



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**Parental Notification – Identification and Placement Bilingual / ESL Program,
19 TAC Chapter 89, Subchapter BB § 1220(j) (k); PL §107-110§3302(a)**

Campus Name _____ Date _____

To the Parents/Guardians of _____ Grade _____

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

English Oral Language Proficiency Test**

(Grades PK and KG) Pre Las - Date administered: _____ Proficiency Level: 1 2 3 4 5

(Grade's 1st – 12th) LAS Links Online - Date administered: _____ Enter score below 1 – 5.

Listening	Speaking	Reading	Writing

*1st grade is administered the listening and speaking only.

Spanish Oral Language Proficiency Test*

Pre Las - Date administered: _____ Proficiency Level: 1 2 3 4 5

(Grades 1-5) LAS Links Online - Date administered: _____ Enter score in table below. 1- 5

Listening	Speaking

Texas Education Agency Guidance Regarding LAS Links Scores

1 st Grade	If a student scores 1, 2, or 3 in either Listening and/or Speaking, then they will be an English learner. If the student scores 4 or 5 in BOTH Listening and Speaking, then the student will be a Fluent English Speaker.
2 nd -12 th Grade	If a student scores 1, 2, or 3 in ANY language domain: listening, speaking, reading, and/or writing, then the student will be an English learner. If a student scores 4 or 5, in ALL language domains: listening, reading, speaking, and writing, then the student will be a fluent English speaker. The student will not be identified as an English learner.

* required for placement in the Bilingual program **required for placement in the Bilingual and the ESL programs
Tests taken for placement or for exit are from the state approved list of tests found on the TEA Bilingual unit website.

Consequently, we recommend that your son/daughter be placed in the following program required in the district (19 TAC Subchapter BB §89.1205):

_____ **Bilingual**

- Dual Language One-Way: PK, KG, and 1st grade
- Transitional Early-Exit: 2nd, 3rd, 4th, and 5th.

_____ **English as a Second Language (ESL)**

_____ Elementary Newcomer Academy

_____ Secondary Newcomer Academy

PARENTAL APPROVAL OF BILINGUAL or ESL PROGRAM ENTRY

Please mark one of the boxes below to indicate your wishes:

Yes, I agree with the LPAC decision.

No, I do not agree with the LPAC decision. A conference will be scheduled with the principal to discuss my decision with the Language Proficiency Assessment Committee (LPAC). **I understand that I have the right to sign a parent denial (waiver) at the time of the meeting with the LPAC if I am not convinced that the Bilingual or ESL Program is best for my child.**

Signature of Parent or Guardian

Date

PLEASE RETURN THIS FORM TO THE SCHOOL IMMEDIATELY

- Copy for parent
- Copy for student's cumulative folder
- Copy for Bilingual Office

Date Received by the campus

Description of the Program

The following is a description of the program that your son/daughter will be placed in. It describes how the program differs from the regular program in content, instructional goals, and use of English and native language instruction.

Transitional bilingual/early exit -

A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction; it provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English; exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. Students who are proficient in English may also be served in this program only with appropriate parental permission, but are not eligible for Bilingual Program Average Daily Attendance (allotment).

English as a second language/content-based:

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program; students that have met state requirements for exit criteria in accordance with §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153; At the high school the LEP student receives sheltered instruction in all content areas.

Our district expects all students, including students participating in the Bilingual or English as a second language (ESL) programs, to achieve success in meeting the academic standards set by the state. The district's curriculum is the Texas Essential Knowledge and Skills (TEKS).

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

The transition from the bilingual/ESL program into the regular program is expected to occur within two to five years. Students can exit the program when they meet the exit criteria set by the state for Bilingual and ESL program students. This determination shall be based upon all of the following:

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 a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the 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 and the results of a subjective teacher evaluation.