


LEP Initial Identification Procedures

Student Name _____

Date of Meeting: _____

Attach this checklist to the front of each LPAC paperwork for initial placement. Send a copy of this completed sheet to Barbara Booth at Admin. Check off each step you have completed. You can scan it and email it along with the copies when complete.

Complete Initial	Form Name	Notes
	<p>Home Language Survey (need a copy)</p> 	<p>LEP identification and placement of a student must occur within 4 weeks or 20 school days of student's enrollment. HLS must be given in English and in native language. If responses indicate English, no testing is required and student moves into regular ed. If the HLS indicates a language other than English, the student must be tested. Form will be available on-line.</p>
	<p>TEST IPT online English and Spanish (Spanish if applicable) (need a copy)</p>	<p>PK-1: Oral Language Proficient Test (IPT) 2-12: IPT & Norm Reference Test (IOWA) Test must be administered by a trained professional or paraprofessional.</p>
	<p>The student is LEP if...</p>	<p>PK-1: IPT indicated Limited English Speaking the student is LEP 2-12: IPT indicates limited English Speaking AND the NRT (IOWA) is below the 40th percentile or English is so limited the test is not valid</p>
	<p>The student is NON- LEP if...</p>	<p>PK-1: IPT scores fluent English speaking. The student does not qualify.</p>

		<p>This student goes into general education.</p> <p>2-12: IPT scores fluent English speaking and student scores above the 40th percentile on the NRT (IOWA). The student does not qualify. This student goes into general education.</p>
	<p>If student is identified as LEP , schedule an LPAC Meeting (Ellevation) (need a copy)</p>	<p>Schedule the LPAC meeting. LPAC is composed of : Campus administrator, professional BE educator, ESL teacher professional transitional language educator, parent of a current ELL participating in the required BE or ESL program. LPAC makes recommendation of placement either BE (PK-4) or ESL (5-12). *All members must be present</p>
	<p>Parental Notification Parents must be provided with :</p> <ul style="list-style-type: none"> • Student’s level of English proficiency • Description of the program • Benefits of the program (need a copy) 	<p>Parent must be notified that their child has been classified as LEP and recommended for placement in either a Bilingual education program or an ESL program. If parent grants permission for BE the student is Bilingual.</p>
	<p>If the parent does not grant permission to participate in BE, parents, campus staff, and myself meet to discuss Bilingual program benefits. (Please contact Mrs. Campa first of denial)</p>	<p>Written parental approval or denial for Bilingual must be obtained including date and signature. The date identifies the student’s official PEIMS status as LEP.</p>
	<p>After discussing the bilingual program benefits to parents and if they still want to deny Bilingual then we offer ESL. (This should be our last resort) (need a copy)</p>	<p>Written parental denial notification must be signed by parent and Written parental approval for ESL must be obtained including date and signature. The date identifies the student’s official PEIMS status as LEP</p>

	<p>If the parent denies student participation in either BE/or ESL (need a copy)</p>	<p>There must be written parental denial. The student will continue to be classified as LEP until he or she meets exit criteria. We are still obligated to monitor and TELPAS these students.</p>																																																																																																																																																																
	<p>Completion</p>	<p>Once all the steps are completed, make sure each box is checked off and all forms are dated and signed by all stakeholders before submitting all information. You will begin your LPAC orange folder at the home campus. Make copies of all documentation. Send all copies to BE/ESL dept. (Mrs. Campa/Mrs. Barbara Booth)</p>																																																																																																																																																																
	<p>PEIMS Coding Changes Form</p> <table border="1" data-bbox="349 945 1039 1176"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>14</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Parental Permission Codes - C093</p> <p>3 Parent/guardian requested placement of non-LEP student in bilingual program 7 Parent/guardian did not respond 8 Parent/guardian was not contacted A Parent/guardian denied placement in bilingual, but approved placement in ESL B Parent/guardian approved placement of a pk-8 LEP student in required ESL program, but has not denied placement in bilingual C Parent/guardian denied placement in any special language program D Parent/guardian approved placement in bilingual program E Parent/guardian approved placement in bil. program but program not available; parent approved placement in ESL program(must submit exception bil program) F Parent/guardian of 9-12 LEP student has approved services in accordance w/ LPAC plan. The LPAC plan may include English I for G Parent/guardian approved placement of a recently exited non-LEP student in bilingual or ESL program H Parent/guardian requested placement of non-LEP student in the ESL Program J Parent/Guardian has approved placement of a LEP student in ESL Program, but program is not available. Student is approved for placement in Alternative Language Program approved by TEA</p> <p>LEP Indicator Codes - C061</p> <p>0 Not LEP 1 Identified as LEP F Exited, First year monitor S Exited, Second year monitoring</p> <p>ESL Program Codes - C176</p> <p>0 Does not participate 2 ESL / Content-based 3 ESL / Pull-out</p> <p>Bilingual Program Codes - C175</p> <p>0 Does not participate 2 Transitional bilingual/early exit</p> <p>Campus Name _____ LPAC coordinator signature _____ Date _____</p>	A	B	C	D	E	F	G	H	I	J	1										2										3										4										5										6										7										8										9										10										11										12										13										14										15										<p>Submit the PEIMS coding changes form with the correct code of student placement to BE/ESL dept. This form will be available on-line.</p>
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Meets Exit/ Reclassification Criteria

2015-2016 English Proficiency Exit Criteria Chart											
At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation. ¹											
For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.											
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading ³	Norm-Referenced Standardized Achievement Test ⁴ (Rtg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ⁴ (Rtg./Lang.) 40th percentile or above	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	Norm-Referenced Standardized Achievement Test ⁴ (Rtg./Lang.) 40th percentile or above
English Writing ³	Agency-Approved Writing Test ⁶	Agency-Approved Writing Test ⁶	Agency-Approved Writing Test ⁶	STAAR ⁵	Agency-Approved Writing Test ⁶	Agency-Approved Writing Test ⁶	STAAR ⁵	Agency-Approved Writing Test ⁶			Agency-Approved Writing Test ⁶
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										
¹ 19 TAC §89.1225(i) ² In the 2015-2016 List of Approved Tests for Assessment of Limited English Proficient Students available on the following web page: http://tea.texas.gov/bilingual/esl/education/ ³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English I and II reading and writing assessments. ⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy. ⁵ Includes STAAR A without linguistic accommodations. Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i). Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test should not be considered for exit.											

Students may not exit a BE/ESL program in PK-K. A student may only be considered for reclassification by the LPAC committee at the end of the school year based on the following criteria.

- English language proficiency according to a state approved OLPT (IPT)
- Passed STAAR in English with no Accommodations
- Advanced High in TELPAS listening, speaking, and writing
- State approved NRT (IOWA)
(Use TEA English Proficiency Exit Criteria Chart per grade level)

Required Additional LPAC

Mid-year assessment and End of year LPACs are required for all students identified LEP