



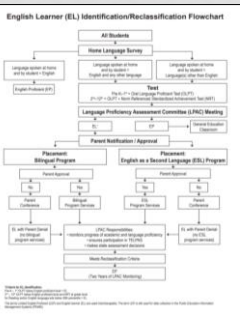
**AUGUST-SEPTEMBER
IDENTIFICATION AND PLACEMENT OF ELLS**

**FIRST 4 WEEKS LPAC &
ON-GOING THROUGH THE YEAR**

School Year 2019-2020

LPAC **eSTAR** SYSTEM

**Refer to directions provided or available on the
bilingual/ESL department website on how to set
up the LPAC meetings for the first twenty days.**



WHO ARE WE HAVING AN LPAC MEETING FOR?

ALL PK-12th NEW AND RETURNING STUDENTS TO GCCISD



Students Include:

Transferred Students Within Texas
Transferred Students Outside Texas
(ELs/LEP: Bilingual, ESL, Parent Denials
Non-LEP: Monitored Students)

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+ Enrollment (HLS)
Testing
LPAC Placement

FIRST 4 WEEKS LPAC PROCESS
(*CALENDAR DAYS)

Parent Approval Form needed within 3 days of LPAC Meeting

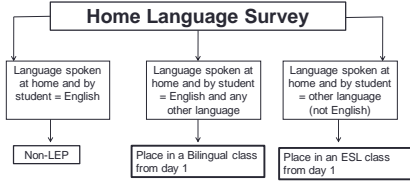
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New Entries

- If the student transfers from a school **in** Texas:
- Review the withdrawal form, if available, to see if he/she was being served in a program or identified LEP in PEIMS.
- Try to get as much original documentation as possible, especially the HLS (document your attempts). Form available on the bilingual/ESL Department website.
- **The LPAC identifies and places student within the first four weeks calendar days of enrollment. Be sure that all of the necessary signed documents are archived/uploaded on eStar within the 4 weeks.**
- If the student transfers from a school **outside** of Texas:
- Review any documentation brought in by the student.
- Proceed with Texas law, including HLS, for identification as outlined for Texas students new to the district.

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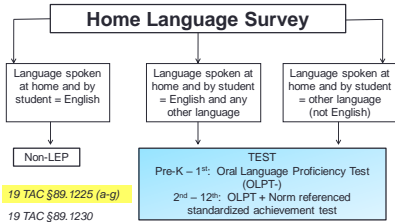
Enrollment



19 TAC §89.1225 (a-g)
19 TAC §89.1230

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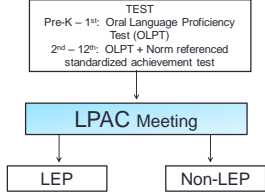
Entry Assessment



19 TAC §89.1225 (a-g)
19 TAC §89.1230

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LPAC Meeting



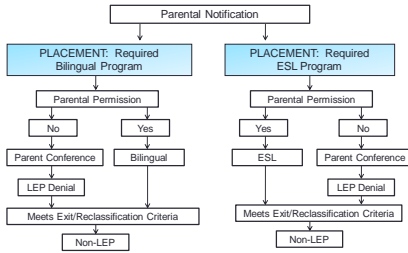
- After the LPAC recommends placement of the ELLs, written parental approval must be obtained.
- Remember the parent approval form should be in both English and the native language of the parent.

Parental Approval/Rights

- The parent **approval** letter includes information regarding the English proficiency level of the student and a description of the program as well as the benefits of the program.
- These benefits should be described on each parent **approval** letter and supplemented through brochures or other publications.
- School districts may enroll students who are non-LEP in the bilingual education program in accordance with TEC §29.058.
- A plan for when students may graduate and be exited may be included according to Personal Graduation Plan (PGP) for ELLs at high school.

19 TAC §89.1233 19 TAC §89.1240 (a)
[Title III Part C Section 3302 (a)(6)(d)]

Parental Approval



Parent Denial Process

SECTION IV
PROCEDURES FOR A DENIAL REQUEST BY PARENTS UNDER CURRENTLY APPLICABLE FEDERAL LAWS

1. The parent or guardian of a student who is identified as being eligible for services under the current law requests to exit the student from the current program in writing.

2. The parent or guardian of a student who is identified as being eligible for services under the current law requests to exit the student from the current program in writing.

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If Parents deny bilingual, but accept ESL, then a new parent permission to accept ESL services is sent home.

Campus Request for Parental Denial Form

Parent Denials

- Monitor and facilitate the educational process, as you would for all students.
- Rate student's listening, speaking and writing proficiency with TELPAS (beginning at Grade K through Grade 12).
- Administer the TELPAS, until the child is no longer identified as LEP through Grade 12.

Title III, Part A, Subpart 2, Sec.3121(a)(4); TAC §89.1220(k); TEC §29.0561

Parent Denials

- The LPAC must review student's TELPAS and state assessment scores at the end of each year.
- Once a student meets exit criteria (19 TAC §89.1225), he/she is reclassified as non-LEP in PEIMS.
- Students with parent denials are also monitored for two additional years.

(Title III, Part A, Subpart 2, Sec.3121(a)(4); TAC §89.1220(k); TEC §29.0561

2019-2020 English Learner Reclassification Criteria

	1 st /2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th /12 th	
English Language Proficiency Assessment	TELPAS Advanced High in Listening, Speaking, Reading, and Writing										
State Standardized Reading Assessment	TEA-approved Norm-Referenced Standardized Achievement Test (RIg./Lang.) 40th percentile or above	STAAR Reading (English) meets the passing standard						STAAR English I EOC meets the passing standard	STAAR English II EOC meets the passing standard	TEA-approved Norm-Referenced Standardized Achievement Test (RIg./Lang.) 40th percentile or above	
Subjective Teacher Evaluation	Use of the standardized English Learner Reclassification Rubric										
