



# Language Assessment Committee Clerk Guide

Bilingual/ESL Department

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# CLINT INDEPENDENT SCHOOL DISTRICT LPAC CLERK GUIDE

## Introduction

The purpose of this guide is to assist our Limited Proficiency Assessment Committee (LPAC) clerks in performing the duties of the position. The responsibility of this position is an important one because what clerks input for the District determines funding and guides us in student testing. The use of this guide and this training will enable LPAC Clerks to be more proficient in the filling out, filing, and coding of LEP students as they are **Identified and Placed** in Language Support Services.

Each form which is used for LPAC purposes is addressed here to include a sample filled out form. Please refer to these forms during the school year.

District funding is dependent on accurate inputting of information and maintaining of records. These are the reason that your responsibilities and your jobs are critical to CISD. It is the expectation that these sessions will enable the LPAC clerks to perform their duties correctly and accurately.

If at any time there is a need for further training or clarification of the information included in this guide, please notify the Coordinator of Bilingual/ESL for assistance.

**Job Title:** Campus Office Clerk-Bilingual Program  
**Primary Purpose:** Assist principal, LPAC committee and PEIMS clerk in documentation and testing of Bilingual/ESL/LEP students

**Qualifications:**

**Pre-requisites**

High School Diploma/ GED

**Special Skills and Knowledge:**

Must possess clerical and computer skills  
Excellent knowledge of the English language  
Ability to type with reasonable accuracy a minimum of 40 wpm

**Experience:**

One to three years of secretarial experience preferable in a public school environment

**Major Responsibilities and Duties:**

1. Assists in coordinating the efficient operation of the administrative office
2. Assist the Language Proficiency Assessment Committee (LPAC) with paperwork and filing and is a member of the LPAC Committee
3. Administer Language Proficiency Assessments Pre & Post Tests
4. Maintain LPAC student folder documentation
5. Provide clerical services to the administrative staff
6. Assist in entering information on the computer
7. Performs any other duties as assigned
8. Prepares reports for teachers and administrators for all results and follow-ups in RPTE, TAKS, OP, LAS
9. Prepares all LPAC documentation for all state, federal and local audits.
10. Assists students with physical disabilities according to need as related to testing
11. Ensures proper testing procedures and locations
12. Attends staff development
13. Assures and follows confidentiality laws and procedures

**Supervisory Responsibilities:**

None

**Equipment Used:**

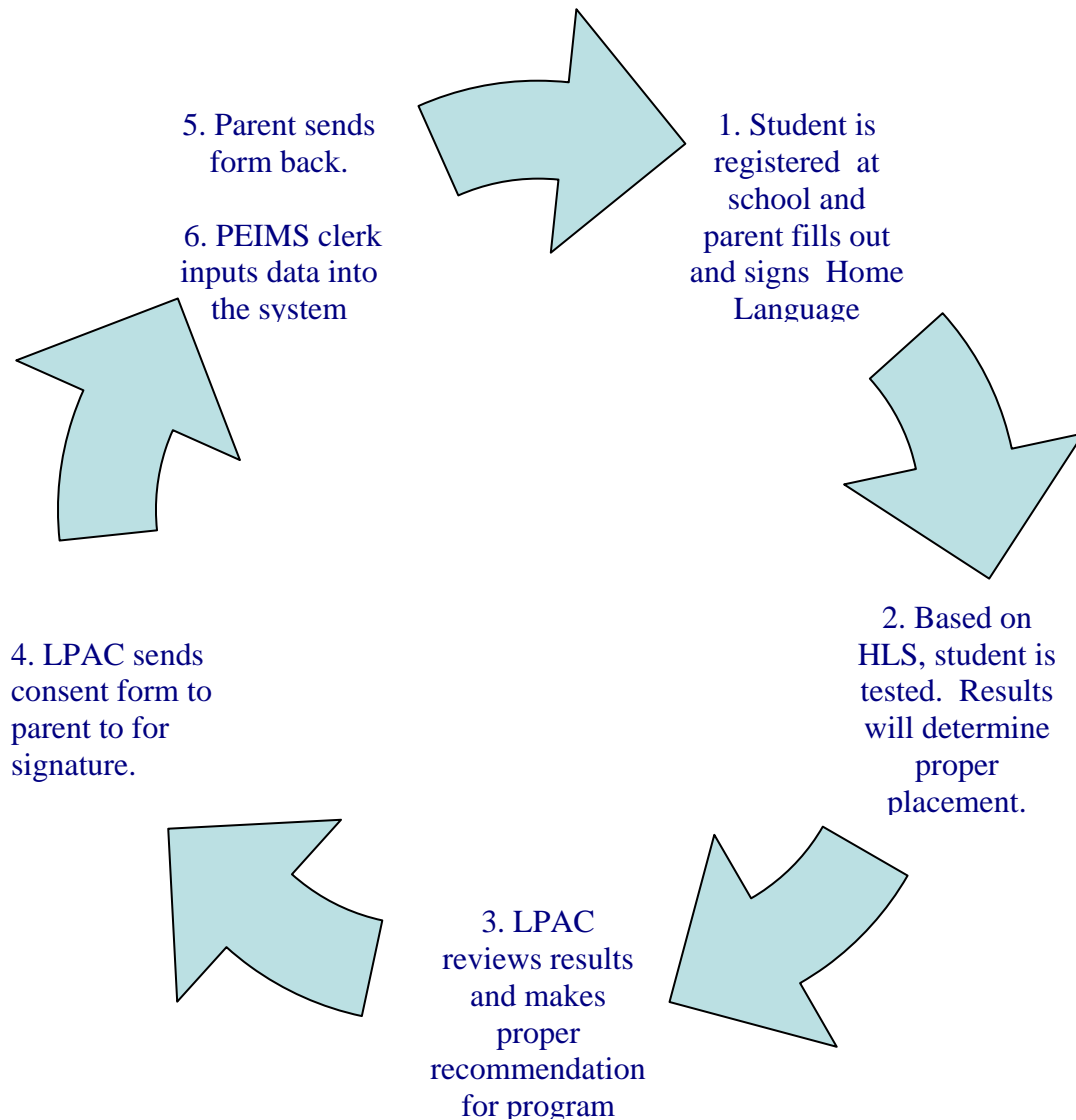
Copier  
Calculator  
Computer  
Typewriter  
Printer

**Working Conditions:**

Ability to communicate effectively orally and in writing in English  
Repetitive hand motion  
Prolonged use of computer terminal  
Job performance will be evaluated annually according to board policies and procedures

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of responsibilities and duties that may be assigned or skills that may be needed.

## 20 Day Timeline for Placement & Identification of LEP Students



**NOTE:** Please remember that the timeline closes when the parent sends back the signed consent form either accepting or denying the recommended program placement.

MSF March 2005

## **Step One (1)**

## **Identification**

The parents fill out the Home Language Survey (HLS) during registration or when student first comes into the district.

If the HLS indicates **anything other than English/English**, student must be tested. Examples of answers on the HLS that would identify the student who should be tested:

- Español/Español
- Both
- Inglés/ Inglés
- English/Spanish
- Vietnamese/English
- German/English

## **Testing for Identification**

The Language Oral Proficiency Test that CISD administers is the Pre-LAS (PK) and LAS for all others in grades K-12. CISD provides training as needed in the LAS when there are changes in the assessment. Clerks must insure that there are always enough testing materials at the campus to use for any new student who registers and needs to be tested.

The results of the testing will indicate if the student is eligible for the program.

Score are as follows:

- PK must score a 5 to be identified Non-LEP
- K-12 must score a 4 or 5 to be identified Non-LEP

**Any other score identifies the student Limited English Proficient (LEP).**

Once clerk has tested and has a score, he/she will bring the results to the LPAC Committee to review and recommend placement based on assessment and other information if available.

**Verify that the LPAC Checklist has been completed.**

### **Other situations to take into consideration:**

1. If the student is transferring from another district, Clint ISD will honor previous placement. It is not necessary to re-test.
2. If paperwork is delayed, please make an effort to call the previous campus and find out in which program the student was placed before initiate new paperwork.
3. If the student is coming from another state, then they must follow the entire process as if they were new to the schools. If the previous state offered Language Support Services, CISD will honor those placements.
4. If the student was a previous Clint student, the clerk must immediately request the file from the warehouse or last campus the student attended and continue with that placement. If the parent does not agree with this process, then meet with the parent to give an explanation and explain that there are not options at this time. Do not offer the opportunity for a parental denial. Do not re-test.
5. Please be familiar with the paperwork that comes from other states or districts that impact LPAC actions. Some of the decisions that are made based on the incoming paperwork are in error. It is the responsibility of the LPAC clerk to be familiar with the different form that come with the student.
6. Ascertain that all signatures are on all the forms. IT IS IMPORTANT.
7. It is also important that the clerk verify for SPED or GT services. It is the responsibility of the clerk to notify SPED Department for a temp ARD if necessary to continue services and the GT campus coordinator to continue services for the student. These must be documented in the LPAC minutes.
8. It is not a practice to initiate Parent Denials for Special Ed students. Please do not perpetuate this practice. We must continue to follow the correct protocol for all students. The ARD Committee is the one that defines and recommends what the language of instruction that will be for the student and it must be followed.
9. LPAC clerks are not responsible for making placement decisions; it is the responsibility of the administration and the committee.
10. Clerks are responsible for following the timelines and adhering to them. Failure to follow timelines will result in funding issues.
- 11 It is the responsibility of the clerk to maintain a running list of new enrolls in the program for that campus.
12. It is the responsibility of the LPAC clerk to maintain auditable folders. These will be randomly checked by Instructional Services.

Student Name: \_\_\_\_\_  
I.D.: \_\_\_\_\_

Campus: \_\_\_\_\_  
Grade: \_\_\_\_\_



## Home Language Survey Encuesta del Lenguaje del Hogar

1. What language is spoken in your home most of the time?

\_\_\_\_\_

¿Que lenguaje se habla en su hogar la mayoría del tiempo? \_\_\_\_\_

2. What language does your child speak most of the time?

\_\_\_\_\_

¿Que lenguaje habla su hijo/hija la mayoría del tiempo? \_\_\_\_\_

3. What language was first learned by the student if other than English? \_\_\_\_\_

¿Que lenguaje fue el que primero que aprendió el/la estudiante fuera del Ingles? \_\_\_\_\_

\_\_\_\_\_  
Parent Signature/Firma del Padre

\_\_\_\_\_  
Date/Fecha

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Updated: May 2006 (MSF)



**LPAC Checklist**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Campus \_\_\_\_\_

\_\_\_\_\_ Signed Home Language Survey on File Date Signed \_\_\_\_\_

\_\_\_\_\_ Oral Language Proficiency Test (K-12) Scores as follows :) PERSONNEL WHO POST SCORES, PLEASE INITIAL BELOW LEVEL.

English (Date, Raw score & Level

Date \_\_\_\_\_

Raw \_\_\_\_\_

Level \_\_\_\_\_

NCE \_\_\_\_\_

Spanish (Date, Raw Score & Level)

Date \_\_\_\_\_

Raw \_\_\_\_\_

Level \_\_\_\_\_

NCE \_\_\_\_\_

\_\_\_\_\_ Standardized Achievement Test scores on file

\_\_\_\_\_ LEP student (yes or no)

\_\_\_\_\_ Placement determined. Specify \_\_\_\_\_

\_\_\_\_\_ Parent permission or denial on file signed and dated

\_\_\_\_\_ Student placement in recommended program within 4 weeks of enrollment

\_\_\_\_\_ LPAC review for students recommended change of placement date \_\_\_\_\_

\_\_\_\_\_ Student exited from Bil/ESL program on \_\_\_\_\_ (date). Changed on PEIMS on \_\_\_\_\_ (date)

\_\_\_\_\_ LPAC review for 2 yr follow-up (Students exited AND parent denials)

\_\_\_\_\_ All LPAC Exemption paperwork to include documentation and evidence of exemption on file.

\_\_\_\_\_ Copy of TELPAS Scores

All records should be placed on the student's permanent record folder and LPAC student file

## **Step Two (2)**

## **Placements**

Once all documentation has been obtained for each of the students, an LPAC Meeting should be called. **IT IS CRITICAL TO REMEMBER THAT THE DISTRICT HAS 20 DAYS TO PLACE A STUDENT INTO THE APPROPRIATE PROGRAM. IF WE FAIL TO DO THIS, THE NOTIFICATION OF MISSED TIMELINE MUST BE SENT TO THE PARENTS. IF THIS IS THE CASE COMPLETE A CORRECTIVE ACTION FORM AND THE DISTRICT IS IN VIOLATION OF PROVIDING EDUCATIONAL OPORTUNITY AS DESCRIBED BY OCR.**

The clerk should use this as a guideline for setting up the initial placement meetings:

1. LPAC Clerks should keep constant tabs on the tracking roster **(this is the roster where all new students enrolling into a campus are kept). Do not wait for a specific number of kids to aggregate to test them or to have an LPAC meeting, remember that as soon as a new student comes in we have 20 days to place him/her.**
2. Make a list of the students tested, dates when they came in and when their 20 days timeline ends.
3. Have all LPAC recommendation forms filled in which includes demographic information, testing scores, previous TAKS scores if available from another district at the time of placement etc....
4. Once the meeting has been conducted, LPAC clerk needs to make sure that all paperwork is placed in the proper order in the LPAC student folder. A copy of the minutes must be send to Central Office (Bilingual/ESL Coordinator) as each meeting is conducted. I use this to keep a running number of placements and compare to PEIMS.



### Language Proficiency Assessment Committee Bilingual/ESL Program Recommendation

Student's name \_\_\_\_\_ Student's ID No. \_\_\_\_\_

Teacher \_\_\_\_\_ Campus/Grade \_\_\_\_\_

Previous District/Campus \_\_\_\_\_ Bil/ESL Program \_\_\_ Yes \_\_\_ No

Language Assessment Scores:	<u>Raw</u>	<u>Level</u>	NCE
Pre LAS	Eng _____	_____	_____
	Span _____	_____	_____
LAS-O	Eng _____	_____	_____
	Span _____	_____	_____
LAS-RW	Eng _____	_____	_____
TELPAS	Beg _____	Int _____	Adv _____
			AdvHigh _____

TAKS Recommendations Eng \_\_\_\_\_ Span \_\_\_\_\_

TAKS Exempt: Yes \_\_\_\_\_ Recent Immigrant 1st yr \_\_\_\_\_ 2nd yr \_\_\_\_\_ 3rd yr \_\_\_\_\_  
\_\_\_\_\_ Sp Ed (ARD) Will take SDAA \_\_\_\_\_ Sub(s) \_\_\_\_\_

TAKS Mastery: Reading Yes \_\_\_\_\_ No \_\_\_\_\_ Science Yes \_\_\_\_\_ No \_\_\_\_\_  
Eng \_\_\_\_\_ ELA/Writing Yes \_\_\_\_\_ No \_\_\_\_\_ SS Yes \_\_\_\_\_ No \_\_\_\_\_  
Span \_\_\_\_\_ Math Yes \_\_\_\_\_ No \_\_\_\_\_

LPAC Recommendation:  
Dual Language Program \_\_\_\_\_  
All English Curriculum \_\_\_\_\_  
ESL \_\_\_\_\_

\_\_\_\_\_  
Campus Administrator

\_\_\_\_\_  
Dual Language or ESL Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

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### Step Three (3)

### Parent Consent Forms

1. Once the LPAC recommendation form is done, a parent consent form is send to the parent to sign.
2. Once the parent returns the form, give the PEIMS clerk the information to code for placement. Once this is done the 20 day timeline closes.

### OR

### Parent Denial Form

1. If parent sends the form back mark not in agreement with placement, have the parent meet with the administration to fill out the denial of services form.
2. Parent needs to come in personally and meet with the administrator and sign the form.
3. Once this is done, give it to the PEIMS clerk to code LEP C and complete timeline.

### Things to remember.....

1. If a parent denial is requested after initial placement, do not give the parent another parent consent form and then a parent denial. Give the parent the denial form.
2. Under no circumstance does anyone in the campus, this includes clerks initiated a parent denial or perpetuate the idea to parents. **Doing so can bring us liability issues.** If litigation should occur, the district will not support the District employee. Review Admin Reg (EHBJ); it is district policy.
3. If the student was a previously placed in Bil/ESL and the parent does not agree with the continuation of the placement, explain that they have the right to change the placement if they choose.
4. Coding before it is given to PEIMS must be triple checked to ascertain that the information that is going to be inputted into AS400 is correct. This is an LPAC and PEIMS responsibility. Both clerks need to be aware of the information and what is being submitted in the system.

**IT IS THE RESPONSIBILITY OF THE LPAC CLERK TO PROPERLY AND CORRECTLY FILL OUT AND SUBMIT THE REQUIRED PAPERWORK AND MAINTIAN AN UP-TO-DATE LPAC STUDENT FOLDER. ANY CHANGES, CORRECTIONS OR ADDITIONS TO THE FOLDER MUST BE DOCUMENTED and ANNUAL AUDITS OF THESE FOLDERS SHOULD BE PERFORMED TO ASCERTAIN ACCURACY.**



Bilingual Education  
Notification/Parental Permission Form

Student's Name \_\_\_\_\_  
Date Sent: \_\_\_\_\_

I.D. # \_\_\_\_\_  
Campus: \_\_\_\_\_

Dear Parent:

As part of our policy, we make every effort to meet the educational needs of your children. Based on the Home Language Survey, we administered an oral language test and have found that your child's primary language is Spanish and has limited or no English language proficiency. As a result, your child is being recommended to follow the Bilingual Education program, which is detailed below.

Language Arts-Spanish and English Instruction  
Mathematics-Spanish and English Instruction  
Social Studies- Spanish and English Instruction  
Science-Spanish and English Instruction

The goal of the program is English proficiency using native language support to facilitate the process using the transitional model. This model will allow your child to acquire the English skills necessary to be able to be successful in academic content as well as achieve the necessary skills needed to successful in continuing his/her educational career. A brochure explaining in detail the program, the process of placement and your rights has been sent along with this letter. It is expected that your child follow the state curriculum and be given the opportunity to exit from the program by successfully passing the English Reading and/or Writing TAKS as it pertains to their grade level. The TAKS assessment starts in 3<sup>rd</sup> grade. If you child has been identified as needing Special Education services, the ARD committee will determine the appropriate method of language instruction needed, based on their individualized educational plan.

May I assure you that we are acting in behalf of your child's best interest. If you have any questions, please do not hesitate to call me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Principal

Mark, sign and return to the office.

\_\_\_\_\_ I agree with placement

\_\_\_\_\_ I do not agree with the placement

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

\_\_\_\_\_  
Date

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Updated: July 2005 (MSF)



## English as a Second Language Program Notification/Parental Permission Form

Student's Name \_\_\_\_\_  
Date Sent: \_\_\_\_\_

I.D.# \_\_\_\_\_  
Campus: \_\_\_\_\_

Dear Parent:

As part of our policy, we make every effort to meet the educational needs of your children. Based on the Home Language Survey, we administered an oral language test and have found that your child's primary language is Spanish and has limited or no English language proficiency. As a result, your child is being recommended to follow the English as a Second Language program, which is detailed below.

ESL Content Based Instruction with native language support as needed  
Sheltered Instruction with native language support as needed

The goal of the program is English proficiency using native language support to facilitate the process using these models. This model will allow your child to acquire the English skills necessary to be able to be successful in academic content as well as achieve the necessary skills needed to be successful in continuing his/her educational career. A brochure explaining in detail the program, the process of placement and your rights has been sent along with this letter. It is expected that your child follow the state curriculum and be given the opportunity to exit from the program by successfully passing the English Reading and/or Writing TAKS as it pertains to their grade level. The TAKS assessment starts in 3<sup>rd</sup> grade. Your child will follow the recommended graduation plan as outlined by the Texas Education Agency. If your child has been identified as needing Special Education services, the ARD committee will determine the appropriate method of language instruction needed, as well as the requirements for graduation based on their individualized educational plan.

May I assure you that we are acting in behalf of your child's best interest. If you have any questions, please do not hesitate to call me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Principal

Mark, sign and return to the office.

\_\_\_\_\_ I agree with placement

\_\_\_\_\_ I do not agree with the placement

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

\_\_\_\_\_  
Date

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## Waiver of Bilingual Education

Student's Name: \_\_\_\_\_ I.D.# \_\_\_\_\_  
Grade: \_\_\_\_\_ Campus: \_\_\_\_\_

Dear Parent or Guardian:

Through the Home Language Survey and/or oral language proficiency test, your child has been identified as limited English proficient. The State of Texas, as well as the Clint Independent School District, wants to make every effort to provide an equal educational opportunity for each student. We have assigned your child accordingly, to the Bilingual Education Program.

Due to this assignment, the goals, objectives, and benefits of the Bilingual Program for Clint independent School District have been thoroughly explained to you, the parent or guardian.

If you disapprove of this assignment and prefer the regular English Program, even though your child may not fully understand the English language and the benefits of the program have been explained, please sign the following waiver.

I \_\_\_\_\_ fully understand that \_\_\_\_\_ (Name of Child) would greatly benefit from being in the Bilingual Education Program. After consideration of all factors, I am recommending that my child not be placed in the Bilingual Education Program and placed in the regular English Program due to the following reasons:

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Understanding the present and future implications of the above, I take full responsibility for this education decision.

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

Administration Conference on \_\_\_\_\_ (Date)  
Effective Date: \_\_\_\_\_

Principal/Asst. Principal Signature \_\_\_\_\_ (For Office Use Only)

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Updated: May 2006 (MSF)



## Waiver of English As a Second Language Program

Student's Name: \_\_\_\_\_ I.D.# \_\_\_\_\_  
Grade: \_\_\_\_\_ Campus: \_\_\_\_\_

Dear Parent or Guardian:

Through the Home Language Survey and/or oral language proficiency test, your child has been identified as limited English proficient. The State of Texas, as well as the Clint Independent School District, wants to make every effort to provide an equal educational opportunity for each student. We have assigned your child accordingly, to the English as a Second Language Program.

Due to this assignment, the goals, objectives, and benefits of the English as a Second Language Program of Clint independent School District have been thoroughly explained to you, the parent or guardian.

If you disapprove of this assignment and prefer the regular English Program, even though your child may not fully understand the English language and the benefits of the program have been explained, please sign the following waiver.

I \_\_\_\_\_ fully understand that \_\_\_\_\_ (Name of Child) would greatly benefit from being in the English As a Second Language Program. After consideration of all factors, I am recommending that my child not be placed in the English as a Second Language Program and placed in the regular English Program due to the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Understanding the present and future implications of the above, I take full responsibility for this education decision.

-----  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Administration Conference on \_\_\_\_\_ (Date)  
\_\_\_\_\_  
Effective Date: \_\_\_\_\_  
Principal/Asst. Principal Signature \_\_\_\_\_ (For Office Use Only)

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## Step Four (4)

## Exiting the Program

1. Once TAKS scores arrived in May, LPAC clerk needs to make sure to make a list to compile the names of all the Bil/ESL and LEP students who passed the Reading, Writing and ELA English portions of TAKS. This will be documented in LPAC meeting minutes.
2. All students who exit the program due to successful passing of TAKS will show a date of 06/01/ year of the school year. **There is a new code that we will start to use as of 06/01/06. For students who are in a Bilingual/ESL placement, we will use (EXT) as the code for exiting students. For LEP (parent denials) who are going to be re-classified due to successful passing of TAKS will be coded (XLP).**
3. Please remember that all exits will show a 06/01/0 date. Audits will be conducted to ascertain that this happening. All changes will be sent back to the campus for corrections.
4. Please remember that all this involves funding.

### **OR.....**

1. Students going from a Bilingual to an ESL placement will remain the same.
2. Students going from Bilingual/ESL coding to LEP C remain the same.
3. These students will all need two year follow-ups. Make sure that this is happening.



Bilingual Education Program Exit Form  
Notificación de Salida de Educación Bilingüe

To the Parents or Guardians of \_\_\_\_\_ Grade \_\_\_\_\_  
I.D.# \_\_\_\_\_ Campus \_\_\_\_\_

The Language Assessment Committee has recommended that your child be exited from the Bilingual Education Program and be placed in an all English Instructional Program. This recommendation is based on your child's test results, overall progress and teacher input.

For the next two years, the committee will monitor the progress of your child in the English Program.

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A los Padres o Tutores de \_\_\_\_\_ Grado \_\_\_\_\_  
I.D. # \_\_\_\_\_ Escuela \_\_\_\_\_

El Comité de Asesoramiento para la Proficiencia del Lenguaje ha recomendado que su hijo(a) sea colocado(a) en el programa regular de ingles. Su hijo(a) ya no necesita estar en el programa de Educación Bilingüe y por lo tanto se recomienda que todo su instrucción sea en ingles. Esta recomendación esta basada en los resultados de las pruebas de su hijo(a), su progreso en general y en la información que nos proporciono su maestro(a).

Durante los siguientes dos años, el comité observara el progreso de su hijo(a) en el programa de ingles.

Atentamente,

\_\_\_\_\_  
Director

\_\_\_\_\_  
Parent's Signature/ Firma de Padre

\_\_\_\_\_  
Date/Fecha

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Updated: July 2005 (MSF)



English As a Second Language Program Exit Form  
Notificación de Salida de Ingles Como Segundo Idioma

To the Parents or Guardians of \_\_\_\_\_ Grade \_\_\_\_\_  
I.D.# \_\_\_\_\_ Campus \_\_\_\_\_

The Language Assessment Committee has recommended that your child be exited from the Bilingual Education Program and be placed in an all English Instructional Program. This recommendation is based on your child's test results, overall progress and teacher input.

For the next two years, the committee will monitor the progress of your child in the English Program.

-----

A los Padres o Tutores de \_\_\_\_\_ Grado \_\_\_\_\_  
I.D. # \_\_\_\_\_ Escuela \_\_\_\_\_

El Comité de Asesoramiento para la Proficiencia del Lenguaje ha recomendado que su hijo(a) sea colocado(a) en el programa regular de ingles. Su hijo(a) ya no necesita estar en el programa de Ingles Como Segundo Idioma y por lo tanto se recomienda que todo su instrucción sea en ingles. Esta recomendación esta basada en los resultados de las pruebas de su hijo(a). Su progreso en general y en la información que nos proporciono su maestro(a).

Durante los siguientes dos años, el comité observara el progreso de su hijo(a) en el programa de ingles.

Atentamente,

\_\_\_\_\_  
Director

\_\_\_\_\_  
Parent's Signature/ Firma de Padre

\_\_\_\_\_  
Date/Fecha

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Updated: July 2005 (MSF)

## **Step Five (5)**

## **Annual Reviews**

1. At the end of the year, LPAC clerks gather all information: TAKS scores, TELPAS scores, grades, for all LEP students (Bil/ESL and PD's).
2. All demographic information, scores and grades need to be filled in. When conducting a two year follow-up, clearly note if it is 1<sup>st</sup> or 2<sup>nd</sup> year.
3. Allow enough time at all LPAC meeting to fill out all the appropriate paperwork for each student.
4. Ascertain that all writing samples from TOP are filed in the student LPAC folder as well.



## Language Proficiency Assessment Committee Bil/ESL Program Annual Review or Parent Denial/Exit Two Year Follow-Up

Student's name \_\_\_\_\_

Student's ID No. \_\_\_\_\_

Teacher \_\_\_\_\_

Campus/Grade \_\_\_\_\_

Annual Review \_\_\_\_\_

One/Two Year Follow-Up \_\_\_\_\_

Grades:  
(Cumulative for all  
5 six weeks)

Reading \_\_\_\_\_  
Math \_\_\_\_\_  
Social Studies \_\_\_\_\_

ELA/Lang Arts \_\_\_\_\_  
Science \_\_\_\_\_

Language Assessment Scores:

Raw

Level

NCE

Pre LAS

Eng \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Span \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LAS-O

Eng \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Span \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LAS-RW

Eng \_\_\_\_\_

\_\_\_\_\_

TELPAS

Beg \_\_\_\_\_

Int \_\_\_\_\_

Adv \_\_\_\_\_

AdvH \_\_\_\_\_

TAKS Recommendations

Eng \_\_\_\_\_

Span \_\_\_\_\_

TAKS Exempt:

Yes \_\_\_\_\_ Recent Immigrant 1st yr \_\_\_\_\_ 2nd yr \_\_\_\_\_ 3rd yr \_\_\_\_\_

\_\_\_\_\_ Sp Ed (ARD) Will take SDAA \_\_\_\_\_ Sub(s) \_\_\_\_\_ Inst Lvl: \_\_\_\_\_

TAKS Mastery:

Reading

Yes \_\_\_\_\_

No \_\_\_\_\_

Science

Yes \_\_\_\_\_

No \_\_\_\_\_

Eng \_\_\_\_\_

ELA/Writing

Yes \_\_\_\_\_

No \_\_\_\_\_

SS

Yes \_\_\_\_\_

No \_\_\_\_\_

Span \_\_\_\_\_

Math

Yes \_\_\_\_\_

No \_\_\_\_\_

LPAC Recommendation:

Bilingual Education \_\_\_\_\_ All English Curriculum \_\_\_\_\_ ESL \_\_\_\_\_

Change of Placement \_\_\_\_\_

\_\_\_\_\_  
Campus Administrator

\_\_\_\_\_  
Dual Language or ESL Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

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## Step Six (6)

## Re-entry to the Program

1. If for any reason, the LPAC Committee feels that an exited student needs to be brought back to a language support program, the LPAC has to have all documentation available to justify the recommendation for having a student re-entered into a language support service.
2. It is the responsibility of the LPAC clerk to have all documentation available before the LPAC Committee convenes for this.
3. As of HB 1, LPAC needs to monitor failing grades in content area courses for all first and second year follow-up students. Teacher will submit six weeks progress reports for all of these students to LPAC. Once a failing grade is noted, instructional interventions will need to go into place and LPAC will meet to discuss the course of action needed for these students. LPAC may recommend re-entry into a language support program, but the parent/guardian has the final decision.

LPAC must document on their minutes, progress, monitoring and interventions that were put into place.

4. A parent conference must be held with the administrator to explain the reason for the recommendation whether or not the parent agrees to the placement.



**Parent Notification of Student Re-entry into the Bilingual/ESL Program**

**Student Name:** \_\_\_\_\_ **I.D.#** \_\_\_\_\_ **Campus:** \_\_\_\_\_

Dear Parent/Guardian:

The Bilingual/ESL program is designed for students of Limited English Proficiency in grades Pre-Kindergarten to grade 12. Your child was exited from the program on \_\_\_\_\_. However, recent test data, academic performance, and teacher recommendation indicate that your child should be re-entered into the program.

Please sign and return this letter to your child's school to indicate whether you would like your child to be re-entered into the Bilingual/ESL program. Please set an appointment with me for a conference.

Sincerely,

\_\_\_\_\_  
**Principal/Asst. Principal**

**Check one:**

\_\_\_ I have had a conference with the principal/asst. principal, and the principal/asst. principal provided more information regarding my child's academic progress and the Bilingual/ESL program. I would like my child re-entered into the Bilingual/ESL program.

\_\_\_ I have had a conference with the principal/asst. principal, and the principal/asst. principal has provided me more information regarding my child's academic progress and the Bilingual/ESL program. However, I do not wish my child re-entered into the Bilingual/ESL program.

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Telephone number**

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Updated: July 2005 (MSF)



**Administrator/Parent Conference for Re-Entry into Bilingual/ESL Program**

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

**I.D.#:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Campus:** \_\_\_\_\_

**Conference Date:** \_\_\_\_\_

**Summary of Conference:**

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**Outcome:**

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\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

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**Step Seven (7)**

**Order of LPAC Student Folder**

<p><b>LPAC Checklist TOP Writing Samples</b></p>	<p><b>Home Language Survey Testing Sheets LPAC Recommendation Form Parent Consent Form Parent Denial Form (if applicable) Exit Form (if applicable) TAKS Student Form to prove exit Annual Review (every year their after)  Corrective Action Form (if needed)</b></p>
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**It is the responsibility of the LPAC Clerk to:**

- ✓ Make sure that the order of the documents are maintained.
- ✓ Make sure that the last LPAC action that occurred is on top, so as to immediately know what is happening with the student or what is missing.
- ✓ Make sure that we are conducting audits on the files, check for signatures, dates, completion of paperwork, and paperwork (writing collections) are attached periodically. There is no reason not to have incomplete files.
- ✓ There are numerous errors that may be avoided if the audits are conducted periodically.
- ✓ This information is confidential; do not leave paperwork anywhere.

## **Guidelines for Using Corrective Action Forms**

This form will be used whenever an error or mistake needs to be corrected. The form itself is only documentation that the problem has been identified and how it was corrected. Under no circumstance is the form the only tool that is necessary for correction purposes. Following is a list of possible errors that can be encountered and would need immediate attention:

- A. Missed timelines for placement
- B. Incorrect placement of students
- C. Missing signatures on paperwork
- D. Incomplete paperwork or documentation (parent denials)
- E. Lost files
- F. Students who need to be exited from a language program and have not
- G. Miscoding in PEIMS for identification purposes

Please keep in mind that this is not an all inclusive list. There can be many errors that can and will occur. After doing a corrective action form, please address it in the LPAC meeting minutes. Please be specific on the problem and how it was corrected. Remember that it is better to be upfront and proactive in identifying the mistakes, then trying to hide them.

The form itself is simple and easy to follow. The important piece here is to make sure that an administrator and an LPAC member sign the form to make sure that whoever is correcting the error is doing it right and that the person who is making the correction also signs it. This is just to be able to refer back and explain the problem and why it was corrected the way it was.



## **Corrective Action Taken for LPAC Student File**

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

Problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Action taken:  
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\_\_\_\_\_

\_\_\_\_\_  
Signature and title of person making the corrective action

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Signature of LPAC Committee Member

**Once completed this document is to be placed on the student permanent LPAC file.**