALTERNATE
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		*STAAR Alternate 2 requirements waived by the State*	
Grades 9-10			
Grade 11-12		(not required)	

English Learner Reclassification LPAC Decision Flowchart



END OF YEAR



LAS Links ONLINE

Pending Exit Students Grades 1st-12th

- Make sure results from the LAS Links scores are entered in eStar.
- Make sure EOY LPACs have been updated.
- Exit letters can be collected via 2-way communication over phone and/or email.
- Make sure exit letter has been uploaded to the archive manager in eStar.

Screen 9
EOY LPAC

- Update the question

Does the student meet reclassification criteria ?

Update LPAC Recommendation:

If exit: Update program description, program status, parent signature, parental code, program type, and reclass date.

If no exit: Continue program placement.

LPAC: End of Year

Date of LPAC Meeting: 04/30/2020
Reason for Meeting: End of Year
EL Status: ELL/LEP - ESL or Bilingual Program
EL Indicator: 1 - LEP/EL

STAAR

Student is not eligible for reclassification based on STAAR Accommodations recommended by the LPAC.

Reclassification Rubric

School Year: **2019-2020**

Status: **Complete**

Description of Receptive Skills: **Grade appropriate with (no second language acquisition) support needed to be successful.**

Description of Expressive Skills: **Grade appropriate with (no second language acquisition) support needed to be successful.**

The student routinely demonstrates the readiness for reclassification: **Yes**

Comments:

Teacher: **Ramona Griffin**

Interventions provided during school year:

Subjective Classroom Teacher(s)/Course Instructor(s) Evaluation:

Does student meet reclassification criteria? Pending State Assessment Results

LPAC Comments/Meeting Notes:

LPAC Recommendation

Date	Effective Date	Program Code/Description	Program Status	Parent Signature	Parental Code	Program Type	Pending	Reclass Date
04/30/2020	08/13/2020	3- English As A Second Language/Pull-Out	Exit Pending State Assessment Results	03/28/2016	K	ESL Program	No	
05/29/2019	08/13/2019	3- English As A Second Language/Pull-Out	Continue ESL Program	03/28/2016	K	ESL Program	No	

8th Grade Pending Exit Student

LAS Links

Student Proficiency Report

Test Date: Jul 29, 2020
District: GOOSE CREEK CISD
School: GENTRY J H

Test Name: LAS Links
Form/Level: A Level 6-8
I.D.: 3026004

Proficiency Report

Student '
Grade: 08

	Proficiency Level	Scale Score	Raw Score
Listening	4	573	18
Speaking	5	574	38
Oral	5	582	56
Reading	4	607	32
Writing	4	584	32
Comprehension	5	592	43
OVERALL	**4**	**584**	**120**

8th Grade Pending Exit Student

Scores Used to Determine Proficiency

Per State and Federal Guidelines

- As a reminder, for LAS Links, grades 1 – 12:

Per State and Federal Guidelines	
1st Grade	• If a student receives a 1, 2 or 3 proficiency level in **either** Speaking and/or Listening, they are to be classified as an English learner • If a student receives a 4 or 5 proficiency level in **BOTH** Speaking and Listening – they are to be considered Fluent (not identified as an English learner)
2nd – 12th Grade	• If a student receives a 1, 2 or 3 proficiency level in **ANY** domain/subtest: Speaking, Listening, Reading and/or Writing, they are to be classified as an English learner • If a student receives a 4 or 5 proficiency level in **ALL** domains/subtests: Speaking, Listening, Reading and Writing, they are to be considered Fluent (not identified as an English learner)

Updated Screen 9 EOY LPAC

- Update the question

Does the student meet reclassification criteria ?

Update LPAC Recommendation:

If exit: Update program description, program status, parent signature, parental code, program type, and reclass date.

If no exit: Continue program placement.

Date of LPAC Meeting: 04/30/2020

Reason for Meeting: End of Year

EL Status: Exited - Monitoring

EL Indicator: 1 - LEP/EL

STAAR

Student is not eligible for reclassification based on STAAR Accommodations recommended by the LPAC.

Reclassification Rubric

School Year: **2019-2020**

Status: **Complete**

Description of Receptive Skills: **Grade appropriate with (no second language acquisition) support needed to be successful.**

Description of Expressive Skills: **Grade appropriate with (no second language acquisition) support needed to be successful.**

The student routinely demonstrates the readiness for reclassification: **Yes**

Comments:

Teacher: ,Ramona Griffin

Interventions provided during school year:

Subjective Classroom Teacher(s)/Course Instructor(s) Evaluation:

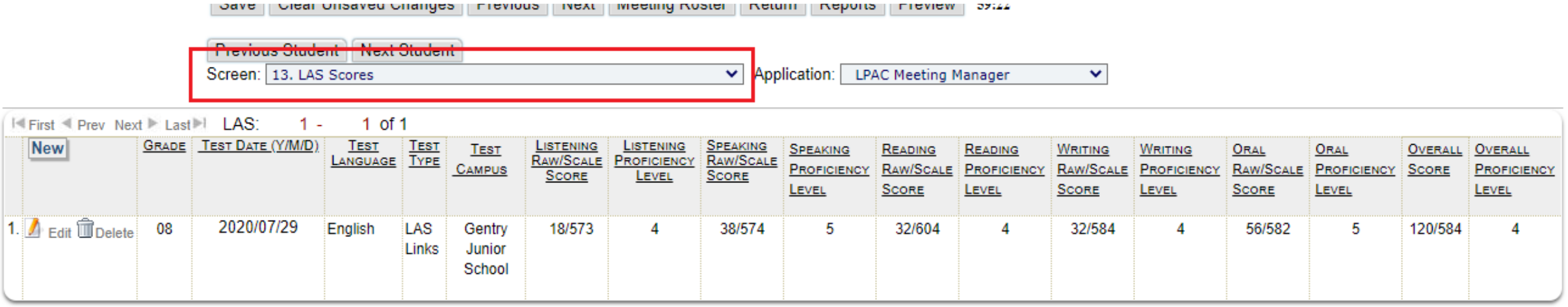
Does student meet reclassification criteria? Yes

LPAC Comments/Meeting Notes:

LPAC Recommendation

Date	Effective Date	Program Code/Description	Program Status	Parent Signature	Parental Code	Program Type	Pending	Reclass Date
04/30/2020	09/08/2020	0- Student Does Not Participate In The English As A Second Language (ESL)	Exited - Monitor Year 1 (F)				Yes	05/20/2020

Updated Screen 13: LAS Scores



	New	Grade	Test Date (Y/M/D)	Test Language	Test Type	Test Campus	Listening Raw/Scale Score	Listening Proficiency Level	Speaking Raw/Scale Score	Speaking Proficiency Level	Reading Raw/Scale Score	Reading Proficiency Level	Writing Raw/Scale Score	Writing Proficiency Level	Oral Raw/Scale Score	Oral Proficiency Level	Overall Score	Overall Proficiency Level
1.	Edit Delete	08	2020/07/29	English	LAS Links	Gentry Junior School	18/573	4	38/574	5	32/604	4	32/584	4	56/582	5	120/584	4

Google Spreadsheet 5th/6th and 8th /9th

5th grade Going to 6th grade Google Link

https://docs.google.com/spreadsheets/d/1EFqzHDLs20y_W3wBDi4P50kJtRI6umX1FT05QxvcWrA/edit?usp=sharing

8th grade Going to 9th grade Google Link

https://docs.google.com/spreadsheets/d/1EFqzHDLs20y_W3wBDi4P50kJtRI6umX1FT05QxvcWrA/edit?usp=sharing

2019-2020 END OF YEAR LPAC GUIDANCE

Reclassification as English Proficient, Program Exit, and Parental Notification of Progress

Note: The Language Proficiency Assessment Committee (LPAC) is responsible for providing access to reclassification, particularly for students who have demonstrated readiness for reclassification.

SPRING 2020

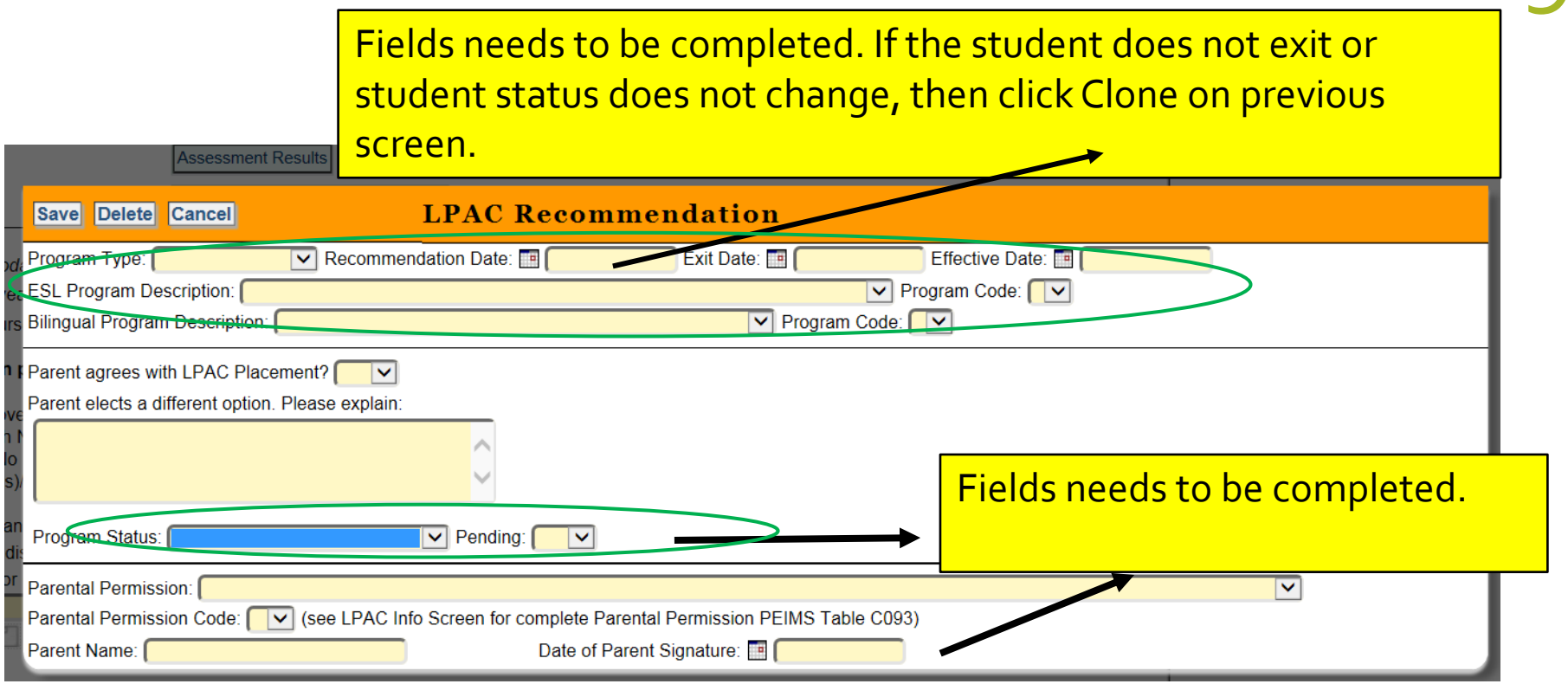
- ☐ **Utilize** the 2019-2020 English Learner Reclassification Updated Criteria and Guidance to determine the adjusted assessment protocol for the Local Education Agency (LEA).
- ☐ **Conduct** LPAC End of Year (EOY) Review of all English Learners (ELs), including served ELs, ELs with parental denial, and students in their first two years of monitoring after reclassification. **Due to LEA closures related to Coronavirus (COVID-19) precautions, the LPAC may**
  - utilize alternative meeting methods, which may include phone or video conferencing and the use of electronic signatures in accordance with their LEA policy while maintaining confidentiality;
  - incorporate the required LPAC parent representative in an optional capacity; and
  - extend the timeline for English learner reclassification decisions through the first 30 calendar days of the 2020-2021 school year if unable to complete before the close of the 2019-2020 school year.
- ☐ If all necessary assessment results have been received for LPAC's decision for reclassification, **send** Parent Notification on Student Progress to parents of:
  - ELs reclassifying and exiting program services (or ELs reclassifying with parental denial of services),
  - ELs reclassifying and continuing Dual Language Immersion (DLI) program services,
  - students moving from Monitoring Year 1 (F) after reclassification to Year 2 (S), or
  - students completing Year 2 of Monitoring.
- ☐ **Send** Parent Notification of Reclassification and Approval of Program Exit, if reclassification is NOT pending

FALL 2020

- ☐ **Complete** any pending reclassification assessments (LAS Links) and decisions for English learner reclassification. LAS Links should only be administered to English learners who did not complete all four domains of the 2019-2020 TELPAS **and** who have demonstrated potential for reclassification.
- ☐ **Ensure** parental approval of exit is obtained promptly. Students must remain in their bilingual or English as a second language (ESL) program until parental approval of exit has been obtained, even though they have been reclassified as English Proficient/Non-LEP. Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained. Phone or email source must be verified.
- ☐ Within the first 30 calendar days of the 2020-2021 school year, **send** *Parent Notification on Student Progress* form* to parents of:
  - English learners continuing bilingual or ESL program services and
  - English learners with a parental denial.

**Parental Notification on Student Progress* forms may include district-level assessments or teacher records of linguistic progress in lieu of TELPAS and STAAR scores, as needed. If LAS Links is administered for reclassification, the results may be included within this progress letter.

EOY LPAC Recommendation eStar Screen # 9



Recommendation Date: Date of the LPAC meeting.
Exit Date (for exited students): Last day of school May 20, 2020.
Effective Date: First day of next school year September 8th, 2020.
Program Status: Select placement for next year
Date of Parent Signature: LPAC date unless the student is an exit. Then the date will be the date of the exit letter signed by the parent or parent conference held with parent over phone. The Pending field will adjust to "NO".

Annual Student Progress Report

Goose Creek Consolidated ISD
PO Box 30
Baytown, TX 77522 281-707-3372

Student: _____ TSDS ID: 3367148652 Local ID: 3029051
Campus: Highlands Junior School Date of Birth: 12/07/2004 Grade: 08

Parental Report on Student Progress

To the Parents/Guardians of: : **Date:** 03/19/2018

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

English Oral Language Proficiency Test (Oral Language Proficiency Test (OLPT), PK-12)**			
Name of test: IPT	Date: 04/17	Results: B-LES	Proficiency: Early Intermediate

Norm-reference Standardized Achievement Test (Grades 2-12)**			
Name of test: Terra Nova	Date: 08/16	Results in Reading: 1	Results in Language Arts: 1

Texas English Language Proficiency Assessment System (TELPAS)				
B - Beginning I - Intermediate A - Advanced H - Advanced High				
Date: 03/17	Listening: B	Speaking: B	Writing: B	Reading: B

State Assessment (STAAR)				
Assessment	**Type**	**Date**	**Result**	**Score**
Reading	STAAR	05/17	Level II - No	1458
Writing	STAAR	05/17	Level II - No	2727
Math	STAAR	05/17	Level II - No	1513

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

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)].

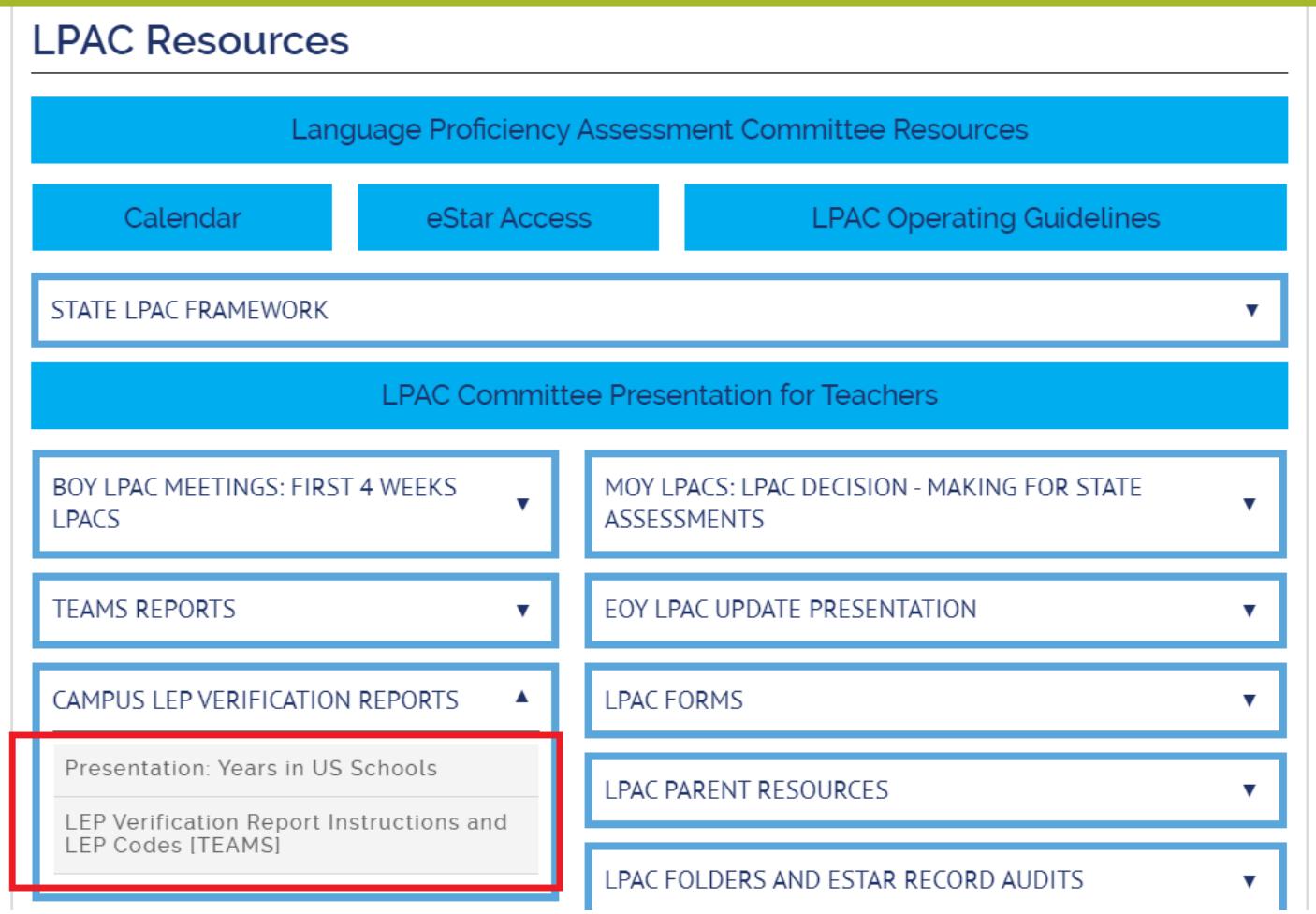
Consequently, it has been recommended that your son/daughter:

☒

Send home the annual student progress report for those students that were coded as "Pending Exit" in the EOY LPAC.

Language Proficiency Assessment Committee
(LPAC)
COVID-19 Adjusted Calendar
2020 - 2021
(First Semester)

WHAT'S NEW?



Monthly LEP Verifications

- Starting with 2020 -2021 school GCCISD, will conduct monthly LEP verifications in order to:

- Verify years in US schools
- Verify LEP enrollment in TEAMS
- Ensure that eStar and TEAMS align with the number of students in Bilingual, ESL, Parent denial, and monitored students.

How to run a campus LEP report
https://www.gccisd.net/upload/page/1026/LEP%20Verfication%20Directions.pdf

Presentation on Years in US Schools
https://www.gccisd.net/upload/page/1026/2020-2021%20Years%20in%20%20US%20Schools%20Presentation_updated%20August%206.pdf

NEW LPAC ADMINISTRATORS, SCHEDULE ONE-ON-ONE MEETINGS WITH JOSEPH RODRIGUEZ **BEFORE** EACH MAIN LPAC PROCESS SO YOU ARE READY AND SET YOURSELF AND YOUR SCHOOL FOR SUCCESS

"Plan to Succeed."

Bilingual/ESL Department

July 2020

- Pre-LAS testing of incoming PK students with LOTE on HLS.
- LAS LINKS testing of potential reclassified students who did not complete all 4 domains of TELPAS.
- LPAC administrators update reclassified students pending state assessments students' information in eStar
- Transition Meeting for grades 5th to 6th and 8th to 9th

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 TELPAS Data to Be Available to Schools that Completed All Testing	21	22	23 Transition Meeting Information Session 3:00-3:30 p.m.	24	25
26	27	28	29	30	31	

Testing of PK Students April 14th- August 28th

Schools that completed the 4 domains of TELPAS review data available to determine if there are eligible ELs for reclassification (AH in all domains). Campus contacts eligible ELs to schedule them for reclassification testing: July 27th- August 28th.

Updated 8-5-2020

Bilingual/ESL Department

August 2020

- Pre-LAS testing of incoming PK students with LOTE on HLS
- LAS LINKS testing of potential reclassified students who did not complete all 4 domains of TELPAS. Communicate with parents for those students that have met exit criteria; upload exit letters to eStar, ensure teacher reclassification rubric is completed, update eStar, and inform Bilingual/ESL department: Joseph Rodriguez and Elizabeth Perez when these items have occurred. Deadline to communicate with parents August 28th, 2020.
- Elementary campuses will be responsible for completing 5th going to 6th grade exits information. Junior High campuses will complete 8th going to 9th grade exit information.
- Virtual BOY LPAC administrator meetings
- Campus monthly EL Verification reports

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5 8:30-11:00 a.m. Virtual Pre-Las and 12:30-3:30 p.m. Las Links training for Aides	6	7	8
9	10	11	12 Virtual BOY Elementary and Secondary LPAC Administrator Training	13	14	15
16	17	18	19	20	21	22
23	24 Virtual Self-paced Co-teaching and Collaboration Eduphoria eCourse for aides Aug. 24th -31st	25	26	27	28 8:00-11:00 a.m. Virtual Pre-Las and 12:30-3:30 p.m. Las Links training for Aides	29
30	31 Virtual Self-paced Co-teaching and Collaboration Eduphoria eCourse for aides Aug. 24th -31st	1	2	3	4	5

Administer LAS Links / Update EOY LPACs / Communicate with Parents/Upload Exit Letters to eStar – August 10th to August 28th

Testing of PK Students April 14th- August 28th

Administer LAS Links / Update EOY LPACs / Communicate with Parents/Upload Exit Letters to eStar – August 10th to August 28th

Administer LAS Links / Update EOY LPACs / Communicate with Parents/Upload Exit Letters to eStar – August 10th to August 28th

PreK LPACs

Bilingual/ESL Department PEIMS Clerk coding of M1 Students in TEAMS

Updated 8-5-2020

Bilingual/ESL Department

September 2020

- First 4 weeks LPAC: ELs' IDENTITICATION and PLACEMENT of ELs. Campus ensures that LPAC parents are trained to participate in the LPACs. The Bilingual/ESL Department website has parent training materials and certificates. https://www.txel.org/lpac/ All members participating in the LPAC receive campus training by the campus LPAC administrators on updates provided by the Bilingual/ESL Department. Campus maintains Eduphoria records of training to teachers and LPAC members.
- A special education representative needs to be present at the LPAC when discussing English language learners who are also special education. All pertinent signatures are recorded in the LPAC review and minutes.
- EL/SPED Special Exit Criteria LPAC meetings take place in conjunction with key LPAC and ARD members (Sept. 8th – November 20th).

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 Labor Day Holiday	8 First day of School Windows opens to set special reclassification criteria for Sped/ELs.	9 District LPAC Parent Training 1st 4 Weeks LPAC: Sept. 8th-29th	10	11	12
13	14	15 1st 4 Weeks LPAC: Sept. 8th-29th	16	17	18	19
20	21	22 1st 4 Weeks LPAC: Sept. 8th-29th	23	24	25	26
27	28	29 1st 4 weeks LPAC Deadline	30	1	2 Monthly Campus EL VERIFIED Report Due to District PEIMS Clerk	3

Campus EL Verification Window
(EL Codes and Years in US Schools)

Updated 8-5-2020

Bilingual/ESL Department

October 2020

- Campus Monthly EL Verification Reports
- Beginning of the Year Linguistic Accommodations Information Entry in eStar
- Monitor LPACs of Failing Year 1 and Year 2, Bilingual, ESL students and Parent Denials for 1st Six Weeks
- Bilingual/ESL Department Campus eStar Audits.
- EL/SPED Reclassification Criteria LPAC Meetings in Conjunction with Key LPAC and ARD members. (Sept. 8th – November 20th)
- High School Decision Making for State Assessment LPACs

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Monthly Campus EL VERIFIED TEAMS Report Due to District PEIMS Clerk	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 High school state assessments LPAC meetings due	24
25	26	27	28	29	30 DISTRICT PEIMS SUBMISSION	31

Campus EL Verification Window
(EL Codes and Years in US Schools)

BOY **Linguistic Accommodations in eStar Oct. 5th-16th**

BOY **Linguistic Accommodations in eStar Oct. 5th-16th**

Bilingual/ESL Department Campus eStar Audits

1st Six Weeks **Monitor** LPACs Oct. 26th- Nov. 6th

Updated 8-5-2020

Bilingual/ESL Department

November 2020

- Campus Monthly EL Verification Reports.
- Monitor LPACs of Failing Year 1 and Year 2, Bilingual, ESL students, and Parent Denials for 1st Six Weeks.
- Special Reclassification Criteria for ELs/Special Education Students.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	1st Six Weeks **Monitor** LPACs Oct. 26th-Nov. 6th					
8	9	10	11	12	13 **Monthly EL VERIFIED TEAMS Report Due to District PEIMS Clerk**	14
		Campus EL Verification Window (EL Codes and Years in US Schools)				
15	16	17	18	19	20 **Deadline to set special reclassification criteria for Sped/ELs**	22
		Bilingual/ESL Department Campus eStar Audits				
22	23	24	25	26 *Thanksgiving Day*	27	28
		THANKSGIVING HOLIDAY				
29	30					

Updated 8-5-2020

Bilingual/ESL Department

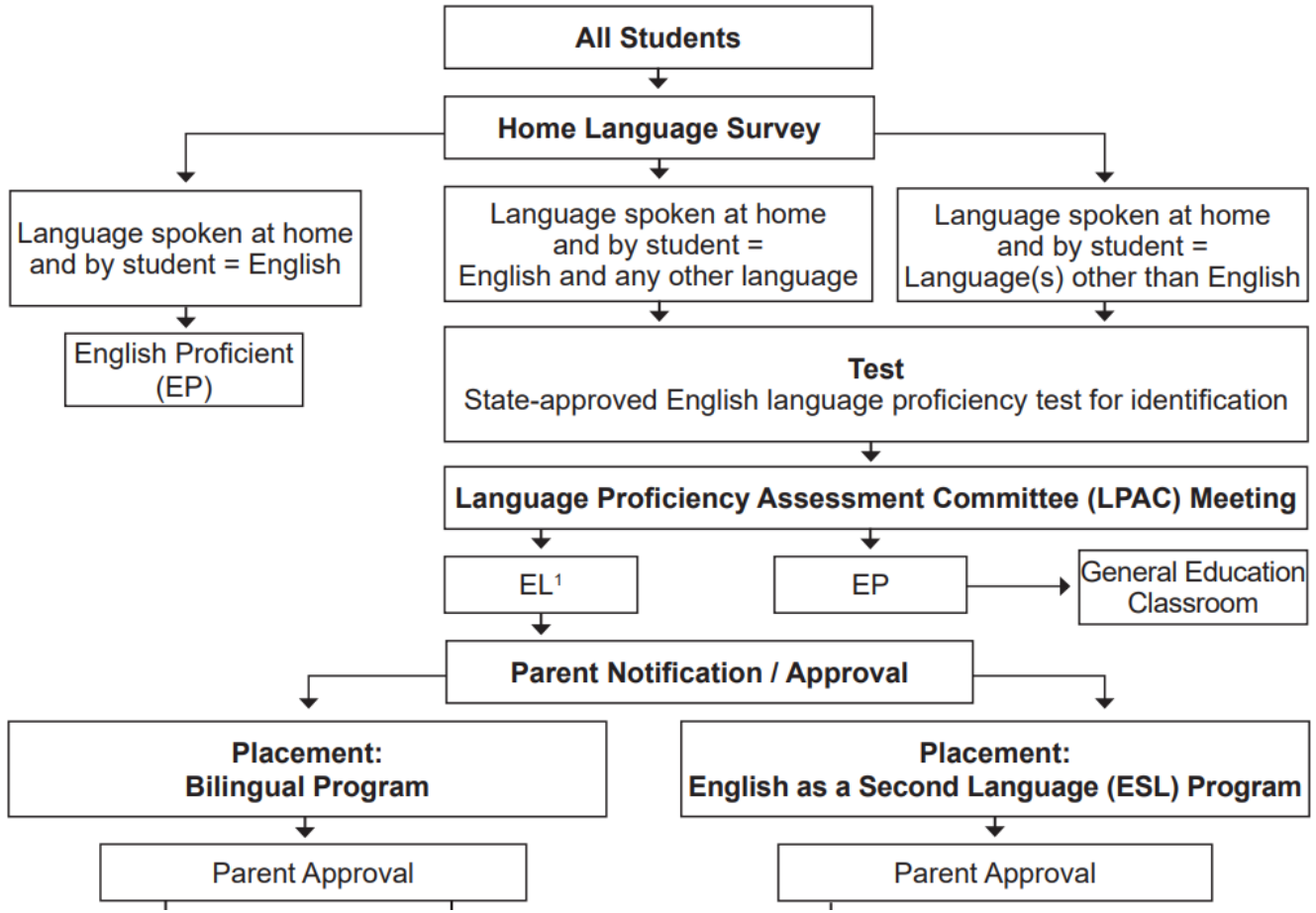
December 2020

- Campus Monthly EL Verification Report
- 2nd Six Weeks Monitor LPACs

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	**4** **Monthly EL VERIFIED TEAMS Report Due to District PEIMS Clerk**	5
	Campus EL Verification Window (EL Codes and Years in US Schools)					
6	7	8	9 MOY District LPAC Parent Training	10	11	12
	2nd Six Weeks **Monitor** LPACs Dec. 6th- 18th					
13	14	15	16	17	18	19
	2nd Six Weeks **Monitor** LPACs Dec. 6th- 18th					
20	21	22	23	24	25	26
	Christmas Holiday					

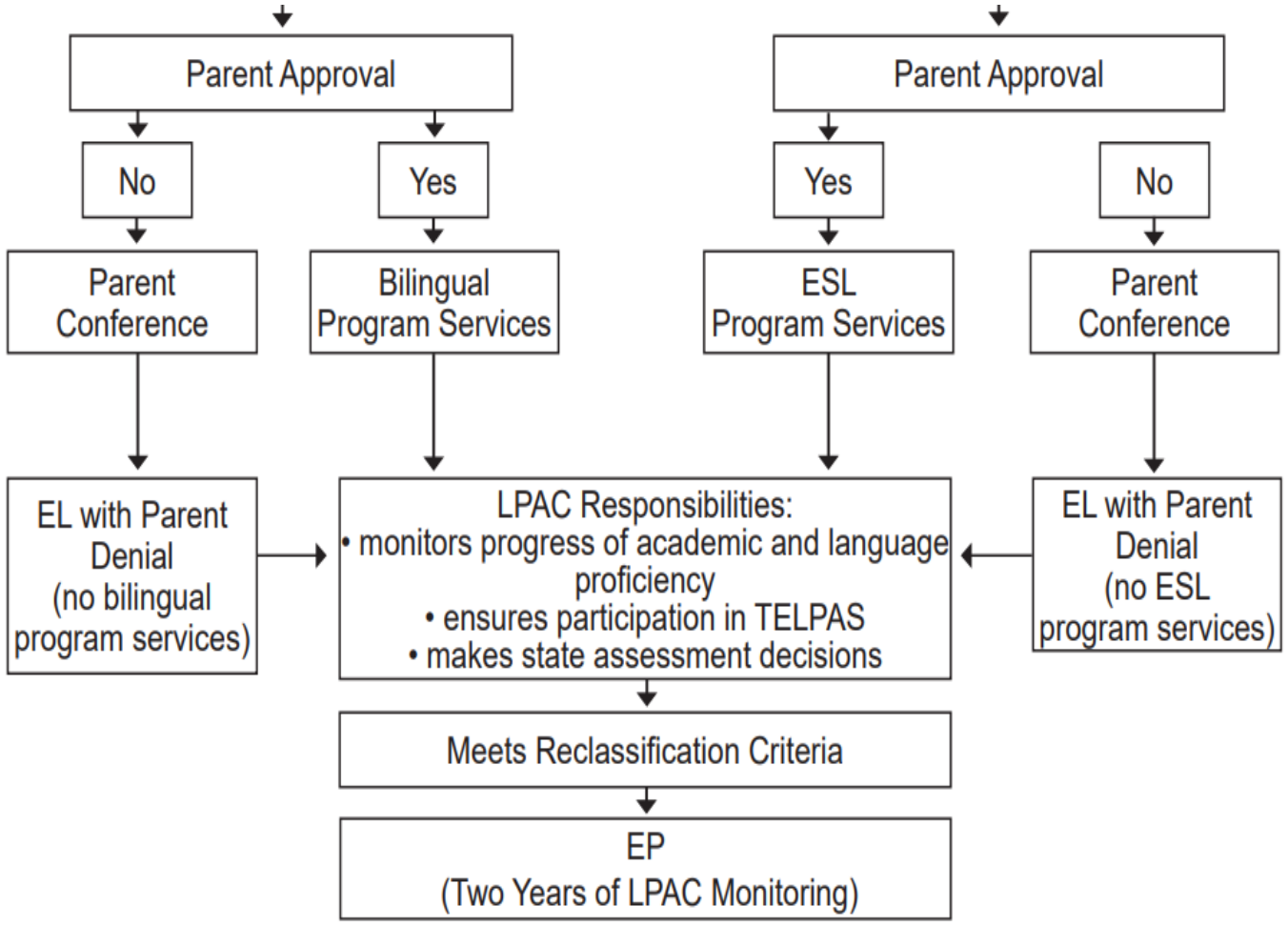
LPAC FLOW CHART

4 Week Window



Just a friendly reminder, parent permission can not be collected before LPAC meeting.

LPAC FLOW CHART CONTINUED



2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

Reminder of 2019-2020 End of Year (EOY) Guidance:
English Learner Reclassification and
Parental Notification of Progress

- ☐ **Complete** any pending reclassification assessments (LAS Links) and decisions for English learner reclassification.
  - LAS Links should only be administered to English learners who did not complete all four domains of the 2019-2020 TELPAS **and** who have demonstrated potential for reclassification.
  - LAS Links can be administered in person (using DRC LAS Test Administration Guidelines) **or virtually (beginning on August 17th)**. See the LAS Links Texas webpage for additional guidance and resources for virtual assessments. The use of the virtual preLAS/LAS Links test administration is optional.
  - TELPAS and LAS Links scores cannot be combined to meet reclassification criteria.
  - For reclassification purposes, the student should be assessed with the LAS Links grade level assessment for which the student was enrolled in the 2019-2020 school year.
- ☐ **Ensure** parental approval of exit is obtained promptly.
  - Students must remain in their bilingual or English as a second language (ESL) program until parental approval of exit has been obtained, even though they have been reclassified as English Proficient/Non-LEP.
  - Parental approval of program exit can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained.
  - The process for determining reclassification (typically completed in the spring) has been extended into the first 30 calendar days of the 2020-2021 school year. The timeline for these 30 calendar days begins when the district resumes school for all students for the 2020-2021 school year, regardless of in-person or remote learning setting.
  - If the reclassification process is unable to be completed within the extended timeline in the fall, the LPAC documents the reasons for which the timeline was extended, including the plan for completing the process in a timely manner.
  - All 2019-2020 English learner reclassification assessment and decisions must be completed and documented by the PEIMS snapshot (last Friday in October 2020).
- ☐ Within the first 30 calendar days of the 2020-2021 school year, **send** *Parent Notification on Student Progress* form* to parents of:
  - English learners continuing bilingual or ESL program services and
  - English learners with a parental denial.

**Parental Notification on Student Progress* forms may include district-level assessments or teacher records of linguistic progress in lieu of TELPAS and STAAR scores, as needed. If LAS Links is administered for reclassification, the results may be included within this progress letter.

STATE GUIDANCE FROM TEXAS EDUCATION AGENCY

2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

Identification and Program Placement

School districts (including charter schools) are required to complete necessary English learner identification assessment and convene the LPAC to determine English learner status and to recommend program placement for identified English learners within **four calendar weeks** of a student's initial enrollment in a Texas public school. This timeline for identification begins when the district resumes school for all students for the 2020-2021 school year, regardless of in-person or remote learning setting.

UPON INITIAL ENROLLMENT IN A TEXAS PUBLIC SCHOOL

- ☐ **Administer** a Home Language Survey (HLS) to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through grade 12.
  - It is the responsibility of the district to ensure parents understand the purpose and impact of the HLS form.
  - Students in grades 9-12 can complete the HLS for themselves.
  - In addition to written documentation, the answers to the HLS can be obtained from the parent/guardian through an email or phone conversation that is documented in writing and retained. The use of these alternative approval methods that are typically allowable for parental approval of program placement and exit are now extended to the HLS.
- ☐ **Verify** that the Home Language Survey (HLS) indicates only one language per response of the two questions. It is the responsibility of the district to contact the parent and seek parental clarification if more than one language is indicated in each response prior to assessing for English language proficiency.

2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

- ☐ **Assess** the student if a response on the HLS indicates a language other than English.
  - School districts must use the standardized state-approved English language proficiency test for identification:
    - **Pre-LAS** for Pre-K and Kindergarten
    - **LAS Links** for grade 1 (listening and speaking components)
    - **LAS Links** for grades 2-12 (listening, speaking, reading, and writing components)
  - PreLAS/LAS Links can be administered in person (using DRC LAS Test Administration Guidelines) **or virtually (beginning on August 17th)**. See the LAS Links Texas webpage for additional guidance and resources for virtual assessments. The use of the virtual preLAS/LAS Links test administration is optional.
- ☐ **Convene** an LPAC meeting to determine English learner identification based on the above assessments and recommend bilingual education or ESL program placement for each identified English learner.
  - The student is considered an English leaner if any of the identification assessment scores are below the level indicated for English proficiency.
  - The LPAC may use the following provisions during the 2020-2021 school year:
    - Alternative meeting methods, such as
      - Phone or video conferencing
      - Use of electronic signatures that adhere with LEA policy
    - Optional LPAC parent representation (although highly encouraged)
- ☐ **Notify** the parent or legal guardian in the parent's primary language if the child has been identified as an English learner. The Parent Approval for Initial Identification and Placement notification shall include:
  - The child's classification as an English learner;
  - level of English proficiency;
  - recommendation for placement of the child in the required bilingual education or ESL program; and
  - purpose, content, and benefits to the student of the recommended bilingual/ESL program.

  Parent bilingual and ESL program brochures are available in English, Spanish, and Vietnamese at http://www.elltx.org/ under the parent/family section of the web portal.
- ☐ **Place** the English learner in the recommended program until the district receives the signed parental approval or denial of program services.
  - Once the parental approval form is signed, the district can code the student's program participation in PEIMS to start generating bilingual education allotment (BEA) funding, effective the date indicated on the signed parental approval form.
  - If the parent denies program services, the student will be placed in a general education classroom and will not generate BEA funding.
  - Parental approval of program participation can be obtained in writing, through a documented phone conversation, or by e-mail that is documented in writing and retained.
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

TRANSFER LPAC MEETINGS

2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

STUDENTS TRANSFERRING FROM ANOTHER TEXAS PUBLIC SCHOOL

- ☐ **Request** and secure the student's records, including the Home Language Survey (HLS) and all LPAC documentation.
- ☐ **Check** the TREx database, or other databases, for an uploaded version of the HLS and to obtain TELPAS history and any other LPAC documentation. Multiple attempts should be made to obtain the student's HLS and any other LPAC documentation.
- ☐ **Document** the evidence found in LPAC paperwork. If there is documented evidence that the student was previously identified as an English learner in Texas, but no home language survey has been obtained, the campus shall document this in writing and retain this documentation in the student's cumulative folder.
- ☐ **Determine** if the student was previously served in a program or identified as an English learner in PEIMS.
- ☐ **Honor** the original identification as an English learner if there is sufficient evidence that indicates that the student was previously identified as an English learner in Texas.
- ☐ **Communicate** continuation of bilingual or ESL services with the parent or guardian. Send Parental Approval for Identification and Placement if there is a change in program services.
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

INITIAL PLACEMENT LPAC MEETINGS

2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

STUDENTS TRANSFERRING FROM OUTSIDE OF TEXAS

- ☐ **Review** any documentation brought in by the student.
- ☐ **Determine** if evidence indicates that the student was previously enrolled in a Texas school by checking the TREx database, PEIMS or any other databases if applicable. If the student had any time been in a Texas public school, follow the procedures listed above for "Students Transferring From Another Texas Public School".
- ☐ **Proceed** with the statewide identification process as outlined in the section of this document titled "Upon Initial Enrollment in a Texas public school".
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

2020-2021 BEGINNING OF YEAR LPAC GUIDANCE

STUDENTS SERVED THROUGH SPECIAL EDUCATION (NEW AND TRANSFER)

- ☐ **Review** the Guidance Related to ARD Committee and LPAC Collaboration.
- ☐ **Follow** the state's established process for identifying an English learner (as described above). It is important to note that English learner identification and placement in language program services must not be refused solely on the basis of a student's disability.
- ☐ **Enter** the student information into the Texas Student Data System (TSDS) using the appropriate PEIMS codes for the 2020-2021 school year.

ARD and LPAC Collaborative Meetings

Identification

The LPAC in conjunction with the ARD committee will identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessments described in 19 Texas Administrative Code (TAC) §89.1226(c) cannot be administered.

Reclassification

Section 3: Individualized Reclassification of English Learners with a Significant Cognitive Disability and Served through Special Education
For an English learner with a significant cognitive disability, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition.

LPAC and ARD Collaboration TEA Guidance

https://www.gccisd.net/upload/page/1026/LPAC%20ARD%20Collaboration%20Guidance%20and%20Process%20for%20Reclassification.pdf

Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration

When a student with a disability is, or might be identified as an English learner (EL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate identification and reclassification criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §§89.1226(h), (l), and (m)) .

This document outlines processes for identification and reclassification of two groups of English learners:

- English learners served through special education; and
- English learners with a significant cognitive disability served through special education.

Student Population	Identification	Reclassification
Students served through special education	Follow standard process in 19 TAC §89.1226 as described in **Section 1**	Follow standard process as described in **Section 2**
Students served through special education with a significant cognitive disability		Follow individualized process described in **Section 3**

Section 1: Identification of English Learners also Served through Special Education

The LPAC in conjunction with the ARD committee will identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessments described in 19 Texas Administrative Code (TAC) §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures

LPAC (BOY) Administrator Checklist

LPAC Event	Online in eStar	Comments	Date Completed
First 4 weeks LPAC – Initial Placement	Complete the following screens in eStar: 4 (SIFE field), 5 (Educational History) and 6 (Initial Placement Meeting). **LPAC recommendation screen needs to be completed.**	Train all members participating in the LPAC procedures. Keep oaths and documentation in place. Results from the PreLAS or LAS Links need to be entered in screen 13 in eStar. Parent permission letter once it is signed, needs to get uploaded into eStar. Notify the PEIMS Data Clerk to code the students in PEIMS accordingly. Archive and Close the LPAC meeting once the fields have been updated and parent letter has been uploaded to the archive manager.	Notify Joseph Rodriguez, (District LPAC Administrator) and PEIMS data Clerk, Elizabeth Perez, when LPACs are completed.
Transfer LPACs	Complete eStar transfer/Review LPACs screen # 11. **Transfer LPACs include Bilingual, ESL, parent denials, Monitor Year 1, 2, 3, 4, and 5.**	If previous EL documentation is received by previous district, then, this information will need to be uploaded to the archive manager in eStar.. Send student transfer records to Elizabeth Perez, PEIMS data clerk, via email and she will upload the information into eStar.	Notify Joseph Rodriguez, (District LPAC Administrator) and PEIMS data Clerk, Elizabeth Perez, when LPACs are completed.
Monitor LPACs	Complete eStar Screen # 7 Monitor LPAC Meetings include all failures: **Bilingual/ESL, parent denials and monitored students.**	Ensure that all content area teachers have entered instructional interventions for the student failing under the "ADD/SELECT INTERVENTIONS" tab within screen 7 of eStar. Notify Joseph Rodriguez, district LPAC administrator, to get an excel eStar report of all the interventions that have been entered for students failing the six weeks for your review. Review the information in the excel spreadsheet. Archive and close the meeting when the LPAC has reviewed all interventions that have been entered by the teaches.	Notify Joseph Rodriguez, (District LPAC Administrator)
Linguistic Accommodations	Complete eStar Screen 23 in eStar.	Ensure that teachers have entered linguistic accommodations at the BOY, MOY, and EOY during the specified windows in the LPAC 2020 – 2021 calendar. Also ensure that teachers have entered their names for the courses they are teaching. Notify Joseph Rodriguez, District LPAC administrator, to get an excel eStar report of all the linguistic accommodations that have been entered for students by the core area teachers. Review the accommodations entered by the teachers to determine if teachers are understanding the proficiency level descriptors (where the students are with TELPAS) and the linguistic accommodations that are appropriate to use at that proficiency level. **Only one LPAC meeting will be needed for Linguistic Accommodations and that will be the EOY Linguistic accommodations meeting (Select Reason for Meeting: Monitoring of Students). Teacher signatures will be needed for this meeting (NOT TYPED NAMES). Close and archive the meeting when done.**	Notify Joseph Rodriguez, (District LPAC Administrator)

LPAC (BOY) Administrator Checklist

Special Exit Criteria	Complete the following screen in eStar: 10. Reason for Meeting : Set Criteria (BOY) and Review Criteria (EOY)	Prior to meeting train all members participating in LPAC procedures. Keep oaths and documentation in place. Notify special education personnel about the meeting and input needed about the EL/Sped student. Copy of eStar Special Exit Criteria for each student will need to be provided to the Special education department. Upload any ARD minutes if applicable. Remember to archive each individual student record in eStar. Close meeting by highlighting the completed option. Note: If the student did not meet special exit criteria at the EOY, new special exit criteria can be set for the next school year in the EOY LPAC.	Notify Joseph Rodriguez, (District LPAC Administrator).

LPAC Membership

- Who needs to be in the LPAC?
- LPAC Administrator
- Bilingual/ESL Teacher – Elementary, ESL Teacher – Secondary
- Other Members from different committees as needed from RTI, SPED, 504
- Parent – optional capacity

What continued adjustments to the LPAC responsibilities are available during the 2020-2021 school year?

The LPAC may use the following provisions:

- **Alternative meeting methods**, such as
  - Phone or video conferencing
  - Use of electronic signatures that adhere with LEA policy
- **Optional LPAC parent representation** (although highly encouraged)

Campus LPAC Training for Teachers

- Just a friendly reminder to train your teachers on the LPAC process.
- Teachers that serve on the LPAC committee need to be trained annually.
- Schedule trainings in eduphoria.

  https://goosecreek.schoolobjects.com/strive/workshop-manage

- You can conduct virtual trainings using WebEx

IDENTIFICATION TESTS and GRADE LEVELS

PRELAS & LAS LINKS

SUMMARY CHART OF ASSESSMENTS FOR IDENTIFICATION AND PLACEMENT PURPOSES

Grade Level	Incoming students	OLPT *LAS LINKS*			
		Listening and Speaking Skills		LAS Links Reading	LAS Links Writing
PK and KG (PAPER ONLY)	NEW	PreLAS English FORM C	PreLAS Spanish* FORM C	Not Required	Not Required
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **		Not Required	Not Required
Grade 1 (ONLINE)	NEW	LAS LINKS English FORM A online version	LAS LINKS Spanish* FORM A online version	Not Required	Not Required
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **		Not Required	Not Required
Grades 2-5 (ONLINE)	NEW	LAS LINKS English LAS LINKS Spanish*		LAS Links	LAS Links
	RETURNING/ IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **			
Grades 6-12 (ONLINE)	NEW	LAS LINKS English		LAS Links	LAS Links
	RETURNING / IN-STATE TRANSFER	Proper documentation of assessments for LPAC identification purposes must be requested from previous district. **			
Time Frame & Special Points	Testing takes place as soon as possible upon enrollment or no later than 5 days of enrollment. *If HLS indicates Spanish, student will also be tested in Spanish. **Students who have been previously tested and identified in the state of Texas shall not be tested again. LPAC testing documentation from previous district will be kept in the LPAC folder and an electronic copy sent to the PEIMS Bilingual/ESL PEIMS Data Clerk upon receipt from sending district or as soon as possible to be uploaded onto eStar. **PK, Kinder or PK-12th newcomer students will be tested at the beginning and end-of-the year on the English oral language proficiency test to measure English language growth as per chapter 89 of the Texas Administrator Code. Students without two consecutive years of TELPAS data will also be tested in the OLPT to document English language growth. This group may include transferred students from other states, or Texas students who missed the TELPAS testing window.**				

Page 16-GCCISD LPAC Guidelines

TEA Update

- LPAC Window will remain the 4-week window.
- Transfer LPAC still need to be conducted within 4 weeks. Previous EL documentation still needs to be collected from the previous school district.

LPAC Procedures – English Learner Identification and Placement

UPDATED 8/6/2020

1. **With potential for on-campus and remote learning during the 2020-2021 school year, are LPACs required to complete the English learner identification process within the required four calendar weeks of a student's initial enrollment in Texas public schools? *UPDATED August 6, 2020***

   As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the **four calendar weeks** requirement, as feasible, and documents in the student's permanent record the reasons for which the timeline was extended. Important notes:

   - The English learner identification assessment (preLAS/LAS Links) can be administered in person (using DRC LAS Test Administration Guidelines) or virtually (beginning on August 17th). See the July 28th DRC Texas Tuesday for more information, and additional guidance and resources for virtual assessments will be forthcoming on the LAS Links Texas webpage. The use of the virtual preLAS/LAS Links test administration is optional.
   - If a student is assessed for English proficiency prior to a period of school closure, the LPAC may meet through alternative meeting methods (phone or video conference) in order to complete the identification.
     - The participation of the LPAC parent is optional.
     - If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation.
   - The summer or intermittent breaks (holidays, planned or unplanned periods of closure, etc.) can be used to complete the identification process, per local health regulations. Calendar days during intermittent breaks within the school year are included in the required timeframe of **four calendar weeks** for identification.
   - No special form is needed for documenting reasons for delayed identification.
   - For students transferring from other Texas public schools, previous LPAC identification documentation should be obtained and utilized to continue program services.

TEA Update

- Students in PK can be placed in PK while EL testing is pending.
- HLS can now be completed via phone and/or email and documented. The documentation will need to be uploaded to eStar.

UPDATED 8/6/2020

3. If a student's prekindergarten placement is dependent upon English learner eligibility, can the student be placed in prekindergarten while English learner identification is pending? ***UPDATED August 6, 2020***

Yes. If the student does not meet any other prekindergarten eligibility criteria, the student may temporarily participate in prekindergarten until English learner identification is completed. Parents/families must be informed that continued prekindergarten participation is pending based on English learner eligibility. Please see the *Early Childhood Education Guidance FAQ* on the TEA COVID-19 Support: Academics webpage for more information and updates.

NEW 8/6/2020

4. Can an LEA administer the Home Language Survey (HLS) remotely? ***NEW August 6, 2020***

Yes. In addition to written documentation, the answers to the HLS can be obtained from the parent/guardian through an email or phone conversation that is documented in writing and retained. The use of these alternative approval methods that are typically allowable for parental approval of program placement and exit are now extended to the HLS.

NEW:
UPCOMING Pre LAS and LAS LINKS REMOTE TESTING

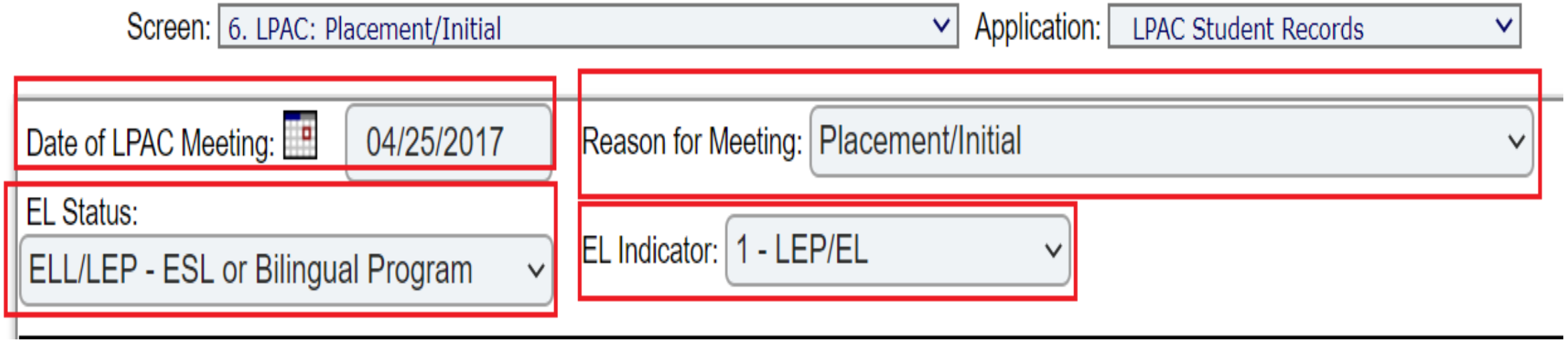
At this point, Goose Creek will continue with the plan of OLPT assessing students face-to-face by appointments by at the school unless it is necessary to use remote testing.

Notify the Bilingual/ESL Department if you have parents who do not want to bring the kids to test to the school.

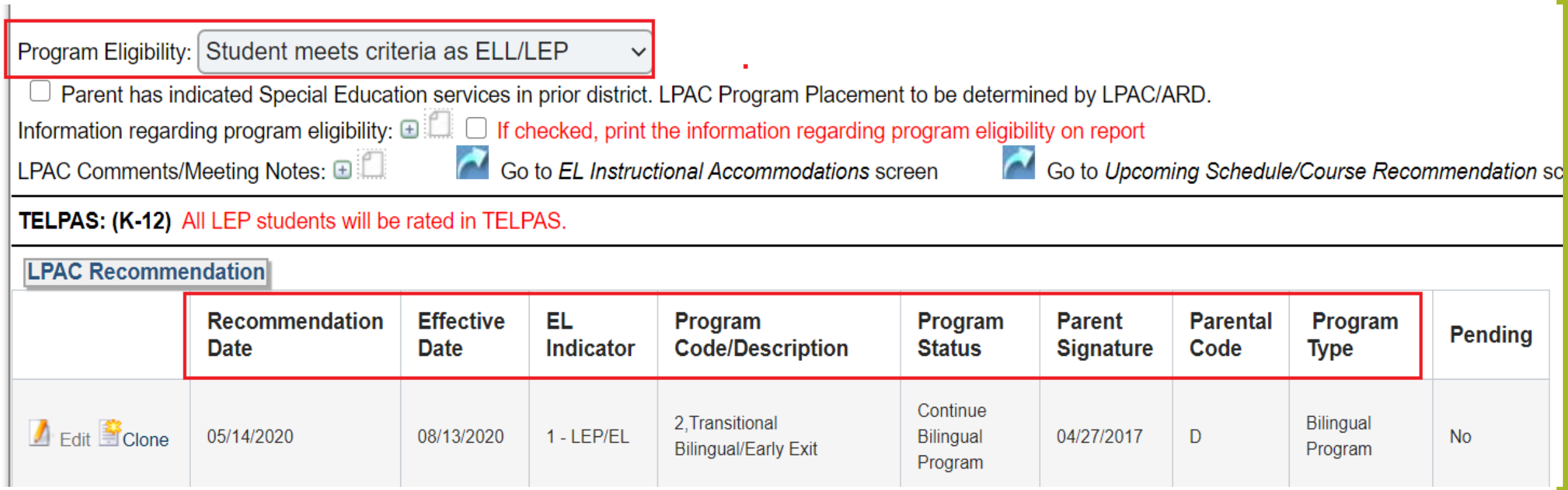
NEW LPAC ADMINISTRATORS, SCHEDULE ONE-ON-ONE MEETINGS WITH JOSEPH RODRIGUEZ **BEFORE** EACH MAIN LPAC PROCESS SO YOU ARE READY AND SET YOURSELF AND YOUR SCHOOL FOR SUCCESS

"Plan to Succeed."

Initial Placement LPAC: Screen 6



Initial Placement LPAC: Screen 6



Program Eligibility: Student meets criteria as ELL/LEP

Parent has indicated Special Education services in prior district. LPAC Program Placement to be determined by LPAC/ARD.

Information regarding program eligibility: If checked, print the information regarding program eligibility on report

LPAC Comments/Meeting Notes: Go to *EL Instructional Accommodations* screen Go to *Upcoming Schedule/Course Recommendation* sc

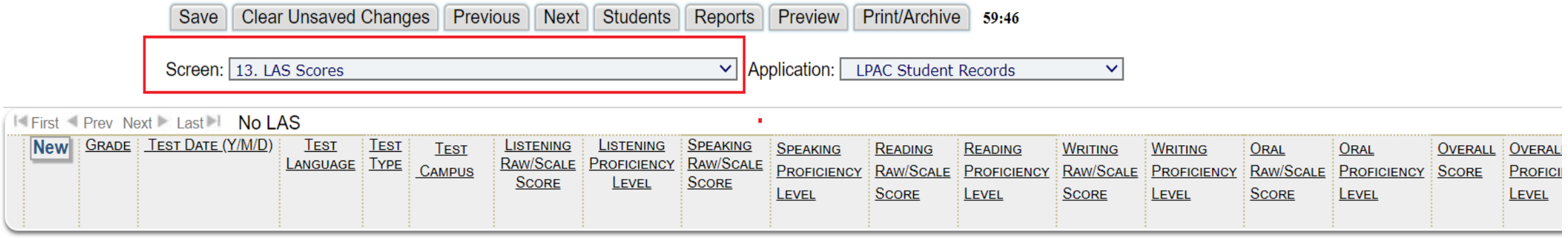
TELPAS: (K-12) All LEP students will be rated in TELPAS.

LPAC Recommendation

	Recommendation Date	Effective Date	EL Indicator	Program Code/Description	Program Status	Parent Signature	Parental Code	Program Type	Pending
Edit Clone	05/14/2020	08/13/2020	1 - LEP/EL	2,Transitional Bilingual/Early Exit	Continue Bilingual Program	04/27/2017	D	Bilingual Program	No

Initial Placement LPAC: Screen 6

- Make sure scores have been entered into eStar.



Transfer LPAC – Screen 11

Screen: 11. LPAC: Program Change/Review Application: LPAC Student Records

Date of LPAC Meeting: 05/17/2019 Reason for Meeting: Program Change/Review

EL Status: ELL/LEP - ESL or Bilingual Program EL Indicator: 1 - LEP/EL

LPAC Info | Assessment Results | LPAC Attendees

School/Class Schedule - Six Week | School/Class Schedule - Nine Week | Parent Contact Log

Go to *EL Instructional Accommodations* screen

Summarize Academic Achievement:

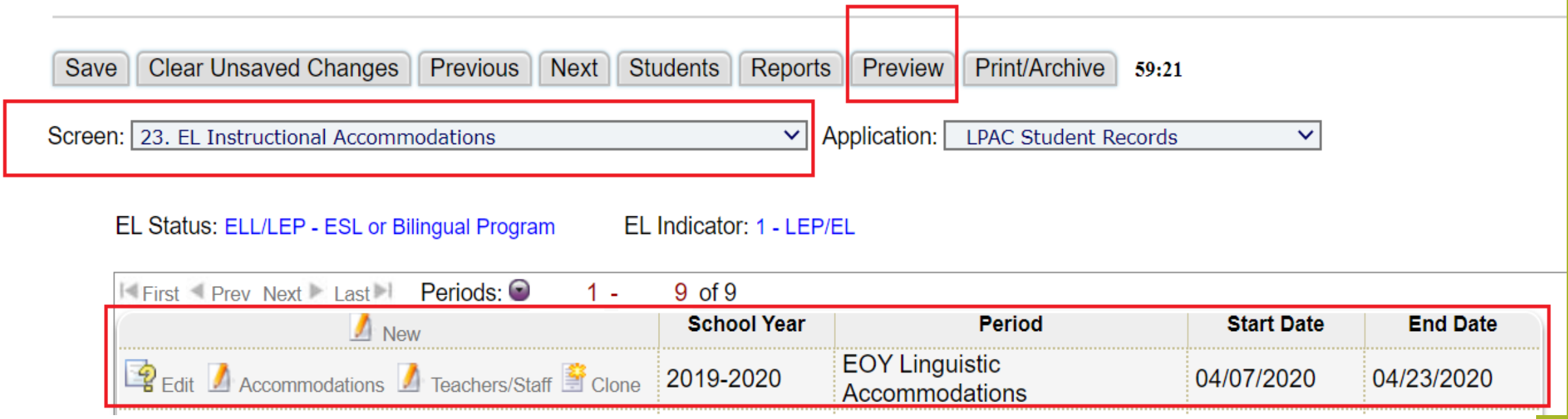
Summarize Parent Comments: (Attach any written comments from parents)

LPAC Comments/Meeting Notes: Go to *Upcoming Schedule/Course Recommendation* screen

LPAC Recommendation

	Recommendation Date	Effective Date	EL Indicator	Program Code/Description	Program Status	Parent Signature	Parental Code	Program Type	Pending
Edit Clone	05/14/2020	08/13/2020	1 - LEP/EL	2,Transitional Bilingual/Early Exit	Continue Bilingual Program	04/27/2017	D	Bilingual Program	No

Linguistic Accommodations BOY – Screen 23



LPAC Administrator eStar directions

https://www.gccisd.net/upload/page/1026/Administrator%20directions%20for%20Lingusitic%20Accommodations%20for%20eStar_updated%20January%202020.pdf

Teacher eStar directions for entering linguistic accommodations

https://www.gccisd.net/upload/page/1026/Teachers%20Directions%20for%20entering%20linguistic%20accommodations%20in%20eStar_revised%20September%2017_2019.pdf

Linguistic Accommodations BOY – Screen 23

LPAC: EL Instructional Accommodations - All

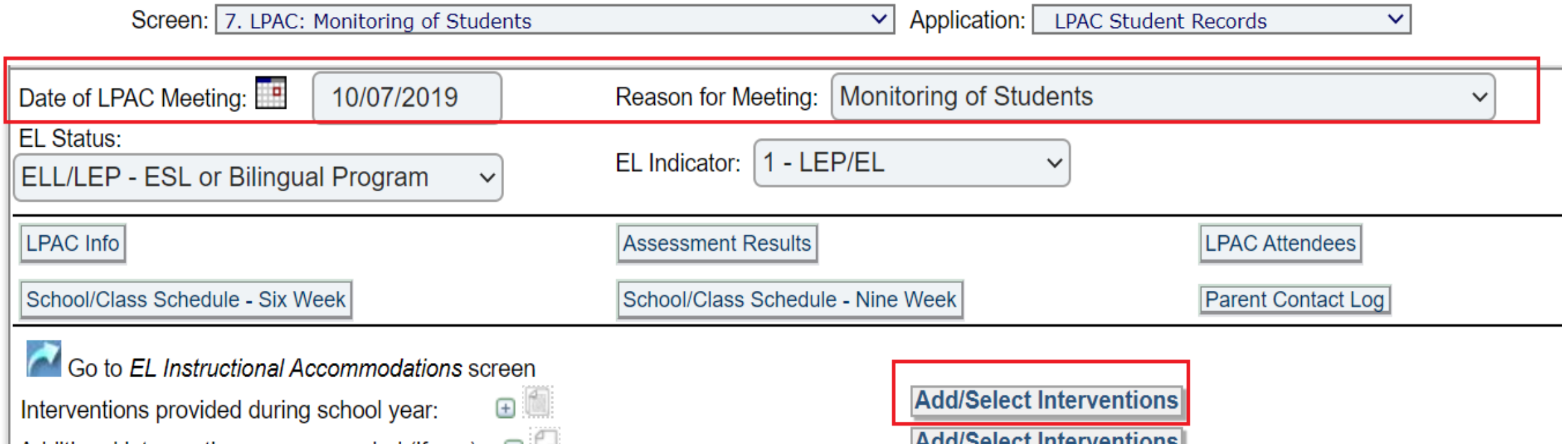
School Year: 2019-2020 EL Accommodation Period: EOY Linguistic Accommodations (04/07/

EL Accommodation	Reading	Writing	Math	Science	Social Studies
provide phrases or simple sentence frames	☒	☒	☒	☒	☒
oral translation	☒	☒	☒	☒	☒
clarify directions	☒	☒	☒	☒	☒
translate word(s), phrase(s), or sentence(s)	☒	☒	☒	☒	☒
* extra time for complex material and/or assignments	☒	☒	☒	☒	☒

Teachers/Staff

Bilingual Teacher: Jessica Orozco

Monitor LPACs – Screen 7



LPAC Administrator eStar directions for Monitoring LPAC

https://www.gccisd.net/upload/page/1026/Administrator%20Directions%20for%20eSTAR%20Monitoring%20LPAC%20updated_September%2017_2019.pdf

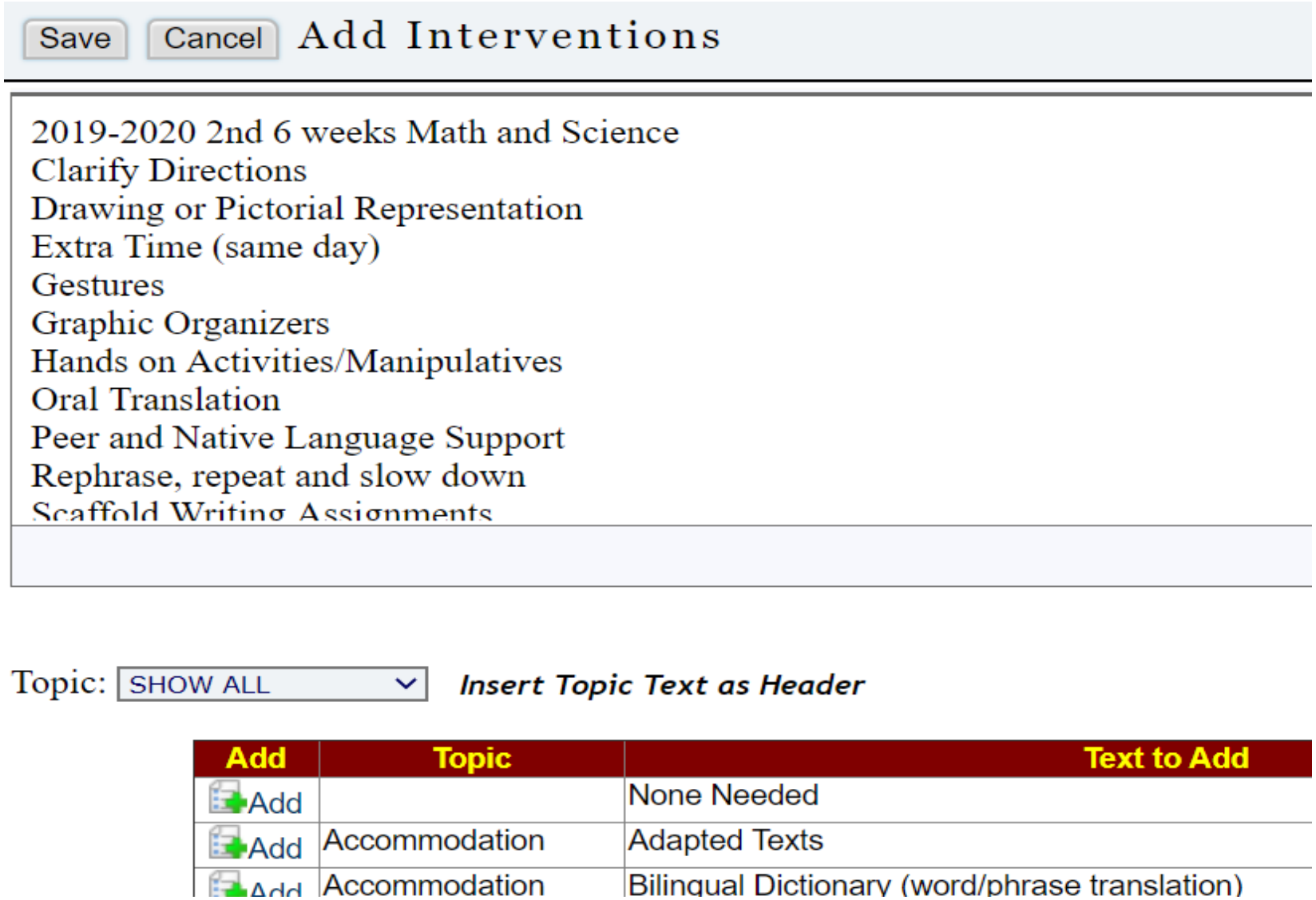
Teacher eStar directions for entering interventions for monitoring LPAC

https://www.gccisd.net/upload/page/1026/Teachers%20Directions%20for%20eSTAR%20LPAC%20Monitoring%20Process_Failures%20updated%20September%2017_2019.pdf

Monitor LPACs – Screen 7

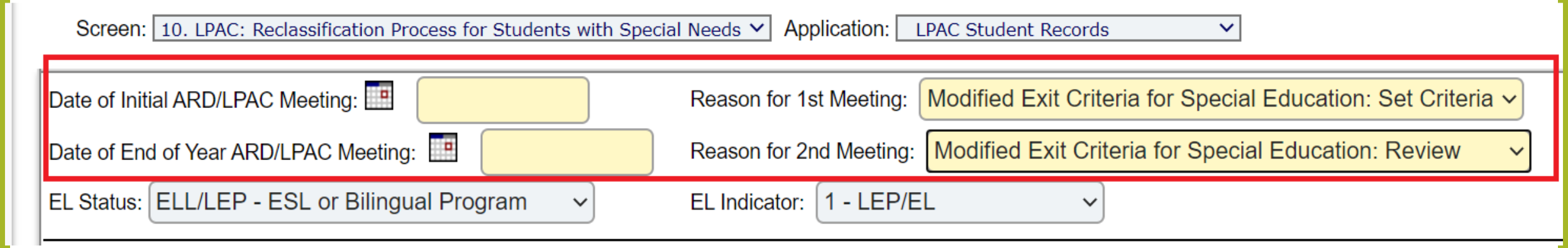
How to pull a failure report in TEAMS

https://www.gccisd.net/upload/page/1020/docs/LPACResources/Monitoring/LEP%20Failure%20Reports-How%20To%20Pull%20From%20TEAMS.pdf



Reclassification Process for Students with Special Needs – Screen 10

1st Meeting is Set Criteria and 2nd Meeting is to review criteria that was to determine whether the student meet reclassification criteria.

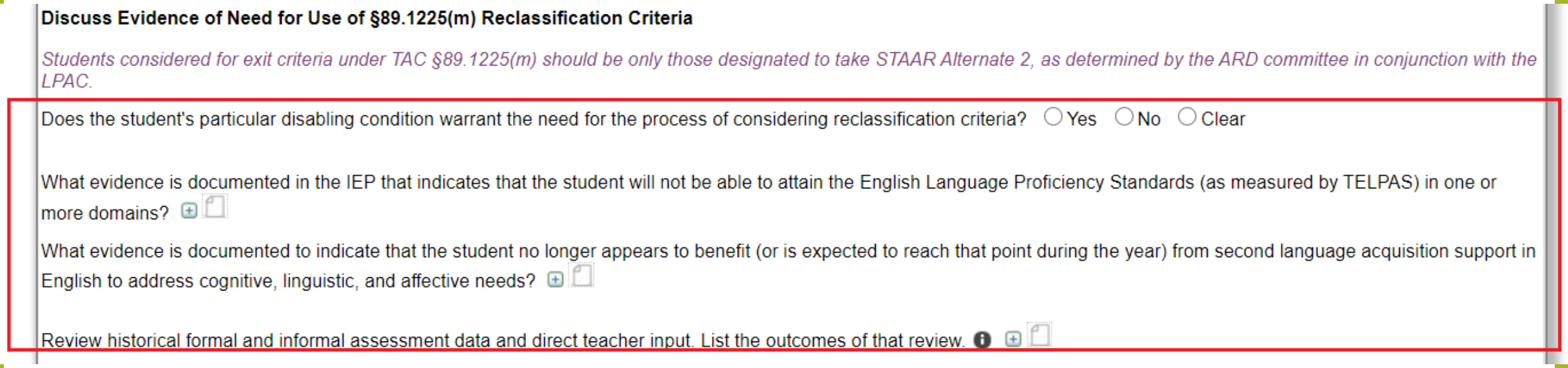


LPAC Administrators eStar directions for Reclassification Process for students with special needs

https://www.gccisd.net/upload/page/1026/Administrator%20Directions%20for%20Special%20exit%20criteria%20LPAC.pdf

Reclassification Process for Students with Special Needs – Screen 10 – 1st Meeting

Collaborate with the members from the ARD committee to review documentation from the ARD and other supporting documentation.



Discuss Evidence of Need for Use of §89.1225(m) Reclassification Criteria

Students considered for exit criteria under TAC §89.1225(m) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Does the student's particular disabling condition warrant the need for the process of considering reclassification criteria? ○ Yes ○ No ○ Clear

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

What evidence is documented to indicate that the student no longer appears to benefit (or is expected to reach that point during the year) from second language acquisition support in English to address cognitive, linguistic, and affective needs?

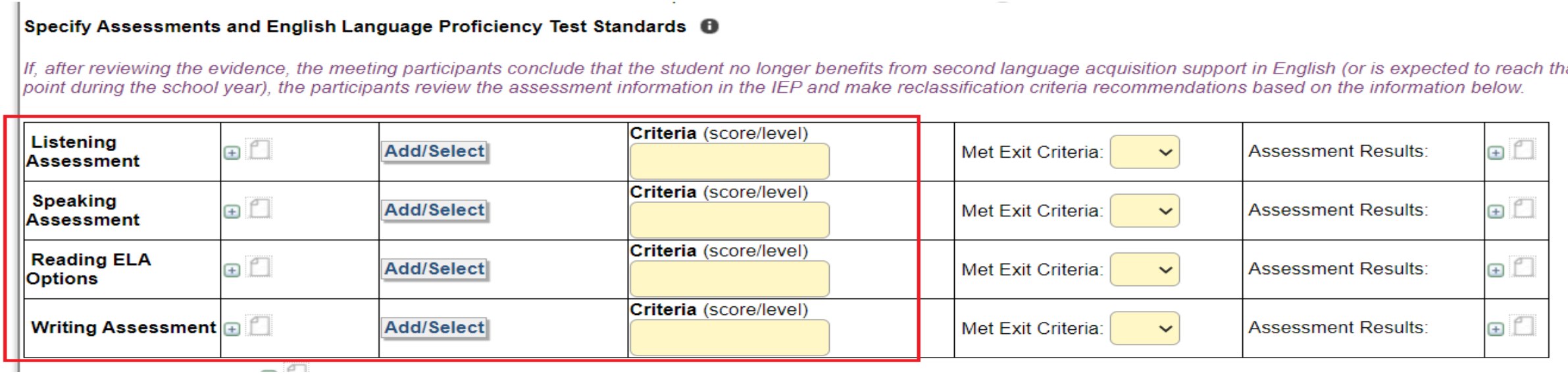
Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review.

LPAC Administrators eStar directions for
Reclassification Process for students with special needs

https://www.gccisd.net/upload/page/1026/Administrator%20Directions%20for%20Special%20exit%20criteria%20LPAC.pdf

Reclassification Process for Students with Special Needs – Screen 10 – 1st Meeting

Collaborate with the members from the ARD committee to set criteria for TELPAS or TELPAS Alternate



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 tha point during the school year), the participants review the assessment information in the IEP and make reclassification criteria recommendations based on the information below.

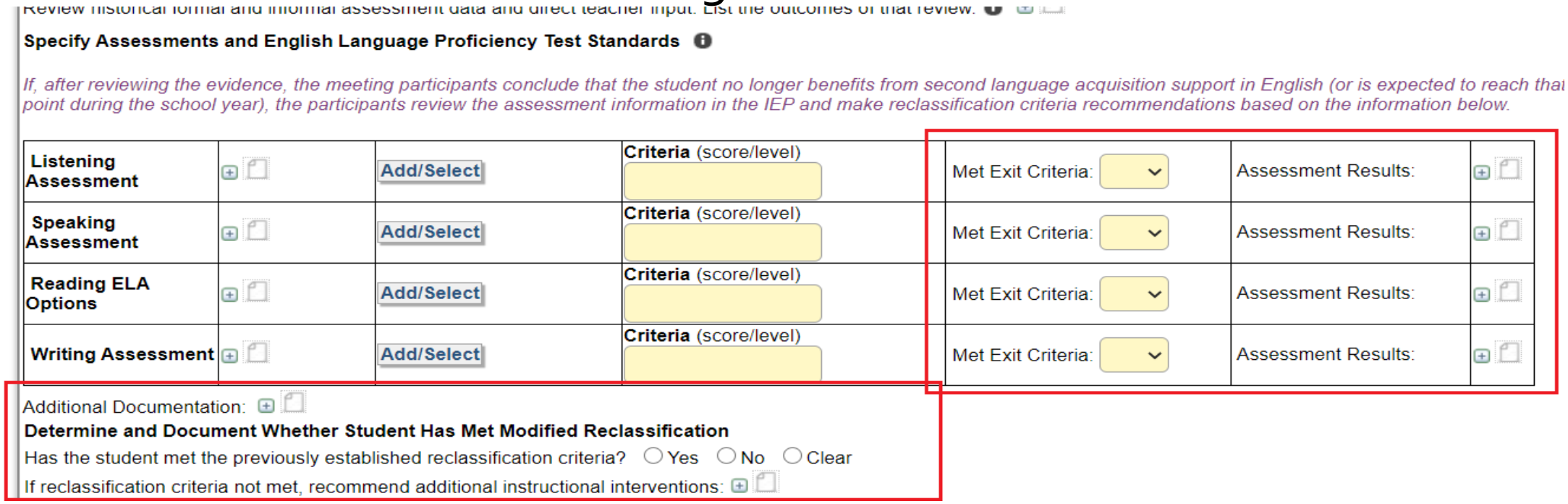
Listening Assessment		Add/Select	**Criteria** (score/level)		Met Exit Criteria:	Assessment Results:
Speaking Assessment		Add/Select	**Criteria** (score/level)		Met Exit Criteria:	Assessment Results:
Reading ELA Options		Add/Select	**Criteria** (score/level)		Met Exit Criteria:	Assessment Results:
Writing Assessment		Add/Select	**Criteria** (score/level)		Met Exit Criteria:	Assessment Results:

LPAC Administrators eStar directions for Reclassification Process for students with special needs

https://www.gccisd.net/upload/page/1026/Administrator%20Directions%20for%20Special%20exit%20criteria%20LPAC.pdf

Reclassification Process for Students with Special Needs – Screen 10 2nd Meeting

Collaborate with the members from the ARD committee to review criteria that set in the 1st meeting.



Review historical formal and informal assessment data and direct teacher input. List the outcomes of that review.

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 reclassification criteria recommendations based on the information below.

Listening Assessment		Add/Select	**Criteria** (score/level)	Met Exit Criteria:	Assessment Results:	
Speaking Assessment		Add/Select	**Criteria** (score/level)	Met Exit Criteria:	Assessment Results:	
Reading ELA Options		Add/Select	**Criteria** (score/level)	Met Exit Criteria:	Assessment Results:	
Writing Assessment		Add/Select	**Criteria** (score/level)	Met Exit Criteria:	Assessment Results:	

Additional Documentation:

Determine and Document Whether Student Has Met Modified Reclassification

Has the student met the previously established reclassification criteria? Yes No Clear

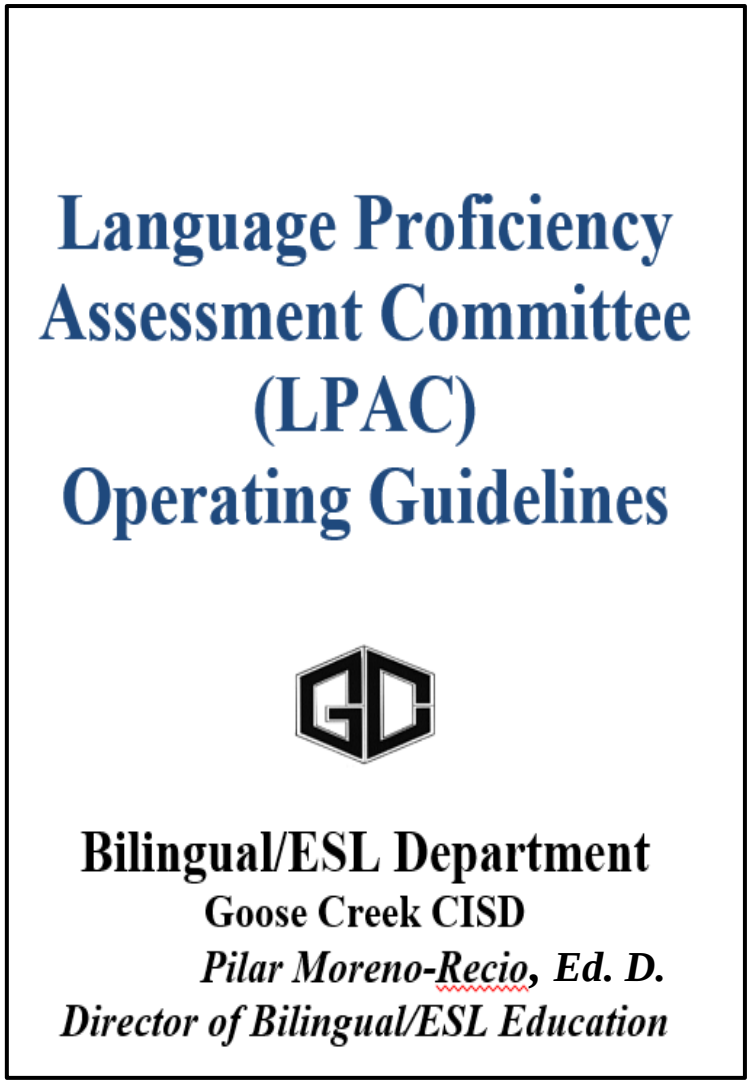
If reclassification criteria not met, recommend additional instructional interventions:

LPAC Administrators eStar directions for Reclassification Process for students with special needs

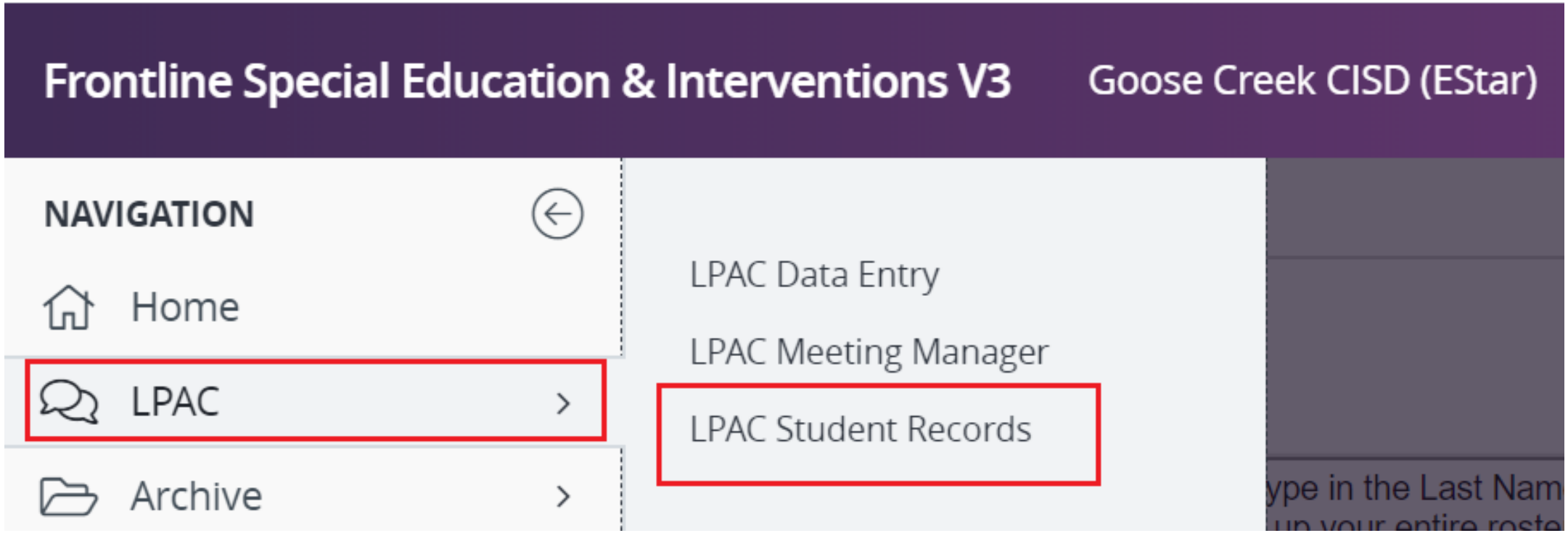
https://www.gccisd.net/upload/page/1026/Administrator%20Directions%20for%20Special%20exit%20criteria%20LPAC.pdf

LPAC GUIDELINES Updates

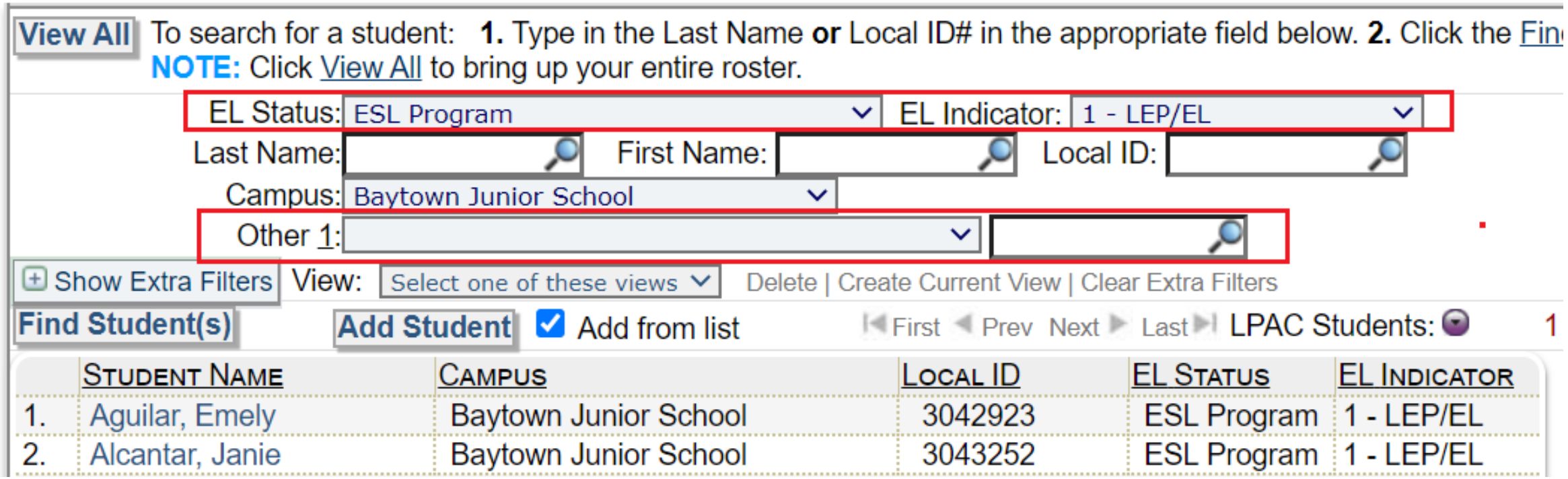
1. Bilingual Department Staff Changes – page 9
2. LEP Verification Change – page 15
3. Parent permission – page 17
4. Parental approval – page 23
5. LPAC Membership – page 26



TEAMS and eStar EL and Monitor Students Verification Report



TEAMS and eStar EL and Monitor Students Verification Report



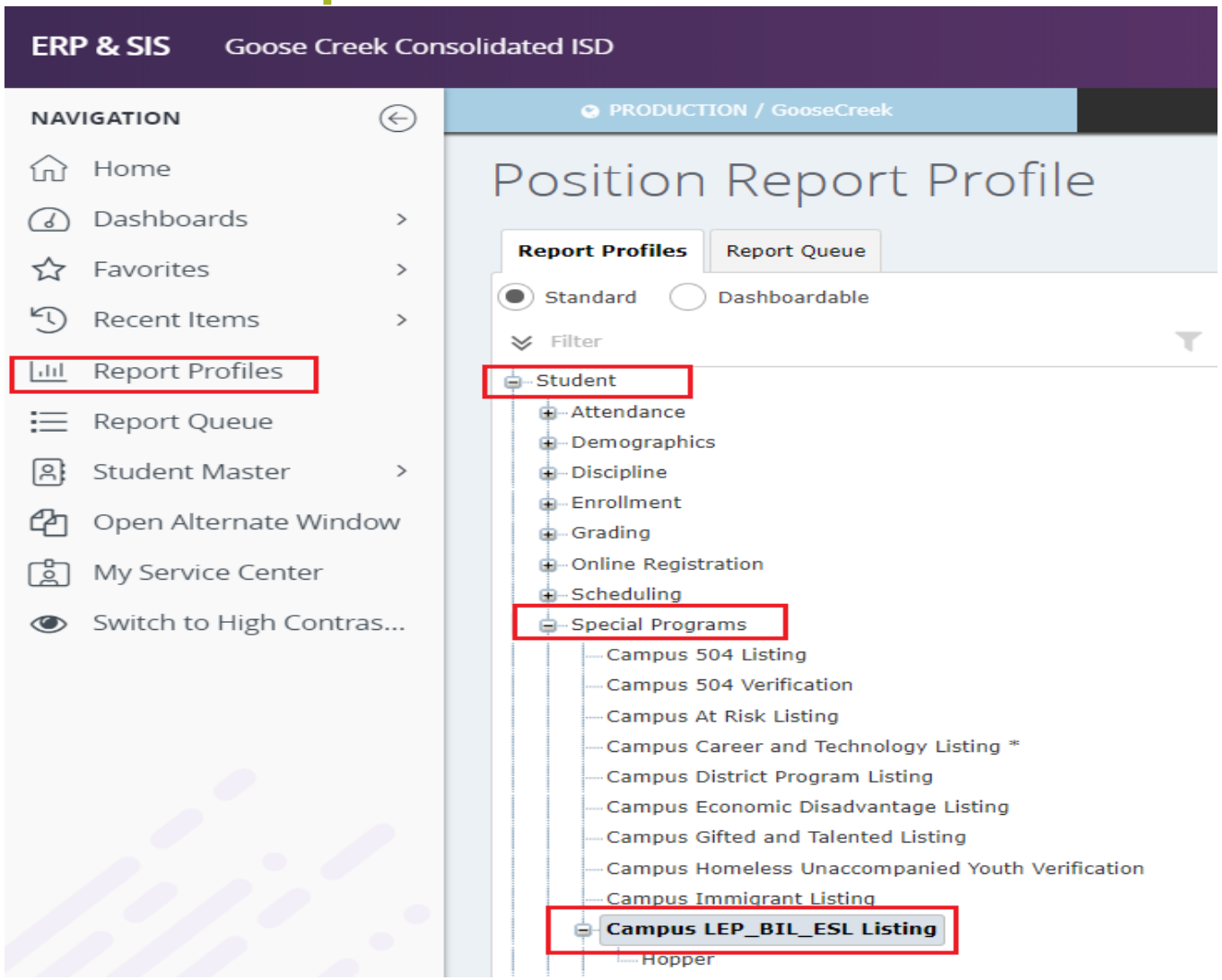
	Student Name	Campus	Local ID	EL Status	EL Indicator
1.	Aguilar, Emely	Baytown Junior School	3042923	ESL Program	1 - LEP/EL
2.	Alcantar, Janie	Baytown Junior School	3043252	ESL Program	1 - LEP/EL

TEAMS Campus LEP Report

- Open TEAMS
- Go to Report Profiles
- Go to Student
- Go to Special Programs
- Go to Campus LEP_BIL_ESL_Listing

How to pull a LEP report in TEAMS

https://www.gccisd.net/upload/page/1026/LEP%20Verfication%20Directions.pdf

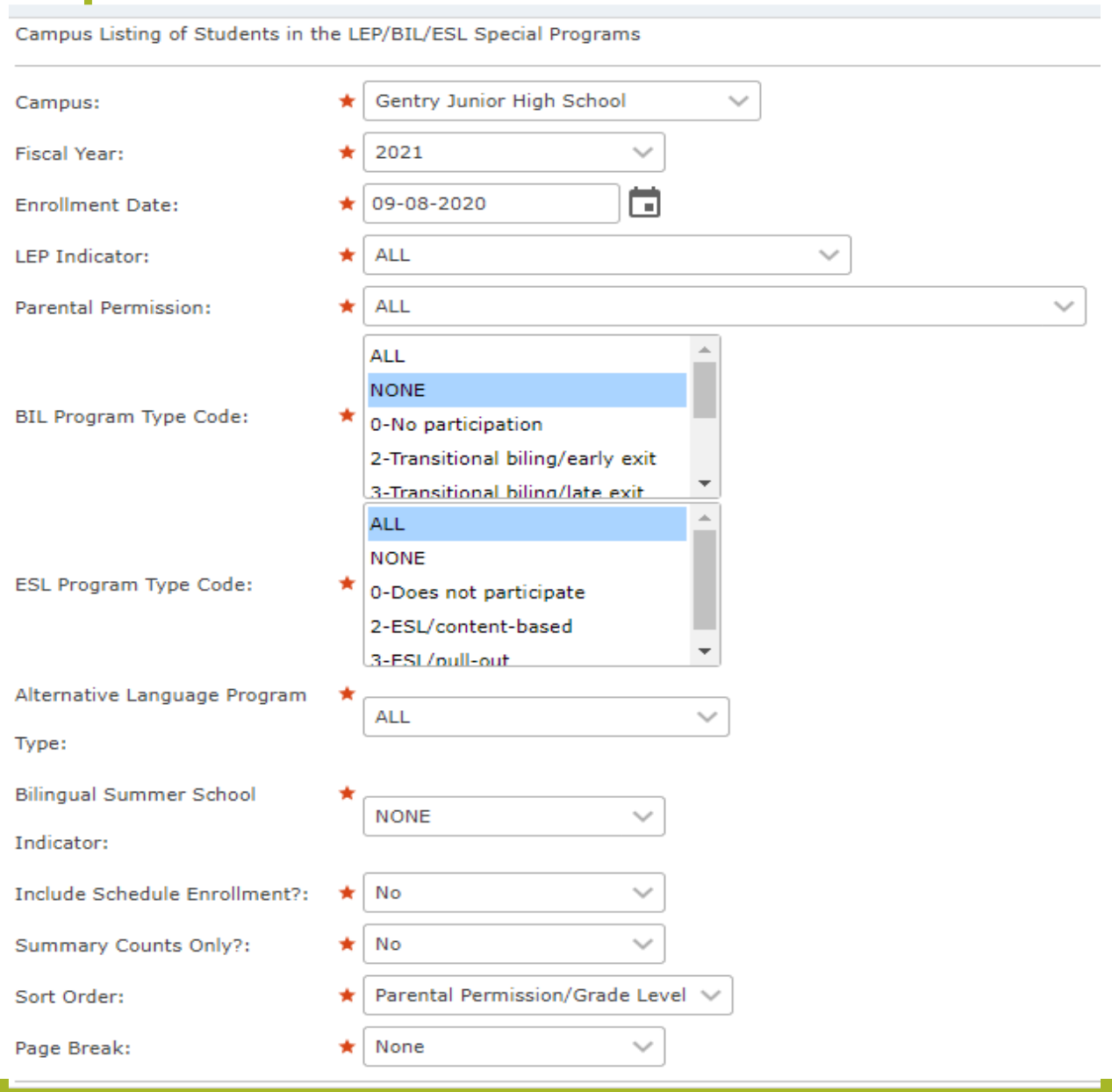


TEAMS Campus LEP Report

- Select Campus
- Select Year
- Enter the Enrollment Date
- Select LEP Indicator
- Select Parent Permission
- Select ESL Program Type Code

How to pull a LEP report in TEAMS

https://www.gccisd.net/upload/page/1026/LEP%20Verfication%20Directions.pdf



REMINDER

Transition Meeting August 18th and 20th

5th Grade Transition Meetings to Junior Schools

For the July 31st transition meeting, Junior School Facilitators will send an invite via Webex to all feeding elementary campuses teams below for the time frames indicated by July 24th. Junior schools will also schedule additional campuses that may not be able to see on July 31st on August 3rd if they need to. Below are the contacts that each school facilitator will send an invite to for July 31st.

Times/ Schools	BJS	CBJ	GJS	HJS	HMJ
FACILITATORS	Saundra Christopher	Deborah Vanderhoef	David Yepez	Leslie Ashby	Luis Munoz
8:00-8:55 AM	San Jacinto Reps: 504: Rachel Vaughn Dyslexia: Ann Boring Counselor: LPAC: Rachel Vaughn SPED: Sheila Southall Deborah King	Crockett Reps: 504: Stephanie Sanchez Dyslexia: Ginger Mashburn LPAC: Christina Castillo SPED: Ashley Felsenthal Cynthia Wilson-Johnson	Clark Reps: 504: Erica Smith Dyslexia: Kelly Lorenz LPAC: Erica Smith SPED: Vicki Williams Shelly McDaniel	Highlands Elementary: 504: Terri Davis Dyslexia: Robin Edwards LPAC: James Husband SPED: Shelly McDaniel Victoria Nelson	De Zavala Rep: 504: Robin Wright Dyslexia: Donovan Wade: LPAC: Lacee Gordon SPED: Ashley Felsenthal Vicki Williams
9:00-9:55 AM	Carver Reps: 504: Elma Villanueva Dyslexia: Cindy Bigham LPAC: Elma Villanueva SPED: Amber Truncale Deborah King	Alamo Reps: 504: Eulises Barahona Dyslexia: Janette Kelly LPAC: Vicki Sorensen SPED: Erin Stripling, Diana Joaquin, Toni Hendrix Cynthia Wilson-Johnson	Harlem Reps: 504: Nawase Sherman Dyslexia: Melissa Pina LPAC: Sherman Nawase SPED: Lanelle Brown Shelly McDaniel	Banuelos Reps: 504: Dolores Perez Dyslexia: Shiana Nichols LPAC: Monica Perez SPED: Nanning Dai Victoria Nelson	Ashbel Smith Reps: 504: Anissa Cantin Dyslexia: Natasha Frost LPAC: Jessica Sanchez SPED: Ariana Calderon Vicki Williams

10:00-10:55 AM	Harlem Reps: 504: Nawase Sherman Dyslexia: Melissa Pina LPAC: Sherman Nawase SPED: Lanelle Brown Deborah King	Bowie Reps: 504: Brittany Griffin Dyslexia:Velia Torres LPAC: Anime Ornelas SPED: AmberTruncale Cynthia Wilson-Johnson	Crockett Reps: 504: Stephanie Sanchez Dyslexia: Ginger Mashburn LPAC: Christina Castillo SPED: Ashley Felsenthal Shelly McDaniel	Alamo Reps: 504: Eulises Barahona Dyslexia: Janette Kelly LPAC: Vicki Sorensen SPED: Erin Stripling, Diana Joaquin, Toni Hendrix Victoria Nelson	Lamar Reps: 504: Mark Gorena Dyslexia: Stacy Romeo LPAC: Mark Gorena SPED: Shelly McDaniel Vicki Williams
11:00-11:55 AM	Travis Reps: 504: Cara Munn Dyslexia: Rose Bennett LPAC: Melissa May SPED: Cynthia Wilson-Johnson Deborah King	Austin Reps: 504: Mindy Merling Dyslexia: Sherri Thomas LPAC: Kody Griffin SPED: Cynthia Wilson-Johnson	Banuelos Reps: 504:Dolores Perez Dyslexia: Shiana Nichols LPAC: Monica Perez SPED: Nanning Dai Shelly McDaniel	Harlem Reps: 504: Nawase Sherman Dyslexia: Melissa Pina LPAC: Sherman Nawase SPED: Lanelle Brown Victoria Nelson	Alamo Reps: 504: Eulises Barahona Dyslexia: Janette Kelly LPAC: Vicki Sorensen SPED: Erin Stripling, Diana Joaquin, Toni Hendrix Vicki Williams
12:00-12:50 PM	Highlands Reps: 504: Terrie Davis Dyslexia: Robin Edwards LPAC: James Husband SPED: Shelly McDaniel Deborah King	Alamo Reps: 504: Eulises Barahona Dyslexia: Janette Kelly LPAC: Vicki Sorensen SPED: Erin Stripling, Diana Joaquin, Toni Hendrix Cynthia Wilson-Johnson	Austin Reps: 504: Mindy Merling Dyslexia: Sherri Thomas LPAC: Kody Griffin SPED: Cynthia Wilson-Johnson Shelly McDaniel	Victoria Walker: 504: Cecilia Saldana Dyslexia: Tarana Batiste Tarana Batiste LPAC: Cecilia Saldana SPED: Ariana Calderon Victoria Nelson	Carver Reps: 504:Elma Villanueva Dyslexia: Cindy Bigham LPAC: Elma Villanueva SPED: Amber Truncale Vicki Williams
12:50-1:20PM LUNCH BREAK					

8th Grade Transition Meetings to High Schools

For the July 31st transition meeting, **High School Facilitators** will send an invite via Webex to all feeding **junior school campuses teams** below for the time frames indicated below **by July 24th.**

Times/ Schools	Lee	Sterling	GCM	Stuart Career	Impact
FACILITATORS	Lori Yarbrough	Brandi Smith	Charlotte Harris	Debora King	Richard Smith
1:25-2:10 PM	**Horace Mann Reps:** S04: John Baptiste Dyslexia: Shannon Rockwell Counselor: SWI: S. McCray LPAC: Luis Munoz/Martha Gonzalez SPED: Vicki Williams Misty Bryan Susan Parmley	**Baytown JS Reps:** S04: Gerardo Cruz Dyslexia: Karli Tarver Counselor: SWI: L. Sloan LPAC: Gerardo Cruz/Heather Barrett SPED: Emma Miller Nisha Jones Angela Juarez	**Highlands JS Reps:** S04: Terrie Davis Dyslexia: Leah Henry Counselor: SWI: R. Cole LPAC: Leslie Ashby SPED: Deborah King Monica Armendariz Cynthia Horner	**Gentry JS Reps:** S04: David Yepez Dyslexia: Romona Griffith Counselor: SWI: R. Cole LPAC: David Yepez SPED: Nanning Dai	**Cedar Bayou JS Reps:** S04: Chase Kruger Dyslexia: Arin Vara Counselor: SWI: R. Estrada LPAC: Deborah Vanderhoef SPED: Sheila McCardell
2:15-3:00 PM	**Cedar Bayou JS Reps:** S04: Chase Kruger Dyslexia:: Arin Vara Counselor: SWI: R. Estrada LPAC: Deborah Vanderhoef SPED: Sheila McCardell Misty Bryan Susan Parmley	**Horace Mann Reps:** S04: John Baptiste Dyslexia: Shannon Rockwell Griffith Counselor: SWI: S. McCray LPAC: Luis Munoz SPED: Vicki Williams Nisha Jones Angela Juarez	**Baytown JS Reps:** S04: Gerardo Cruz Dyslexia: Karli Tarver Counselor: SWI: S. Sloan LPAC: Gerardo Cruz/Heather Barrett SPED: Emma Miller Monica Armendariz Cynthia Horner	**Highlands JS Reps:** S04: Terrie Davis Dyslexia: Leah Henry Counselor: SWI: R. Cole LPAC: Leslie Ashby SPED: Deborah King	**Gentry JS Reps:** S04: David Yepez Dyslexia: Ramona Counselor: Griffith SWI: R. Cole LPAC: David Yepez SPED: Nanning Dai
3:05-3:50 PM	**Gentry JS Reps:** S04: David Yepez Dyslexia: Ramona Griffith Counselor: SWI: R. Cole LPAC: David Yepez SPED: Nanning Dai Misty Bryan Susan Parmley	**Cedar Bayou JS Reps:** S04: Chase Kruger Dyslexia:: Arin Vara Counselor: SWI: R. Estrada LPAC: Deborah Vanderhoef SPED: Sheila McCardell Nisha Jones Angela Juarez	**Horace Mann Reps:** S04: John Batiste Dyslexia: Shannon Rockwell Counselor: SWI: Sloan LPAC: Luis Munoz/Martha Gonzalez SPED: Vicki Williams Monica Armendariz Cynthia Horner	**Baytown JS Reps:** S04: Gerardo Cruz Dyslexia: Karli Tarver Counselor: LPAC: Gerardo Cruz/Heather Barrett SPED: Emma Miller	**Highlands JS Reps:** S04: Terrie Davis Dyslexia: Leah Henry Counselor: LPAC: Leslie Ashby SPED: Deborah King
3:55-4:40 PM	**Highlands JS Reps:** S04: Terrie Davis Counselor: LPAC: Leslie Ashby SPED: Deborah King Misty Bryan Susan Parmley	**Gentry JS Reps:** S04: David Yepez Dyslexia: Ramona Griffith Counselor: LPAC: David Yepez SPED: Nanning Dai Nisha Jones Angela Juarez	**Cedar Bayou JS Reps:** S04: Chase Kruger Dyslexia:: Arin Vara Counselor: LPAC: Deborah Vanderhoef SPED: Sheila McCardell Monica Armendariz Cynthia Horner	**Horace Mann Reps:** S04: John Batiste Dyslexia: Shannon Rockwell Counselor: LPAC: Luis Munoz/Martha Gonzalez SPED: Vicki Williams	**Baytown JS Reps:** S04: Gerardo Cruz Dyslexia: Karli Tarver Counselor: LPAC: Gerardo Cruz/Heather Barrett SPED: Emma Miller
4:45-5:30 PM	**Baytown JS Reps:** S04:Gerardo Cruz Dyslexia: Karli Tarver Counselor: LPAC: Gerardo Cruz/ Heather Barrett SPED: Emma Miller Misty Bryan Susan Parmley	**Highlands JS Reps:** S04: Terrie Davis LPAC: Leslie Ashby SPED: Deborah King Nisha Jones Angela Juarez Counselor:	**Gentry JS Reps:** S04: David Yepez Dyslexia: Ramona Griffith Counselor: LPAC: David Yepez SPED: Nanning Dai Monica Armendariz Cynthia Horner	**Cedar Bayou JS Reps:** S04: Chase Kruger Dyslexia:: Arin Vara Counselor: LPAC: Deborah Vanderhoef SPED: Sheila McCardell	**Horace Mann Reps:** S04: John Batiste Dyslexia: Shannon Rockwell Counselor: LPAC: Luis Munoz/ Martha Gonzalez SPED: Vicki Williams

Documentation to Share by Elementary and Junior Schools with Facilitators During the Meetings

- **BILINGUAL/ESL**

  LPAC Administrators will provide next year campuses with the following eStar reports and discuss the following information:

  - PEIMS or eStar report with placements: ESL, parent denials and Monitor Year 1 and Monitor Year 2 students for the 2019-2020 school year.
  - eStar report with "pending exits" due to STAAR scores not being available (5th -8th)
  - List of special education and ELs with a special exit criteria.
  - eStar report with the ESL reading class and Sheltered Instruction courses recommended by the LPAC for all 5th and 8th graders.
  - Graduation plans and schedules for ELs from counselors.

Q & A